

DOCUMENT RESUME

ED 344 056

CE 060 833

AUTHOR Sherman, Renee Z.; And Others
TITLE Key Elements of Adult Education Teacher and Volunteer Training Programs. Study of ABE/ESL Instructor Training Approaches.
INSTITUTION Pelavin Associates, Inc., Washington, DC.; San Francisco State Univ., Calif.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE Nov 91
CONTRACT VN90001001
NOTE 102p.; For related documents, see ED 338 605 and CE 060 831-832.
PUB TYPE Guides - Non-Classroom Use (055)

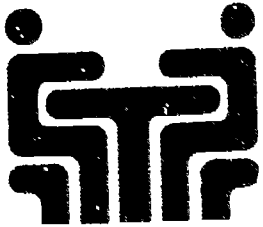
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Adult Basic Education; *Adult Educators; Course Content; Delivery Systems; Educational Research; *English (Second Language); *Inservice Teacher Education; Program Content; Program Descriptions; *Program Design; Program Development; Program Effectiveness; Program Guides; Program Implementation; Second Language Learning; Staff Development; Volunteers; *Volunteer Training

ABSTRACT

This report is designed as a guide for policymakers and practitioners interested in designing more effective staff development practices. It provides information about elements of effective staff development practices identified through a review of research and site visits to nine staff development programs identified as providing effective training for adult education teachers and volunteer instructors. Chapter I is an introduction. Chapter II presents two dimensions of effective staff development practices. Four elements associated with delivery of training services are discussed: experienced and dedicated training administrators and staff, decentralized training services, systematic follow-up of training, and evaluation procedures. Five elements associated with content of effective training services are addressed: providing training services responsive to needs of teachers and volunteer instructors, involving participants in the learning process, modeling appropriate instruction, placing learning within a theoretical framework, and providing appropriate training topics. Chapter III presents summary descriptions of training at the nine study sites. Each summary includes the following: a brief overview of the program's administrative structure, training topics, follow-up activities, key elements of the program, and recommendations for designing more effective staff development programs. Appendixes describe the specific objectives, research questions, and methodology for the site visits and an outline of other research activities undertaken by the same study. (YLB)

ED344056

STUDY OF ABE/ESL INSTRUCTOR TRAINING APPROACHES



KEY ELEMENTS OF ADULT EDUCATION TEACHER AND VOLUNTEER TRAINING PROGRAMS

PELAVIN ASSOCIATES, INC.
WITH
SAN FRANCISCO STATE UNIVERSITY
AND
ADULT LEARNING RESOURCE CENTER

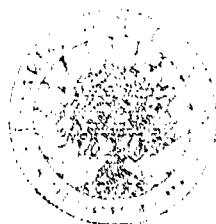
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve
reproduction quality.

Points of view or opinions stated in this docu-
ment do not necessarily represent official
OEI position or policy.

BEST COPY AVAILABLE



U.S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION

CE060833

**STUDY OF
ABE/ESL INSTRUCTOR
TRAINING APPROACHES**

**KEY ELEMENTS OF
ADULT EDUCATION TEACHER
AND VOLUNTEER
TRAINING PROGRAMS**

November 1991

**Renee Z. Sherman
Mark A. Kutner
Lenore Webb
Rebecca Herman
Pelavin Associates, Inc.**

**Office of Vocational and Adult Education
U.S. Department of Education
Washington, D.C. 20002
COTR: Richard DiCola**

**Pelavin Associates, Inc.
2030 M Street, N.W., Suite 800
Washington, D.C. 20036
Project Director: Mark A. Kutner**

This report was prepared for ED Contract No. 90001001. The information presented reflects the views of the study authors and not necessarily the views of the U.S. Department of Education.

TABLE OF CONTENTS

	<u>Page</u>
EXECUTIVE SUMMARY	iii
CHAPTER I: INTRODUCTION	1
CHAPTER II: EFFECTIVE STAFF DEVELOPMENT PRACTICES	4
Effective Delivery of Training Services	4
Experienced and Dedicated Training Administrators and Staff	4
Decentralized Training Services	6
Systematic Follow-Up	8
Evaluation of Training Services	10
Content of Training Services	11
Training in Response to Teachers' and Volunteer Instructors' Needs .	11
Involving the Participant in the Learning Process	15
Modeling Appropriate Instruction	17
Placing Learning Within a Theoretical Framework	18
Providing Training in Appropriate Content Areas	18
CHAPTER III: SUMMARIES OF STUDY SITES	22
Site Descriptions	23
Adult Basic and Literacy Educators Network, Washington	24
Adult Community Education (ACE) Network, Delaware	30
ESL Teacher Training Institute, California	37
Literacy Training Network, Minnesota	46
Bureau of Program Development, Evaluation, and Training, New Jersey	53
System for Adult Basic Education Support (SABES), Massachusetts	59
Dade County Adult Assessment System for ESOL (DCAASE), Miami, Florida	67
Project Read, San Francisco Public Library	72
City University of New York, New York City	78
REFERENCES	85

Table of Contents (continued)

	<u>Page</u>
APPENDIX A: SITE VISIT STUDY METHODOLOGY	87
Site Identification	87
Site Selection	88
Site Visit Components	88
APPENDIX B: STUDY OF ABE/ESL INSTRUCTOR TRAINING APPROACHES KEY PHASE I ACTIVITIES	90
State Profiles	90
Report on the Content and Delivery of Training	90
Working Group	91



Acknowledgements

This report benefitted from the advice, comments, and insights of many individuals. We would like to acknowledge the contribution of the working advisory group for the "Study of ABE/ESL Instructor Training Approaches": Sharon Crater, Judy Crocker, Hanna Arlene Fingeret, Wayne Haverson, Ed Jones, Bruce Joyce, Patty Keeton, Marc Potish, and Elaine Shelton. Their perspectives about training for adult education teachers and volunteer instructors have been invaluable for all aspects of the study.

We appreciate the efforts of all the administrators at the study sites--Adult Basic Literacy Educators Network, WA; Adult Community Education Network, DE; ESL Teacher Training Institute, CA; Literacy Training Network, MN; Dade County Adult Assessment System, FL; Project Read, CA; City University of New York, NY; New Jersey Bureau of Program Development, Evaluation, and Training, NJ; and System for Adult Basic Education Support, MA--in organizing and arranging the various aspects of the site visit and giving their time so generously.

U.S. Department of Education staff in the Office of Vocational and Adult Education were also tremendously helpful in providing information, offering guidance on the structure and presentation of the information, and reviewing drafts of the report. Rich DiCola is the Project Monitor and is directly responsible for overseeing the "Study of ABE/ESL Instructor Training Approaches." Joyce Campbell, Mary Seibles, George Spicely, and Jim Parker also are actively involved in all aspects of this study.

Two additional individuals played a key role in this report: David Hemphill, who participated in several of the site visits and whose insights proved invaluable; and Lynn Steffan, the project secretary, who carefully typed numerous versions of the text.

KEY ELEMENTS OF ADULT EDUCATION TEACHER AND VOLUNTEER TRAINING PROGRAMS

EXECUTIVE SUMMARY

Staff development for adult education teachers and volunteer instructors is considered to be one of the major weaknesses of adult basic and English as a second language (ABE and ESL) education. Training is generally not a priority of adult education programs. At best, instructors receive a few days of training per year through voluntary attendance at workshops, conferences, or seminars. Training is usually delivered through single sessions and in a format that does not result in lasting growth or change for adult educators. Much of the time devoted to staff development focuses on administrative concerns and procedures, or on motivational presentations.

This report is designed as a guide for policymakers and practitioners interested in designing more effective staff development practices. It has been prepared as part of a "Study of ABE/ESL Instructor Training Approaches" which is supported by the U.S. Department of Education's Office of Vocational and Adult Education. The report provides information about elements of effective staff development practices that were identified through a review of research, especially information about staff development in grades K-12, and site visits to nine staff development programs identified as providing effective training for adult education teachers and volunteer instructors. The staff development programs visited are:

- Adult Basic Literacy Educators Network (ABLE), Washington
- Adult Community Education Network (ACE), Delaware
- ESL Teacher Training Institute, California
- Literacy Training Network (LTN), Minnesota
- Dade County Adult Assessment System (DCAASE), Florida
- Project Read, California
- City University of New York (CUNY), New York
- New Jersey Bureau of Program Development, Evaluation, and Training, New Jersey
- System for Adult Basic Education Support (SABES), Massachusetts

Two dimensions of effective staff development practices are presented in the next chapter of this report: those associated with the delivery of training services and those

associated with training content. The four elements associated with the delivery of training services discussed in this report are:

- Experienced and dedicated training administrator and staff;
- Decentralized training services;
- Systematic follow-up of training; and
- Evaluation procedures.

