

Professional Development Monthly Advisor and Planner (PD MAP)

Theme: Adult Learning and Adult Development

September/October 2011

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Welcome to the September/October Professional Development MAP!

Adult education classes are in full swing across Colorado. Teachers are welcoming both new and returning learners. From enrollment forms, teachers can glean much of a learner's "public" information such as contact information, age, and educational background. But what about a learner's private information, such as fears and anxieties, recent life-changing events, entrenched beliefs, developmental life stage, speed of learning, and ways of knowing? The articles in this month's PD MAP address these deeply-seated factors by exploring what is known about adult development and adult learning. The resources in this PD MAP lean toward the theoretical rather than the practical. Of course, the two are linked. Effective techniques and activities that teachers use in instruction - best practices - should be grounded on these foundations of adult learning and adult development. Refer to previous PD MAPS on our website for resources on best practices for instructing adults.

October is rich in professional development events for Colorado educators. Two events supported by the CDE/AEFL office are the Foundations in Family Literacy Training held in Colorado Springs on October 13-14 and the CAEPA Rendezvous Conference held at the Marriott Tech Center hotel on October 21-22. See the Workshops, Trainings, and Conferences section below for more details.

Best regards,

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Self-Study:

Principles of Adult Learning

Proliteracy Education Network, free, self-paced, online course

<http://www.proliteracyednet.org/articles.asp?mcid=2&cid=24>

This course provides insights into adult learning in general, as well as some of the physical, sociological, and physiological issues that adult literacy and English-as-a-second-language (ESL) learners face. Participants begin to think about the things they might do and the attitudes they might develop that will enable them to better work with adult students.

30 Things We Know for Sure About Adult Learning

Zemke, R., and Zemke, S., Innovation Abstracts, Vol. VI, No. 8, March, 1984

<http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/adults-3.htm>

This brief article summarizes principles of adult learning in the areas of motivation to learn, curriculum design, and in the classroom.

Understanding the ABE Student

Florida Department of Education, free, self-paced, web-based training

<http://www.floridatechnet.org/inservice/abe/abestudent/comp1.html>

This course has four modules: The Adult Learner, Learning Theory 101, Making the Match, and Building a World Class Program. Topics covered include: characteristics of adult learners, barriers to learning, youth in ABE, motivating adult learners, Knowles' theory of andragogy, and learning styles.

Rossman Adult Learning Inventory (RALI)

Rossman, M.E. & Rossman, M.H.

<http://www.drjimmirabella.com/resources> (scroll down to "Adult Learning")

This inventory is a series of True/False questions in four areas of adult learning: orientation to learning, mental abilities, physiological characteristics, and psychological characteristics. An answer sheet with lengthy explanations is provided.

Basics of Adult Literacy Education; An online course for adult literacy instructors

Office of Vocational and Adult Education (OVAE). Free, self-paced, online course

<http://www.c-pal.net/course/index.html>

The first module of this course – The Adult Learner - describes six critical characteristics of adult education learners. The module also explores those traits of adult educators that help learners be successful.

Low Self-Esteem: Myth or Reality?

Lipnevich, A., Focus on Basics, Volume 8, Issue B, May 2006

<http://www.ncsall.net/?id=1105>

This research investigated the assumption that adult literacy learners' self esteem is low. The results were contrary to that assumption. Possible explanations are provided.

Teaching to the Adult Learner

Michigan Adult Education Professional Development (MAEPD). Free, self-paced, web-based training

<http://www.maepd.org/wbt/adultlearner/page1.html>

Participants who take this training are able to identify the main points regarding adult learning theory, distinguish between andragogy and pedagogy, determine the motives and barriers for adult learners, and define principles for effective adult learning. Many printable handouts.

Stopping Out, Not Dropping Out

Belzer, A., Focus on Basics, Volume 2, Issue A, 1998

<http://www.ncsall.net/?id=771&pid=417>

This article describes the different perspectives held by teachers and adult learners when learners leave their study at an adult education program. The article describes an "in and out" pattern that teachers may not understand, but that meets the needs of learners.

Beginning to Work with Adult English Language Learners: Some Considerations

Cunningham Florez, M., and Burt, M. National Center for ESL Literacy Education, Center for Adult English Language Acquisition, 2001

http://www.cal.org/caela/esl_resources/digests/beginQA.html

This digest discusses instructional implications of four topics: the application of principles of adult learning in ESL contexts, eight key factors of second language acquisition, culture and working with multicultural groups, and ten instructional approaches that support language development in adults.

Transformational Learning in Adulthood

Portnow, K., et al, Focus on Basics, Volume 2, Issue D, December 1998

<http://www.ncsall.net/?id=256>

This article describes three developmental stages of adult understanding - instrumental, socializing and self-authoring – and how they impact adult learners' perspectives on working together, decision-making skills, interpersonal skills, life-long learning skills, and communication skills.