The five elements associated with the content of effective training services presented are:

- Providing training services responsive to the needs of teachers and volunteer instructors;
- Involving participants in the learning process;
- Modeling appropriate instruction;
- Placing learning within a theoretical framework; and
- Providing training topics appropriate for adult education teachers and volunteer instructors.

CHAPTER I

INTRODUCTION

Staff development for adult education teachers and volunteer instructors is considered to be one of the major weaknesses of adult basic and English as a second language (ABE and ESL) education. Training is generally not a priority of adult education programs. At best, instructors receive a few days of training per year through voluntary attendance at workshops, conferences, or seminars. Training is usually delivered through single sessions and in a format that does not result in lasting growth or change for adult educators.¹ Much of the time devoted to staff development focuses on administrative concerns and procedures, or on motivational presentations.

Despite consensus among researchers, practitioners, and policymakers that the lack of training is a problem for the adult education field, providing training opportunities is not a simple task. Factors impeding the delivery of training include: limited financial resources to support instructional services in general and instructor training in particular, the part-time nature of the ABE and ESL delivery system, the predominance of part-time teachers and volunteer instructors, and their high rate of turnover. Lack of professionalization within the adult education instructional force is another constraint impeding the development of effective staff development activities. Adult education teachers, unlike their K-12 counterparts, generally receive little or no compensation (either monetarily or in release time) for staff development, and time is not usually allocated for teachers and volunteer instructors to prepare lesson plans or classroom materials, or to pursue new learning experiences and to experiment in the classroom.

The challenge for the adult education field is to design a suitable and effective system for training adult educators within the constraints of the ABE and ESL delivery system. This report is designed as a guide for policymakers and practitioners interested in designing more effective staff development practices. The report provides information about elements of effective staff development practices that were identified through a review of research, especially information about staff development in grades K-12, and site visits to nine staff development programs identified as providing effective training for adult education teachers and volunteer instructors (see Exhibit I-1). A description of the specific objectives, research questions, and methodology for the site visits is presented as Appendix A.

¹ For a comprehensive summary of staff development in the adult education field see Tibbetts, et al., The Delivery and Content of Training for Adult Education Teachers and Volunteer Instructors. Washington, D.C.: Pelavin Associates, 1991.

EXHIBIT I-1

Staff Development Study Sites

Training Provider	Grantee	Service Area	Types of Service
Adult Basic Literacy Educators Network (ABLE), WA	Seattle Central Community College	Statewide	ABE and ESL teachers and volunteer instructors
Adult Community Education Network (ACE), DE	Delaware Technical and Community College	Statewide	ABE and ESL teachers and volunteer instructors
ESL Teacher Training Institute, CA	Association of California School Administrators	Statewide	ESL teachers
Literacy Training Network (LTN), MN	University of St. Thomas	Statewide	ABE and ESL teachers
Dade County Adult Assessment System (DCAASE), FL	Dade County Public Schools	Local	ESOL teachers
Project Read, CA	San Francisco Public Library	Local	Volunteer Instructors
City University of New York (CUNY), NY	City University of New York	Local	ABE and ESL teachers
New Jersey Bureau of Program Development, Evaluation, and Training, NJ	New Jersey Bureau of Development, Evaluation, and Training	Statewide	ABE and ESL teachers
System for Adult Basic Education Support (SABES), MA	World Education	Statewide	ABE and ESL teachers and volunteer instructors

Two dimensions of effective staff development practices are presented in the next chapter of this report: those associated with the delivery of training services and those associated with training content. The four elements associated with the delivery of training services discussed in this report are:

- Experienced and dedicated training administrator and staff;
- Decentralized training services;
- Systematic follow-up of training; and
- Evaluation procedures.

The five elements associated with the content of effective training services presented are:

- Providing training services responsive to the needs of teachers and volunteer instructors;
- Involving participants in the learning process;
- Modeling appropriate instruction;
- Placing learning within a theoretical framework; and
- Providing training topics appropriate for adult education teachers and volunteer instructors.

Chapter III presents summary descriptions of training at the nine study sites. Each summary includes a brief overview of the program's administrative structure, training topics, follow-up activities, key elements of the program and recommendations for designing more effective staff development programs. This information will be especially useful for policymakers and practitioners interested in designing more effective staff development practices.

This report has been prepared as part of a "Study of ABE/ESL Instructor Training Approaches" which is supported by the U.S. Department of Education's Office of Vocational and Adult Education. Other research activities conducted as part of this larger study include a comprehensive review of research on staff development and the collection of extant data from state and local training programs about staff development activities. Appendix B describes these research activities.

CHAPTER II

EFFECTIVE STAFF DEVELOPMENT PRACTICES

Elements of effective staff development for ABE and ESL teachers and volunteer instructors presented in this chapter are based on site visits to nine staff development programs and a review of research literature. We have organized our discussion into two dimensions of effective practices: those associated with the delivery of training services and those associated with training content. Both of these dimensions are supported by examples from our study sites or references to the literature.

The practices presented in this chapter are meant to serve as a guide for state and local program administrators and trainers interested in improving training services. All of these practices are not necessarily appropriate for each staff development program. Individual practices, of course, may need to be modified to reflect the operation of different staff development programs and the differences from state to state in the delivery of adult education services.

Effective Delivery of Training Services

Four elements associated with the delivery of training services for adult education teachers and volunteer instructors were identified:

- Experienced and dedicated training administrators and staff;
- Decentralized training services;
- Systematic follow-up of training; and
- Evaluation procedures.

Two of these elements--an experienced and dedicated training staff and decentralized training services--were central elements at most study sites. The other two elements--systematic follow-up and evaluation of training services--were less likely to be incorporated within the delivery of training services at the study sites, but are frequently cited in the research literature. Limited financial resources and the part-time nature of the adult education delivery system usually complicate efforts to provide training that includes systematic follow-up and evaluation of the effectiveness of training services.

Experienced and Dedicated Training Administrators and Staff

Training administrators and staff at most study sites reported that the dedication and commitment of project staff were essential in delivering quality training. Administrators possessed demonstrated leadership and expertise in their field and shared

common goals with staff responsible for providing the training. Training staff at the study sites also are familiar with the adult education delivery system and with the needs of the teachers and volunteer instructors.

Practitioners as Trainers

Often cited as key to a project's success is the use of adult education practitioners as trainers. Such individuals bring both sensitivity and knowledge to the training because they:

- Have first-hand experience in the adult education setting;
- Are sensitive to the needs of teachers and volunteer instructors;
- Are generally accessible to the participants being trained; and
- Possess an expertise in the specific content area for which training was delivered.

This last quality is consistent with the research literature that cites the importance of using trainers who possess an appropriate knowledge base for their particular content area (Jones & Lowe, 1990; Caldwell, 1989; Loucks-Horsley et al., 1987).

At the study sites adult education practitioners are contracted by the provider as consultants to conduct staff development activities. They are often selected through recommendations from local program directors or regional resource centers as having expertise in specific areas, as in New Jersey, the LTN, and SABES; identified by the provider through site observations, as in New Jersey; or are involved in developing instructional curricula at the local program level, as in the ABLE Network.

- Training through the ABLE Network is conducted by teachers who have had some previous involvement in either developing or pilot testing the Washington State Model Curriculum. Fifteen ABE teachers were recruited and trained, as part of the ABE Core Competencies implementation training team, to introduce the Core Competencies and to help teachers develop local action plans for implementing the Core Competencies. Two ESL teachers, one who had developed the ESL Model Curriculum and one who had pilot-tested the Curriculum, are responsible for conducting training on the ESL Core Competencies.
- At the ACE Network, local adult educators are among the approximately 20 consultants hired each year to conduct training on topics in which they have some expertise. The director collaborates with consultants in planning training packages.

- **Project Read provides training for volunteer tutors through consultants who are hired by the project director. In addition to their tutorial training work for Project Read, most trainers are adult literacy instructors/practitioners with graduate work in adult education or reading.**

Other Experienced Training Staff

In addition to using ABE and ESL teachers and volunteer instructors as part-time trainers, it is also important for staff development programs to employ full-time staff who are knowledgeable about all aspects of ABE and ESL. Such staff may include employees of a state agency, a privately-based literacy organization, or a local school district.

- **In New Jersey, four of the staff employed by the Bureau of Program Development, Evaluation, and Training have training responsibilities: the Bureau manager devotes about one-third of her time to training; one program specialist spends about 60 percent of her time on training, and two other staff members spend 30 to 40 percent of their time on training.**
- **Training at CUNY is provided by two project staff development coordinators—an ABE and an ESL coordinator—and program coordinators and teachers at the individual campuses. Coordinators have master's degrees and are specialists in reading and ESL. The other trainers have bachelor's or master's degrees, with varying amounts of experience in training.**
- **Inservice training for DCAASE adult education teachers is provided primarily by the education specialist in the Office of Vocational, Adult, Career and Community Education.**
- **Training through SABES is provided through a combination of staff from World Education, a Boston-based literacy organization that serves as SABES' central resource center, and regional consultants. SABES training staff from World Education include a staff development coordinator and a program specialist/trainer.**

Decentralized Training Services

In recent years statewide efforts to train adult education teachers and volunteer instructors have been criticized as being too generalized to meet the needs of local practitioners, and researchers have suggested that the design and operation of training activities be placed in the hands of local adult education programs (Leahy, 1986). Another complaint against centralized training is that most part-time adult education teachers and volunteer instructors hold other jobs and are unable to travel across the state to attend a training workshop. Furthermore, it is not always cost effective for the

training provider to reimburse participants for mileage, and perhaps board, to attend a workshop.

Focusing on Regional and Local Training Needs

Training staff at the study sites indicated that a decentralized training approach best meets local program needs and maximizes teacher attendance. Focusing on regional and local training needs also promotes a sense of camaraderie among adult educators by providing them with the opportunity to receive training with teachers and volunteer instructors who are located in close proximity and with whom they can share ideas and materials. The statewide study sites offer training on a regional basis for instructors from a number of local adult education programs on a topic or set of topics of interest to all participants, or, in a small state such as Delaware, at different local program sites.

- Two years ago, the ABLE Network divided the state into four training regions. According to one administrator, the results have been a more cost-effective delivery system since the Network no longer has to reimburse participants for mileage and board, and has resulted in the development of regional spirit among instructors.
- The LTN holds training on a regional basis. Spring and fall workshops are held in each of the state's seven training regions. These workshops are planned and organized by the regional coordinator, who serves as a link between the training facilitators in their region, the LTN, and the Minnesota Department of Education.
- New Jersey offers subject-specific regional workshops across the state. Regional training is typically held three afternoons and evenings a week over a two-week period during the late fall.
- The ESL Teacher Institute conducts fall and spring regional workshops in each of the state's six training regions. Most workshops are held in collaboration with the Outreach and Technical Assistance Network (OTAN), California's primary staff development project supported by Section 353 funds. The Institute also organizes and conducts regional training independently of OTAN as well as a limited amount of training at the individual district or agency level.
- Training through SABES is provided within each of Massachusetts' five staff development regions. One community college in each region serves as a regional support center that employs a full-time coordinator, a director, and consultants to conduct the training. The regional coordinators work with instructors in their regions to develop a menu of training activities including workshops, mini-courses, and study circles.

- The ACE Network provides training in different locales around the state. This use of multiple sites for adult education teachers and volunteer instructors enables the specific needs of participants to be met and maximizes attendance.

Systematic Follow-Up

Effective staff development activities must provide opportunities and support systems for practice and feedback (Joyce & Showers, 1984). Teaching strategies must be coached and practiced many times before skill transfer is likely to occur. Evidence from a variety of sources indicates that single workshops and training sessions without opportunities for follow-up are ineffective in bringing about changes in teacher and volunteer instructor behavior.

Follow-up activities enable the training program to determine how well teachers and volunteer instructors have been able to transfer what they have learned to actual classroom settings. In addition, follow-up provides an opportunity to evaluate whether teachers and volunteer instructors understand the specific teaching techniques, whether they are applying them appropriately, and whether there are gaps in the training. Unfortunately, limited financial and human resources often prevent staff development programs from implementing structured follow-up activities.

Follow-up may take the form of local program follow-up, a skills-practice-application model, and on-site observations. Follow-up often is not available because of limited financial resources and the nature of the adult education delivery system. For the most part follow-up is conducted informally, through teacher-initiated telephone calls to trainers and discussions between teachers and trainers.

Local Program Follow-Up

A cost-effective approach to follow-up, used by many statewide training programs, leaves follow-up to local projects.

- The ESL Institute requires local administrators to attend a coordinators' workshop if teachers in the local program are attending a workshop for new teachers. The coordinators' workshop is held just prior to the new teacher workshop as a way of encouraging teachers to implement the new techniques in their local programs. These workshops summarize what the new teachers will be learning, discuss research about effective staff development, and encourage follow-up activities at the local level.
- Project Read volunteer tutors serve as "tutor contacts" and telephone tutors monthly to monitor the tutorial services. These contacts enable tutors to identify areas in which they need follow-up assistance.

Feedback from local ABE directors as provided to the ABLE Network, and identification of problems by local programs as brought to the attention of the LTN, provide insight into how training is translated into changed teaching behaviors. Such feedback, however, may not always result in additional training.

Skills-Practice-Application Model

Several study sites build follow-up into their training services by using multiple-session workshops which allow for the acquisition of new concepts and skills through practice, application, and feedback. This training approach provides the opportunity for participants to learn skills in a workshop setting, apply the techniques they have learned in their own classrooms, and report back at the next session. Participants have the opportunity to discuss what actually works and does not work.

- All training through the ESL Institute is delivered in sequenced modules with multiple sessions scheduled several weeks apart. This sequencing enables participants to apply the new knowledge in their own classrooms between sessions and to discuss their applications in the follow-up sessions.
- SABES provides training for new teachers through sequenced workshops. A 15-hour course is delivered over a series of weeks to give participants an opportunity to try new methods in their classrooms and to discuss them during follow-up sessions. The new teacher orientation includes a follow-up "reunion" when participants reconvene to share their real-classroom experiences.

On-Site Observations

Classroom observations, often conducted informally, are another follow-up practice used by several study sites.

- At LTN, both training facilitators and staff may conduct on-site observations. The training facilitators, as lead teachers at the local level, monitor programs locally and may provide training as needs arise. LTN staff visit local programs, conduct on-site observations, provide support to teachers, and, if necessary, provide additional training.
- CUNY program administrators engage in formal and informal observations. The program coordinator typically observes a class informally for an hour and then meets with the teacher to provide feedback. Formal observations involve having the coordinator examine the content of the lesson and the techniques used by the teacher, review the teacher's lessons and objectives and pre- and post-tests, and relate the observation to the teacher. Peer observations are also common to this program.

- In New Jersey, state staff regularly monitor all programs, enabling them to determine what training and technical assistance would most help their adult instructors.

Evaluation of Training Services

According to the research literature, an effective staff development program includes ongoing and systematic evaluation procedures reflecting particular attention to what information is gathered and how it is used (Caldwell, 1989; Baden, 1982; Jones & Bolton, 1981). In designing an evaluation to assess the impact of the training on teachers' and volunteer instructors' classroom work, staff development programs need to ask such questions as:

- How did instructors benefit?
- What did they learn?
- What did they apply? and
- What differences did their new learning make for students?

Unfortunately, as with follow-up, it appears that a lack of financial resources affects the implementation of structured evaluation procedures. Two evaluation techniques suitable for adult education programs involve using workshop evaluation forms and conducting forward-looking evaluations.

Workshop Evaluation Forms

Workshop evaluation forms provide a vehicle through which training programs solicit feedback from teachers participating in training events. Responses on these forms provide some information about the extent to which the training meets participants' needs. In addition, the responses identify areas in which further training is required. These evaluations, frequently used at the study sites, help staff development programs plan the content of future training.