Three Different Types of Change

Helsing, D., et al, Focus on Basics, Volume 5, Issue B, October 2001

<http://www.ncsall.net/?id=255>

This article describes types of changes that adult learners, primarily ESL learners, experienced over their course of study at an adult education program. Changes included acculturation, consolidation of social identities and perspectives, ways of parenting, perspectives on teaching and learning. The framework includes the three types of knowing described in the Portnow article above – instrumental, socializing, and self-authoring.

Understanding the Adult Basic Education Student

Florida Dept. of Education. Free, self-paced, web-based training

<http://www.floridatechnet.org/moodle/course/view.php?id=4>

This course explores how everything a teacher says, does, and writes impacts whether not the ABE student is comfortable and productive in the classroom. The course helps teachers recognize learners' unique needs and abilities.

Looking Closely at Second Language Learning, An Interview with Shattuck Professor Catherine Snow

Bucuvalas, A., Harvard Graduate School of Education, October 1, 2002

<http://www.gse.harvard.edu/news/features/snow10012002.html>

In this interview, Snow examines age differences (child vs adult) in SLA. She identifies advantages and disadvantages that adults bring to second language learning. Snow dispels the notion of a "critical period" for language learning.

Social Identity and the Adult ESL Classroom

Ullman, C., University of Arizona, Center for Adult English Language Acquisition (CAELA), 1997

http://www.cal.org/caela/esl_resources/digests/socident.html

This article explores how theories of social identity and language learning have developed. It discusses six classroom activities teachers can use to support learners in their process of self re-creation that occurs during the process of language learning.

Teaching Learners to be Self-Directed

Grow, G., 1991, 1996. Print article adapted for web delivery.

<http://www.longleaf.net/ggrows/SSDL/Intro.html#Abstract>

This article describes the Staged Self-directed Learning Model, which proposes that learners advance through stages of increasing self-direction and that teachers can help or hinder that development. Specific methods are proposed for teaching students at each stage. Several pedagogical difficulties are explained as mismatches between teacher style and learner stage, especially the mismatch between a student needing direction and a non-directive teacher. The print version of this article appeared in *Adult Education Quarterly*, Vol. 41, No. 3, Spring 1991, pp. 125-149.

Collaboration with Colleagues:**Locally facilitated staff discussion**

To conduct a 60-90 minute staff discussion of any resources in the Self-Study strand, use the following resource:

Guidelines for Facilitating Discussion Groups

<http://www.calpro-online.org/pubs/DiscussionGuidelineforResearchPublications.pdf>

Adult Development (Study Circle)

National Center for the Study of Adult Learning and Literature (NCSALL), 2005

<http://www.ncsall.net/?id=771&pid=893>

This study circle addresses Robert Kegan's work in adult development theory and its application in the practice of adult basic education. The focus is on the three ways of knowing—Instrumental, Socializing, and Self-authoring—that adult learners use, and how teachers can support those learners through

instructional methods and other student supports. The guide contains a step-by-step Facilitator Guide, participant handouts, and readings. The study circle can be facilitated locally or by contacting Jane Miller, 303-866-6611, miller_j@cde.state.co.us.

Workshops, Trainings, Conferences:

Foundations in Family Literacy Training, October 13-14 (Thursday/Friday)

Irving Educational Center, 1702 N. Murray Blvd., Colorado Springs
CDE Office of Federal Program Admin., Office of Adult Education and Family Literacy, and Colorado Family Literacy Training Center

This training provides beginning family literacy practitioners the framework needed to fully understand the comprehensive, four-component family literacy model. Foundations is designed to provide a basic overview of the principles and practices of family literacy and the research that supports those practices. For registration information contact Debbie Butkus, butkudl@d11.org. Registration deadline: October 6

CAEPA Rendezvous Conference: Maximizing Resources in Challenging Times, October 21-22 (Friday/Saturday)

Denver Marriott Tech Center, 8:30 a.m. – 5:00 p.m.

For conference schedule and to register, go to <http://www.caepa.org>

This state-wide annual conference draws hundreds of adult educators from Colorado. Keynote Speakers are Temple Grandin, Ph.D., and Bethanie Tucker, Ed.D. More than 40 breakout sessions in seven strands. Many vendors with materials of interest to adult educators.

Facilitate online courses

Professional Studies AE, WorldEd and ProLiteracy

<http://www.professionalstudiesae.worlded.org/>

The following five online courses are offered in October:

Research-based Strategies and Models for Adult Transitions to Postsecondary Education

October 5 – December 7, 2011, \$249

Participants read and discuss the research on the changing workforce and examine the reasons why adult learners need to go beyond the GED to advance their earning potential. Examine program models that support adult transitions to postsecondary education.

Introduction to College Transition Math

October 10 – December 12, 2011, \$249

Participants reflect on their own and their students' math backgrounds, examine and experience the college placement test students take, try out math activities and exercises for use in instruction, and explore essential the math knowledge and skills for college transition students.

Differentiated Instruction

October 11 – December 12, 2011, \$249

Participants learn to make the strong learning objectives required to keep multilevel instruction on target. Both research and specific strategies are addressed. Participants produce their own lesson plans with effective learning objectives and differentiation suited to their own environments.