Forward-Looking Evaluation

Although not evident in the sites selected for this study, one technique suggested by the research literature for monitoring the impacts of adult education instructor training is the concept of "forward looking evaluation" (Fenstermacher & Berliner, 1983). This concept suggests a process through which program planners may increase the chances of success before a program begins by monitoring for the presence of certain design components in the training services (Caldwell, 1989; Fenstermacher & Berliner, 1983; Baden, 1982; Jones & Bolton, 1981).

Content of Training Services

Ideally, the content of adult education services, as well as training for teachers and volunteer instructors, should be based on a universally accepted understanding of how adults learn. However, a wide range of alternative and sometimes competing theoretical constructs of adult learning complicate efforts to determine the appropriate content of training services for adult education teachers and volunteer instructors.

Nevertheless, the research literature consistently indicates that training services for adult education teachers and volunteer instructors should be responsive to their general lack of experience in teaching adults and should include instruction that identifies adult learning types and strategies which are different from those of children. Furthermore, it is generally accepted that training for adult educators should help them develop sensitivity to, as well as the ability to deal with, the needs of adults with learning deficiencies (Kazemek, 1988; Harman, 1985).

In this section we focus on five elements associated with the content of effective training identified by both the study sites and the research literature:

- Providing training services responsive to the needs of teachers and volunteer instructors;**
- Involving participants in the learning process;**
- Modeling appropriate instruction;**
- Placing learning within a theoretical framework; and**
- Providing training topics appropriate for adult education teachers and volunteer instructors.**

Training in Response to Teachers' and Volunteer Instructors' Needs

Traditionally, selecting the content of training services has been determined by adult education administrators. More recently, it has been suggested that instructors should also participate in this process. For example, the research literature for K-12 teacher training stresses that an effective staff development program should be based on systematically identified needs of practitioners (Orlich, 1989; Pennington, 1980; Rubin & Hansen, 1980; Monet, 1977). This is especially true of teachers and volunteer instructors themselves, who should be given a strong voice in identifying the needs on which training activities are based, since they benefit more from activities for which they have had major responsibility planning, implementing, and evaluating.

Staff at the study sites generally believe that their programs are effective in delivering services that meet the needs of the teachers and volunteer instructors. Needs assessments frequently are used to determine the content of the training services at the study sites, although the type of assessment varies from site to site, and includes both formal and informal measures (see Exhibit II-2). Multiple types of needs assessments often are used by staff development programs. Types of needs assessments used by staff development programs include teacher surveys, workshop evaluation forms, and recommendations by training staff.

Teacher Surveys

Conducting a survey of adult education teachers and volunteer instructors helps to ensure that practitioner views are considered when the content of training is determined.

- The ABE Network recently conducted a mail survey of each of the state's 700 adult education teachers to identify training needs related to the Core Competencies and to assess the usefulness of the Core Competencies curriculum. ABE staff are currently in the process of compiling the results of the survey.

Both ACE and New Jersey also survey teachers as part of an annual needs assessment. In New Jersey, these take the form of responses to training surveys distributed to all ABE teachers at the beginning of each school year.

Workshop Evaluations

Information obtained from workshop evaluation forms also may be used to provide input on the content of future training from practitioners. At most study sites training providers rely on feedback from workshop evaluations as one method of determining the content of future training sessions.

- At ACE, workshop evaluations are utilized in conjunction with other mechanisms such as bimonthly meetings with local program administrators and a session at the annual state adult education conference concerning what people want in staff development.
- At the ESL Institute, workshop evaluations coupled with trainer feedback after the workshop session help determine training needs.

EXHIBIT II-2

Types & Sources of Needs Assessments

Training Provider	Teachers	Local Program Administrators	Training Staff
Adult Basic Literacy Educators Network, WA	Survey of teacher participants during summer institute Informal teacher survey during regional workshop	Survey of ABE directors	—
Adult Community Education Network, DE	Annual needs assessment Workshop evaluations Sharing at annual DAACE conference	Bimonthly meetings	—
City University of New York, NY	Staff meetings	Classroom observations Staff meetings	Classroom observations Staff meetings Team teaching Demonstration lessons
Dade County Adult Assessment System for ESOL, FL	Needs assessment form	Requests from individual centers	Trainer recommendations on Facilitator Reports
ESL Teacher Institute, CA	Workshop evaluation forms	—	Trainer comments and observations
Literacy Training Network, MN	Development of checklist of training priorities after meeting of Training Facilitators and local ABE teachers	—	Project Manager site visits and discussions with local ABE instructors
New Jersey Bureau of Program Development, Evaluation, and Training	Training surveys at beginning of school year Workshop evaluation forms	—	Findings from state monitoring reports
Project Read, CA	Workshop evaluation forms	—	Recommendations of project staff and tutor-training consultants
System for Adult Basic Education Support, MA	Interviews and individual meetings with regional coordinators Biannual open meetings held by regional coordinators Workshop evaluation forms Peer evaluations	Interviews and individual meetings with regional coordinators Biannual open meetings held by regional coordinators	Program visits Review of ABE instructional proposals

Training Staff Recommendations

Recommendations by training program staff are another source of information to be used in designing staff development for adult education teachers and volunteer instructors.

- After each DCAASE training session, the trainer completes a form that identifies the needs for future inservice workshops. The report indicates what has been accomplished in the session and what training needs should be addressed in a subsequent training activity.
- ESL Institute trainer observations during training provide input into identifying the needs of the teachers for future sessions.
- At Project Read, staff and trainer consultants determine the content of training based on the specific training needs which arise.

Informal Needs Assessments

Informal methods of determining training needs, involving an interactive process between teachers and volunteer instructors with program administrators and training staff, also are used frequently by staff development programs.

- LTN facilitators request teachers to complete a checklist of topics on which they need more information. These checklists become the basis for determining the specific training activities.
- SABES regional coordinators interview administrators and teachers to discuss training needs. In addition, individual meetings with program administrators and teachers provide insight into the types of training required. Additional mechanisms for identifying training needs include telephone calls, peer reviews, and visits by training staff to individual programs.
- The ACE director and state supervisor informally assess the needs of practitioners through phone calls and meetings with local practitioners and adult literacy organizations.
- The ABLE Network conducts a needs assessment of local program directors during their fall meeting when project directors are requested to identify training priorities.
- CUNY's needs assessments are not formalized or written, largely because the staff believes the needs of adult education teachers are constantly

evolving and the nature of staff development is "too organic" to describe on paper. Needs are therefore determined by close observation of what teachers do and "what needs to be done." Teachers, program managers, and central office staff determine needs through classroom observations, staff meetings, team teaching, and demonstration classes.

- At DCAASE, when a local adult education program requests training, the teachers complete a needs assessment form that identifies the topics they would like addressed during the training.

Involving the Participant in the Learning Process

There is an age-old adage that equates "learning" with "doing." All of the study sites have adopted this philosophy and are providing opportunities for teachers and volunteer instructors to become actively involved in their own learning. The different approaches used by study sites range from providing opportunities to practice skills learned in the workshop to designing and implementing their own research.

Practice-Oriented Approach

All study sites follow a practice-oriented approach to staff development. This approach provides participants with the opportunity to practice skills demonstrated during the workshop. The practice component enables teachers and volunteer instructors to have hands-on learning experiences that they can then adapt to their own classrooms. Staff development programs offering sequenced workshops take this approach one step further by providing participants with an opportunity to apply techniques they have learned to their own classrooms. Teachers and volunteer instructors prepare lessons and materials based on the techniques or concepts they have just learned and adapt them to their own teaching environments. In succeeding sessions, they share their experiences with other participants. These instructional elements--practice, application, and evaluation--were identified as essential components in helping practitioners transfer what they have learned in the workshop to their own classrooms.

The practice oriented approach is consistent with the research literature that indicates one way to encourage a linkage between staff development and teaching settings may be to prepare actual classroom materials and apply them with inservice sessions (Jones & Lowe, 1990; Joyce & Showers, 1984).

Learner-Centered Strategies

In conjunction with practice-oriented learning, staff from a majority of the study sites indicated that a learner-centered instructional approach is a key element of their program's success. In many learner-centered strategies, staff model the techniques that adult educators are expected to use in their own classrooms. Training is organized to

enable participants to work together cooperatively in small groups, and opportunities are provided for them to engage in problem solving and brainstorming, and to share their experiences. Peer coaching, action research, and study circles are also being employed as strategies to engage teachers in their own learning process.

Peer coaching. The K-12 literature indicates that peer coaching has been one of the most effective vehicles for effecting change. Peer coaching is a training format that emphasizes the concept of "teachers teaching teachers." It is based on the assumption that in order to implement a new skill effectively, a teacher must have repeated demonstrations while in training, and eventually repeated opportunities to practice in a supportive environment. Only in this manner, according to Joyce and Showers (1984), will adult educators acquire the "intellectual scaffolding" necessary to appropriately and effectively use the skills or knowledge learned. Peer coaching as follow-up to workshops and training sessions has proven effective in helping practitioners master particular skills and in providing the support systems necessary to facilitate the transfer of skills from the training setting to the classroom.

Project administrators at the study sites have encouraged peer coaching among practitioners.

- LTN training facilitators serve as peer coaches for adult educators in their region.
- The ABLE Network has trained teachers in peer coaching.
- CUNY teachers are encouraged to learn from one another by observing their peers' classrooms and to seek feedback from training staff who observe them.

Although peer coaching is important for following up on principles learned in staff development activities and in providing a support network for teachers, it is often difficult to do on a regular basis because of the high turnover of teachers, conflicting schedules, and time constraints.

Teacher-as-researcher. Teacher-as-researcher, or action research is another method of self-directed learning that has been identified in the K-12 literature as an effective staff development technique. Through action research, teachers identify the questions that interest them and plan for and conduct systematic inquiry in their own teaching environments as they work with their students. In conducting this research, they keep careful records on the progress of learners. The information and insights gathered through this process are used by teacher-researchers to improve their own practice and/or to share with others.

- **SABES follows a systematic six-step process for organizing teacher research projects: (1) learning how to look at the classroom (e.g., keeping a journal, talking to other practitioners, seeing what is possible); (2) forming a research question that is interesting, focused, and small enough given a teacher's time and resource constraints; (3) creating a research design (e.g., using quantitative and qualitative methods); (4) collecting data (e.g., records, published research, student writing, tests); (5) analyzing data (e.g., summaries, graphs, charts); and (6) sharing results of the research project (e.g., informally with students and other teachers; formally documented in writing, shared at regional workshops or through SABES clearinghouse).**

Two additional study sites--CUNY and SABES--are also using a teacher-as-researcher approach as one training technique. Both sites promote action research as an effective strategy for getting teachers actively involved in their own professional development.

Study circle. An organized research activity emphasized by SABES is the study circle. This activity consists of a group of educators who informally gather together on a regular basis to discuss common interests and concerns. Group members decide what they want to learn, when to meet, and how they will go about acquiring the information they seek. Study circles can be formed on a variety of topics including: reading, curriculum development, materials development, ethnographic research, and teaching observations. These circles are used so that adult educators create their own learning experiences, share techniques, and discuss how to improve practice and the staff development planning process.

Modeling Appropriate Instruction

An effective way of convincing an instructor to attempt to incorporate new practices within his or her teaching repertoire involves both hearing about the strategy and seeing a demonstration of the technique. Practitioners generally find it beneficial to understand the practical implications for a real-life classroom by observing a demonstration or modeling of these instructional techniques. Possible demonstration methods are modeling by the trainer, peer coaching, and role playing. The use of videos is an especially useful method of modeling/demonstration.

Videos

Project administrators, trainers, and training participants at the study sites have cited the use of videos as a key component of instruction. Video demonstrations serve several purposes:

- They enable participants to observe experienced teachers.
- They provide a consistent modeling of the practice and can be viewed numerous times by trainees wanting to reinforce or correct performance.
- They allow the trainee to critically analyze the teaching that is demonstrated.

The ESL Institute, Project Read, DCAASE, CUNY and ACE employ video demonstrations in their training. At the ESL Institute, participants analyze the teaching techniques demonstrated in the video through the use of a comprehensive feedback form that identifies the key elements of the training. Participants can use these same forms to analyze their own teaching when they practice the techniques in their classrooms.

Placing Learning Within a Theoretical Framework

Effective staff development programs need to include theoretical background and, where possible, applied research findings regarding the practices being taught. The K-12 research literature emphasizes the importance of incorporating up-to-date research information within staff development activities. The study sites adopting this philosophy introduce research literature as a context for the specific subject matter content or technique being taught. Journal articles and summaries are distributed during the workshops or are part of the training module itself.

In some programs, instructors weave theory into the training session so that teachers better understand the rationale for applying specific learning techniques with different levels of students. DCAASE, for example, links the implementation of the competency based ESOL curriculum with an understanding of Freirean principles of classroom management and cooperative learning. The ESL Institute added a theoretical component to each training module to strengthen participants' understanding of when to apply the practical techniques they were learning.

Providing Training in Appropriate Content Areas

Adult education instructors require a combination of skills to make them effective teachers. These skills are related to knowledge of both subject matter content and the characteristics of adult learners, instructional practices that facilitate learning, classroom management techniques, and the ability to diagnose learner needs. Training services provided by the study sites reflect a combination of these different types of knowledge bases related to subject matter and pedagogical content.

Subject Matter Content

The primary subject areas in which adult education teachers and volunteer instructors should receive training are reading, writing, and mathematics and, for ESL, second language acquisition. The K-12 educational experience has offered insight into how teaching can be improved and made more meaningful in adult education programs. In reading, writing, and mathematics in K-12, there has been a movement towards emphasizing meaning and utility rather than simple mechanics, and on the application of skills to real-life situations. Several study sites have adopted a competency-based curriculum that reflects the changes in K-12. Dade County, for example, made a decision to move from an ESL grammar-oriented textbook approach to a competency-based curriculum designed to meet the specific needs of its immigrant populations.

Several other sites emphasize subject matter content in some of their training activities:

- A primary objective of the ABE Network is to introduce the state-mandated Core Competencies for adult education, include reading, writing, and math for ABE, and listening, observing, speaking, reading, writing, and computation for ESL. These subject areas are covered so that teachers can effectively implement the curriculum in their classes.
- LTN has begun to move toward real-life application of content, and has built a math curriculum for teachers based on specific needs of students.
- ACE Network training frequently focuses on reading strategies for adults, the integration of reading and writing, and the integration of basic and life skills.
- CUNY staff emphasize the importance of teachers' understanding of reading, writing, and language, and focus on language fluency and accuracy in ESL. Videos and teacher manuals developed by CUNY staff cover a variety of content areas, including survival competencies, language acquisition, and techniques in teaching reading, writing, and math.
- New Jersey staff have focused instruction for ESL adults who are nonliterate in their native language on the integration of the four skill areas--listening, speaking, reading, and writing. Training also covers development of second-language acquisition skills outlined in a state ESL curriculum guide for teachers.
- Project Read trains volunteer instructors in the reading process and process writing, as well as listening/speaking for ESL.

Increasingly, ABE and ESL instruction has focused on the development of "higher order" thinking skills, which "go beyond recall and rote learning to allow individuals to generate alternatives, make connections and transformations, analyze, infer, hypothesize, justify, and evaluate" (McTighe, 1986). Included are critical thinking, which refers to the interpretation, analysis, and evaluation of information and creative or inventive thinking, that explores new situations and/or reaches new solutions to old problems. Recently, the content of adult education instructional services has begun to incorporate such topics as problem solving, higher order thinking skills, and interpersonal relations within basic skills instruction.

- New Jersey has identified the development of critical thinking skills as a primary focus in ABE training.
- The ESL Teacher Institute offers a module devoted to problem-solving.
- Through LTN's training for experienced instructors, teachers are able to acquire more in-depth training in areas of special interest that include reading, writing, and math, and critical thinking skills.
- SABES' orientation for new teachers includes a session in problem posing activities.

Pedagogical Content

The research literature indicates that adult education teachers and volunteer instructors should be knowledgeable in certain pedagogical areas that are related specifically to adult learners and that distinguish adult learners from students in elementary and secondary grade levels. Several study sites emphasize this type of training.

- The LTN training program emphasizes how to structure learning for the adult learner. Staff development is concerned with how to work collaboratively with the learner to identify the learner's needs and provide the appropriate context for learning.
- At Project Read, a four-part training series for volunteer instructors includes sessions on the characteristics of adult learners and case studies illustrating different adult learning styles.