College Readiness for Adults: Beyond Academic Preparation

October 13 – December 7, 2011, \$249

This course assists educators, counselors, administrators and postsecondary partners to better prepare adult students for postsecondary education. Participants identify, organize, and reflect on the broad array of readiness skills and abilities that adults need to be successful in postsecondary education and training.

Teaching Reasoning and Problem-Solving Strategies

October 31 – December 19, 2011, \$179.00

This course examines mathematical reasoning and problem solving strategies and provides numerous teaching strategies and activities that you can apply to your teaching right away. Learn how to help

Courses for Credit:***EDU 131 introduction to Adult Education***

Trinidad State Junior College, www.trinidadstate.edu, start date October 1

EDU 132 Planning, Organizing, and Delivering Adult Education Instruction

Colorado Mountain College, <http://www.coloradomtn.edu/>, start date October 24

CCOnline, www.cconline.org, start date October 3

EDU 134 Teaching English as a Second Language (ESL) to Adult Learners

CCOnline, www.cconline.org, start date October 3

Additional Professional Development Resources:***The Power of a Cohort and of Collaborative Groups***

Drago-Severson, E., et al, Focus on Basics, Volume 5, Issue B, October 2001

<http://www.ncsall.net/?id=254>

This article describes the benefits, challenges, and implications for practice of putting adult learners into cohort groups. The article describes several different cohort designs and explains that learners experience the same benefits regardless of cohort design. The article describes how adults in the three developmental stages – instrumental, socializing, and self-authoring – describe the values they derived from being a member of a cohort group.

"I've Come a Long Way:" Learner-Identified Outcomes of Participation in Adult Literacy Programs

Bingman, M.B. and Ebert, O., Center for Literacy Studies, Univ. of Tennessee, NCSALL Report #13, 2000

<http://www.ncsall.net/fileadmin/resources/research/report13.pdf>

The ten adult learners in this study share what they define as positive outcomes of participation in adult basic education – increased uses of literacy skills and an improved sense of self. The interviews that form the basis of the study covered participants' adult education experiences, family and work lives, childhoods and earlier schooling, and the changes in their lives that they attributed to adult education participation.

The CDE /AEFL office supports three professional development resource centers from which teachers in AEFLA-funded programs can check out books. Check out is free and the books are mailed to the teacher's home for review. It is the teacher's responsibility to mail the books back to the center.

Use the link below to access the online catalog for the three centers. Enter the AUTHOR name, or enter Adult Learning as a KEYWORD. https://athena.cde.state.co.us/screens/opacmenu_s2.html. Contact the appropriate resource center coordinator for information about the check out process:

- State PDR Center (Denver): Debra Fawcett, Fawcett_D@cde.state.co.us
- Northern Colorado PDR Center (Longmont): Connie Davis, ncpdc@stvrain.k12.co.us
- Southern Colorado PDR Center (Trinidad): Susan Harris, susan.harris@trinidadstate.edu

The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development,

Knowles, Malcolm S., 2005 LC5225.L42.K56 2005
Available at all three resource centers.

CDE/AEFL Professional Development Hours

All professional development options listed on this PD MAP earn CDE/AEFL PD Hours as described in the *Guide to Professional Development Reporting* at <http://www.cde.state.co.us/cdeadult/download/PD/Policy/GuideToPDRreporting0110.pdf>

For annual AEFLA reporting, teachers completing Self-Study or Collaboration with Colleagues options simply confer with their program director and record the number of PD Hours earned on their *Teacher's Annual Professional Development Activity Record*. Teachers completing workshops, training, or courses for credit receive certificates with PD Hours or transcripts.

<http://www.cde.state.co.us/cdeadult/download/pdf/AnnualPDActivityRecordFY09v3.pdf>

The PD options listed under the Self-Study strand are not acceptable for the LIA Portfolio training hours or for renewing a LIA. <http://www.cde.state.co.us/cdeadult/LIAIndex.htm>

Follow-up to This Month's Professional Development

The CDE/AEFL office is hosting two 1-hour discussions on Thursday, **October 27**, from 3:00 - 4:00 pm and Friday, **October 28**, from 9:00 - 10:00 am to follow-up with teachers who complete any of the PD options listed in this month's PD MAP. The conference call allows teachers across the state to connect with each other to ask and answer questions about this month's theme of *Adult Learning and Adult Development* and to share successful strategies and ask for advice regarding challenges. Teachers who participate in the conference call earn 1 additional PD Hour. Please register online by Tuesday, **October 25**, 2011 for one of the two discussions at <http://spreadsheets.google.com/viewform?formkey=dFlnem5sQUlaVHU3UTNsajNpWVN6eHc6MA>

PD Advisory Group Mission Statement

To create an integrated, accessible, and flexible system of professional development for adult education teachers in Colorado.

November 2011 PD Monthly Advisor & Planner

Theme: Cooperative Learning

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