Teachers and volunteer instructors at each site suggested further emphasis on training to recognize and teach towards the differences between adult learners and children. This includes understanding theories of how adults learn, recognizing and building upon the adult student's learning style and modality, and using and evaluating non-traditional teaching materials. Other topics teachers and staff identified as areas for

training included managing multi-level classrooms; meeting the needs of learning disabled students; understanding cultural differences; counseling skills with particular emphasis on listening, interpersonal communication, empathy, sensitivity, and patience; integrating content with process training; and lesson planning, with emphasis on motivating students and student assessment.

CHAPTER III

SUMMARIES OF STUDY SITES

The nine staff development programs visited for this study represent the range of organizations providing training for adult education teachers and volunteer instructors. Study sites include statewide, regional, and local organizations. Descriptions of the study sites are presented in this chapter.

Six of the study sites are represented by statewide training providers. For the purposes of our analysis, statewide training providers include state education agencies and state centers. State education agencies are generally operated directly through the state while centers are contracted by the state to provide staff development. State centers in this study are often located at community colleges, although the colleges are generally not substantively involved with the training projects, and have little, if any, input into the delivery and content of training.

State supported staff development programs have often been criticized for not providing training that meets the needs of local adult education programs. All of the study sites, however, provide training on a regional and sometimes local basis which alleviates this concern. The statewide study sites are:

- Adult Basic Literacy Educators Network (ABLE), Washington
- Adult Community Education Network (ACE), Delaware
- ESL Teacher Training Institute, California
- Literacy Training Network (LTN), Minnesota
- New Jersey Bureau of Program Development, Evaluation, and Training, New Jersey
- System for Adult Basic Education Support (SABES), Massachusetts

Three of the nine study sites are operated by regional or local agencies. These agencies include school districts, a public library, and a four year college. Regional or local study sites are:

- Dade County Adult Assessment System (DCAASE), Florida
- Project Read, California
- City University of New York (CUNY), New York

Site Descriptions

The summaries are presented in two sections: (1) statewide providers and (2) regional and local providers. Each site description includes the following sections:

- A brief description of the program's administrative structure;
- Delivery of services;
- Content of training;
- Key elements of the program; and
- Recommendations for designing more effective staff development programs.

STATEWIDE PROVIDERS

ADULT BASIC AND LITERACY EDUCATORS NETWORK WASHINGTON

Contact: William Sperling (206) 587-3880

Background

The Adult Basic and Literacy Educators (ABLE) Network is a comprehensive support program for adult literacy and basic skills efforts in the state of Washington. In addition to inservice training activities for adult literacy and English-as-a-second-language teachers across the state, the Network conducts a variety of staff development-related activities including: operating a mail-order lending library, publishing a quarterly newsletter, coordinating the implementation of CASAS, managing the Core Competencies Project (state-mandated curricula for ABE, ESL, and GED teachers), managing the state VISTA Literacy Corps project, coordinating a joint Technology Consortium with Oregon to promote the use of technology in basic skills instruction, providing technical assistance to local adult basic skills programs in developing workplace basic skills instruction, and evaluating the state's Federally funded ABE programs. The Network director is contracted by the state director of adult education within the Office of Adult Education and Literacy Programs, Office of Superintendent of Public Instruction (SPI).

Jurisdiction for adult education programs throughout the state changed July 1, 1991. The state legislature combined all adult education programs under the auspices of a single agency. Adult basic education programs, vocational technical institutes (previously under the supervision of SPI and the local school districts), and the community colleges have come under the jurisdiction of the State Board for Community and Technical Colleges. The Board consists of two associate directors--one for vocational education and one for academic education. Under this new arrangement, the state director for adult education will report to an assistant director of the State Board.

The ABLE Network is funded primarily through Section 353 funds (\$225,000 for 1991). Seattle Central Community College, which houses the ABLE Network, serves as the fiscal agent for the Section 353 funds. The institution provides the ABLE Network with office space, and accounting and bookkeeping services. Additional support for staff development is provided to the ABLE Network through the Adult Education Act's Homeless Program, workplace literacy funds, SLIAG, and sometimes JTPA funds. The VISTA Literacy Corps funds a part-time staff person.

Organizational Structure

The ABE Network is administered by a full-time director. It is staffed by a curriculum and assessment specialist, and a Special Projects/VISTA Literacy Corps coordinator. The director coordinates staff development for adult literacy and ESL teachers across the state, evaluates one-quarter of the Federally funded local ABE programs annually, and manages the Core Competencies Project. The director has recently submitted a proposal to conduct staff development activities under JTPA.

The curriculum and assessment specialist provides GED training, CASAS training, and coordinates the Technology Consortium, a joint project of Washington and Oregon designed to promote the use of technology in basic skills instruction. She also directs a Federally funded workplace literacy project. The Special Projects coordinator operates the ABE Resource Center, publishes a quarterly newsletter, and manages the state VISTA Literacy Corps project.

The Network director reports to the dean of instruction at Seattle Central Community College on a bimonthly basis. The dean, however, maintains a low profile on the project, leaving the day-to-day supervision and goal-setting to the Network director. At present, the ABE Network does not have an advisory committee, but the director anticipates organizing a staff development advisory committee within the next year. Decisions regarding staff development, however, are often made in conjunction with the Curriculum and Instructional Advisory Committee of the state education program.

Training Staff

Inservice workshops for ABE and ESL instructors are provided primarily through consultants hired by the ABE Network. The consultant trainers, approximately 20 per year, are ABE and ESL practitioners with expertise in a given area. Workshop trainers receive no formal training from the ABE Network, although their training abilities are evaluated during staff observations of training workshops. The trainers meet informally with ABE administrators to discuss the training content and format. The consultants hired to provide staff training for implementation of the ESL Core Competencies were the author of the Washington State Core Competencies Model Curriculum, and a practitioner who had field-tested the curriculum and implemented the curriculum in her local program. The curriculum and assessment specialist provides GED training and CASAS training.

Delivery of Services

Inservice training for adult education instructors is provided through two major activities--a two-day Summer Institute--in which local adult education programs are requested to send representatives--and Regional Workshops. One hundred seventy-nine

participants attended the Summer Institute and 421 attended the Regional Workshop in 1990. The Regional Workshops are held three times per year in each region in fall, winter, and spring. Instructors choose the regional workshop in their area of interest. In the last two years, the state was divided into four regions for the purposes of staff development. The movement from a statewide delivery system to regional training has proven beneficial for two reasons--it is more cost effective since the Network no longer has to reimburse participants for mileage and board, and it has promoted a sense of "regional spirit" among the instructors.

In addition to the training provided by the ABLE Network, the 36 local adult education programs (27 community colleges, five vocational technical institutes, and four community-based organizations) throughout the state provide training on an as-needed basis. The ABLE Network refers trainers to local program directors at their request.

Content of Training Services

The ABLE Network provides inservice training to ABE, ESL, and GED instructors. Pre-service training is not offered through ABLE and has been traditionally the responsibility of the local program directors. However, ABLE administrators recognize the need to assume this responsibility because local programs do not or cannot always provide orientation to new instructors. Although they are uncertain as to the format of the preservice training, they suggested a half-hour videotape that would provide an overview of adult basic education and the types of staff development resources available in the state.

Needs Assessment

Needs assessments are conducted at various points throughout the year and involve both instructors and ABE directors. The primary needs assessment for instructors was conducted at the Summer Institute, during which time participants were invited for an informal discussion about the kinds of workshops and other inservice activities they would like for the coming year. Out of this grew a survey that identified the participants' priorities for training. This was the first time a needs assessment was conducted. In addition, the ABE directors, during their fall meeting, were requested to identify their training priorities. The results of both surveys indicated that modeling successful instructional strategies for the Core Competencies was the major concern.

The ABLE Network recently sent out a mail survey to each of the 700 ABE/ESL instructors in the state to identify their needs for training to effectively implement the Core Competencies, and to assess the usefulness of the Core Competencies curriculum. The ABLE Network is currently in the process of compiling the results.

Regional Workshops for implementation of the ESL Core Competencies provide another opportunity for an informal needs assessment. At the beginning of the workshop, the trainers ask the participants to identify areas where they need assistance. The trainers try to address these needs during the workshop session.

According to ABE staff, local program administrators recognize the need for new teaching strategies. They are trying to move away from an individualized approach to a more interactive instructional approach. They plan to introduce techniques for small group instruction and cooperative learning.

Training Objectives

The major thrust of the staff development activities over the past year has been to introduce and implement the state-mandated Core Competencies in ABE, ESL, and GED that were identified by state and local instructors and administrators. The goal of training is to introduce methods of instruction that will enable teachers to more effectively implement the Core Competencies Curriculum. All local programs are required to offer a program of instruction that incorporates these competencies. To assist the local programs in implementing the Core Competencies, a Model Curriculum was developed, with local programs having the option of adopting and/or adapting it to their own curriculum, or ignoring it if their current curriculum adequately addresses the state competencies.

Implementation of the Core Competencies has provided a very focused approach to the training and replaced the more "scattershot" approach that was characteristic of previous years. It has also led to a more sequenced approach, with an introduction to the Core Competencies followed by more in-depth training on implementing them.

The Core Competencies were introduced at the Summer Institute in August 1990.¹ The Institute was organized into three general sessions--How Adults Learn, Testing and Assessment, and Peer Coaching--and multiple concurrent sessions on the Core Competencies for ABE, ESL, and GED teachers.

The Summer Institute also provided an opportunity to conduct training sessions on the implementation of CASAS, which state staff are considering using as an assessment tool to meet the Federal evaluation requirements. One representative from each local program was invited to attend the CASAS training session and subsequently implement CASAS in his or her local program. Instructors were asked to provide feedback on the

¹ **The Core Competencies Steering Committee, consisting of the ABE Network director, the ABE Special Projects coordinator, a local ABE program director, the author of the ESL Model Curriculum, and the ABE Network secretary, served as the planning committee for the Summer Institute.**

use of the program and recommend strategies that would make it more workable. At present, ABE does not have the results of the field test.

In addition, 12 Regional Workshops were held in 1990-91. Local programs in the four regions received training in each of the three areas of the Core Competencies--reading, writing, and math.

Training Materials

The materials used during the training sessions are primarily trainer generated. In the ESL Core Competencies workshop observed during the visit, the materials centered on ways of working with the Core Competencies. These included a lesson plan format, needs assessment tools, and handouts with activities and games that provide strategies for teaching the Core Competencies. The materials that were "hands on" in nature and required application were the ones that generated the most enthusiasm among the participants.

Compensation for Training

Compensation for training at the Regional Workshops varies with the individual program. If an instructor is contracted full-time it is likely that he or she will be compensated. The ABE Network provides mileage and board for instructors attending the Summer Institute.

Follow-Up Activities

The ABE Network does not provide any systematic follow-up of its training activities. There is an evaluation at the end of the workshop, but no follow-up to assess whether instructors are able to implement the techniques learned during training. There is also some feedback from the local directors at their semi-annual ABE directors' meeting. Follow-up becomes the responsibility of the local programs. Peer coaching provides an example of a strategy that was introduced at the Summer Institute at a special workshop, but it is dependent on the commitment of local directors for implementation.

Implementation of the Core Competencies, however, provides an exception to the informal follow-up process. Local programs must provide an action plan for the implementation of the competencies as a requirement for receiving 353 funds. Each year, an evaluation team, which includes the ABE Network director, a local program director, a local instructor and an out-of-state ABE director, evaluates six to eight of the programs. The evaluation provides the opportunity to see how the training is implemented. The results of this year's evaluation show that the Core Competencies are not being implemented to the degree anticipated and that a more proactive stance will

need to be taken to ensure that they are implemented. As part of that stance, the director is considering introducing more training at the local level.

Summary

Key Elements of the Program

Several elements were identified by the ABL Network administrators and trainers as being key to their program's success. They include the following:

- The leadership and expertise of the ABL Network administrators;
- Training in response to teachers' needs;
- Training organized with a focused rather than a "shotgun" approach;
- Emphasis on outreach to notify instructors of training possibilities;
- Participatory nature of activities such as the development of the Core Competencies and the CASAS training; and
- A regional rather than a statewide training approach to reach more participants.

Recommendations for a More Effective Program

Several recommendations were offered by administrators and trainers to make the current training program more effective. These include the following:

- Provide preservice training that orients new instructors to adult education and the resources available in the state;
- Develop long-range professional development plans for each teacher in the state;
- Develop a delivery system--similar to that of the ESL Teacher Institute in California--that would utilize videos and modules to support the training;
- Develop a system to train the trainers; and
- Provide more training at the local level with more systematic feedback.

ADULT COMMUNITY EDUCATION (ACE) NETWORK DELAWARE

Contact: Page Bristow (302) 573-5421

Background

The Adult Community Education (ACE) Network is a statewide staff development project that has been operated jointly by Delaware Technical and Community College (DelTech) and the International Reading Association (IRA) since 1987. Originally conceptualized by the state supervisor for adult and community education along with the ACE Network director, the purpose of the Network is to provide adult educators in Delaware with "quality staff development which has lasting impact on program quality and student achievement" and to "identify, develop, and disseminate exemplary adult education programs." Two important functions of staff development that grow out of this philosophy are modeling of effective practices and planning and delivery of training on a local program level.

The director of the ACE Network developed a model for staff development that depicts staff development as an ongoing, continuous process. The ACE model consists of seven steps: (1) assessing program and staff needs, (2) determining objectives, (3) determining content and resources needed, (4) planning delivery methods, (5) conducting staff development activities, (6) providing follow-up assistance and reinforcement, and (7) evaluating effectiveness. This model was developed, modified, and implemented by drawing on components from other state models such as California and Maryland and ideas generated from other staff development experts around the country.

The ACE director and the state supervisor--who works within the State Department of Public Instruction (DPI)--work closely together. The state supervisor works with local programs to make sure they expect and recognize good staff development. She sets policy and administers Federal and state funds that support the Network. The director and supervisor consult each other frequently about training needs, issues, and policies. All state and Federal funding for ACE is channeled through DPI.

Organizational Structure

The annual proposal submitted to the state supervisor sets the goals, objectives, and activities for the ACE Network. The ACE director implements these provisions with guidance from the state supervisor, consults with local programs in determining what sessions are conducted in a given year, and directs day-to-day activities.

ACE is funded primarily through 353 funds and has been funded with other Federal sources such as homeless grants; some teachers who attend ACE training activities are also compensated through adult high school money. Each of the project partners--DelTech and IRA--has fiscal responsibility for its portion of the project and each receives a grant from DPI for the areas for which it has fiscal responsibility. Through these grants, the two partners provide financial support for a variety of project components: IRA provides support staff, office space, and materials and prints the ACE newsletter; DelTech administers the ACE director's salary and provides office and classroom space. In FY 1990, \$60,232 was provided to DelTech and \$30,352 was provided to IRA.

In the future, different partners may be involved; DelTech will no longer be a partner, and another organization may take the place of the International Reading Association. In addition, the current director, who does much of the ACE training, is leaving her position and will be replaced by a new director.

Training Staff

The ACE Network has two part-time staff members: the project director (four days per week) and her secretary (three days per week). About 60 percent of the project director's time is devoted to designing and conducting training and performing related administrative functions; she spends her remaining time providing technical support and network referrals for teachers; facilitating inservice credit; producing an adult education newsletter, "Synergy"; serving on committees and boards that promote ACE; writing proposals and managing fiscal affairs of ACE; and communicating with ACE Network partners and the state supervisor.

In addition, the director selects and maintains a pool of trained consultants that includes local adult educators and national or university experts. The director conducts approximately 85 percent of the training activities, although the consultants are hired on occasion to provide training in their areas of expertise. The ACE director also collaborates with consultants in planning some training packages and provides ongoing apprenticeship-type training. This arrangement reflects the ACE Network goal of training adult educators to be trainers and developing the capability to conduct training from within.

The project director has a doctorate in reading education and more than 20 years of teaching experience. Consultants have experience teaching adults and are considered to be experts in the topics they present. Prior academic training in their field is preferred. In the past four years, the list of consultants has changed and expanded.

Delivery of Services

Most of the instructor training in Delaware is conducted by ACE at the local and county level. A number of factors are considered to maximize attendance and ensure successful training events. For example, the ACE director provides training on two ends of the state. She also has experimented with scheduling to develop ideal training conditions: most workshops are scheduled for Saturdays or evenings; particularly complex material might be offered in a two-part course; and sessions are generally three hours. Multiple or all-day sessions are frequently offered in the summer, when teachers have more time and can take advantage of subsidized classes at the University of Delaware. Examples of training opportunities include:

- Local Inservice Workshops. On-site workshops generally are offered at a program site or at DelTech; adult educators from neighboring programs also attend. In FY 1990, 29 workshops and presentations drew nearly 500 instructors; instructors from 94 percent of all Delaware adult education programs participated in ACE training. Instructors receive inservice credit from DPI for training they attend.

ACE workshops are open to tutors in the state's four literacy programs, including those sponsored by the Literacy Volunteers of America (LVA), an affiliate of the Wilmington Library. Approximately 35 LVA tutors have attended ACE training events and 15 instructors have attended LVA workshops.

- Courses. During the summer, ACE and the University of Delaware co-sponsor adult education instructor training courses. The ACE director takes the initiative for these courses; she designs courses and proposes them to the university, selects instructors, and meets with university staff to obtain their approval for proposed courses. Seven one-credit graduate courses were attended by 89 instructors in FY 1990. Nine courses for 11 total credits are being offered in FY 1991.
- Conferences. Although ACE does not sponsor a conference, the Network coordinates inservice credit for the DAACE Annual Conference and the ACE Director serves on the conference planning committee. During the past four years, the ACE Network director has taken major responsibility for programmatic aspects of the conference. A total of 109 participants received credit for the 1990 conference.

Content of Training Services

Needs Assessment

The planning, delivery, and content of ACE training activities are grounded in ongoing needs assessment based on the stated needs of adult education instructors, administrators, the state supervisor, students, and local programs. Initially, the state supervisor developed a list of potential training topics; based on adult education research and her experience in the field. This list was used to devise a written needs assessment that was conducted at the onset of the ACE Network, and has since been supplemented by a needs assessment update given annually to all adult education staff.

The Network is dedicated to soliciting input from its participants in order to develop appropriate training activities. The ACE director feels that if adults don't believe they need to learn something, one cannot force it on them. The ACE Network provides adult educators with the opportunity for voicing needs through several formats: a session in the DAACE conference soliciting ideas for staff development needs; bimonthly meetings with adult education administrators; workshop evaluations; and informal communications with a variety of adult educators.

ACE Network staff also examine effective staff development principles to convey the delivery methods they consider most appropriate for meeting staff development objectives and to enable adult educators to work effectively with adults. For example, a workshop session may include an exercise on self-confidence so that teachers can draw on their own experiences to understand their students' needs on an emotional and cognitive level.

Training Objectives

ACE training is provided in response to the needs of adult educators, programs, and students. ACE training staff believe in making a "consistent, conscious, conscientious effort to apply adult education principles" in their training activities. An important assumption is that teachers who receive training are already performing satisfactorily; ACE-sponsored activities are offered to help them become even more effective. ACE Network training staff also assume that no one curriculum or set of materials will meet the needs of all programs or instructors. Each training module is targeted to different teacher audiences across and within program areas (e.g., new vs. experienced; ABE, GED, or ESL; individual subject areas), and training objectives relate to the needs of the audience. To date, ABE workshops are offered more frequently than ESL workshops because ABE instructors request more workshops. Whereas trainers seek to provide useful and high-quality materials that workshop participants can bring back to their classrooms, the focus of each workshop is on effective teaching strategies.

Several guiding principles shape the content and delivery of training. These stated principles are: (1) staff development is based on a thorough needs assessment; (2) institutional policies support effective staff development activities; (3) training conditions facilitate effective staff development activities (e.g., time, location, incentives to participate); (4) sufficient time and opportunities are provided for participants to learn, practice, master and apply the training content; (5) the staff development program recognizes individual learner needs and provides experiences to address these needs; and (6) evaluation of staff development activities is an integral component and influences future planning.

Training Topics

More than a dozen topics were addressed in the training sessions held in FY 1990. Examples of recent workshops are: Basic Reading for Adults, Project Keep (a project to improve student retention), Adults with Learning Disabilities, Reading Comprehension Improvement, Integrating Reading and Writing Skills, Integrating Basic and Life Skills, GED Preparation, and Resources for the Adult Educator. ACE has produced a booklet summarizing training modules and continues to develop at least two new modules each year. Summer courses for FY 1991 addressed the following topics: principles of adult basic/adult secondary education, workplace literacy programs (three courses), and utilizing technology in the adult education classroom. Topics that are chosen each year are based on a combination of teacher interests and programmatic needs.

Instructional Strategies

The key element of ACE training is modeling sound adult education practices and principles. The assumption behind this is that adult educators learn more from modeling than simply being told what they should do. Often the first delivery of a workshop becomes a pilot for others. The ACE director obtains feedback from participants, implements changes, and modifies the content and strategies in subsequent workshops, just as teachers are expected to do with their classes. In this way, the process becomes another example of modeling effective practices.

ACE Network training activities incorporate a variety of instructional strategies that can be adapted to fit the individual interests and goals of adult education instructors. ACE Network trainers utilize different grouping strategies and classroom formats, including small group exercises, brainstorming, diads, peer support and cooperative learning, demonstration, and some lecture. Adult educators are sometimes used to present concepts through cooperative learning exercises. Trainers also use overheads, videotapes, and the blackboard to illustrate their lessons. Instructors are encouraged to interact with their peers to enhance training activities and share ideas.

Training Materials

Most of the materials used in ACE training activities are developed or collected by the trainers. The ACE director has developed a number of packets that include excerpts from the research literature, real-life materials, worksheets, and other classroom aids she has devised. Overhead transparencies are used for some events, as are videotapes and handouts from other training and literacy programs. These handouts are designed to address workshop objectives and are useful resources for participants because adult educators are not paid for planning time to develop their own materials.

Compensation for Training

ACE does not compensate teachers directly for training events. Local programs have the responsibility to pay instructors for training with funds that they request from DPI for staff development. The expectation is that local programs are more likely to "buy into" staff development if they pay for it. The average amount paid is \$12 per hour; however, not all programs pay their teachers. Teachers pay a nominal registration fee (\$15) for summer graduate credit courses offered at the University of Delaware; this tuition is paid through the Department of Public Instruction.

Follow-Up Activities

Each ACE training module incorporates follow-up activities such as phone calls or training sessions; however, follow-up activities are not uniform across the state. Staff development activities are usually scheduled so that a single workshop will be followed by one to three additional sessions to review and expand the concepts covered, with the goals of fine-tuning strategy implementation and supporting teachers as they follow through on what they have learned. Every workshop concludes with a written evaluation to assess how well the training meets the instructors' needs. In addition, ACE staff and consultants are readily accessible for feedback.

Summary

Key Elements of the Program

Administrators and training staff communicate that some of the factors contributing to the success of the ACE Network are top-quality instruction from the ACE director and consultants and the availability of interesting and meaningful topics. Because of these factors and because ACE policies stress communication among and between teachers and trainers, both instructors and trainers feel that training needs are perceived and met. Staff also consider the ACE Network to be particularly effective in preparing teachers for changes in curriculum, providing leadership in adult education technology, and developing strategies for student retention.

Recommendations for a More Effective Program

Because Delaware is a small state, the ACE director, in tandem with a pool of local and national consultants, has been able to fill most of the state's training needs. However, some adult educators would like to see trainers from each county trained in staff development principles and materials, especially to conduct workshops that are repeated several times during a year. Other recommendations include developing independent training modules for teachers, videotaping training, building in more time for networking with other teachers, providing opportunities for teachers to train with a master teacher, and continuing to provide more background materials on staff development principles.

ESL TEACHER TRAINING INSTITUTE CALIFORNIA

Contact: Mary McMullin (213) 594-0095

Background

The ESL Teacher Institute, established in 1980, is a skill-based training program for California teachers of English to speakers of other languages. The ESL Teacher Institute is operated under the auspices of the Association of California School Administrators (ACSA), Foundation for Educational Administration, and funded through Section 353 funds administered by the California Department of Education (CDE). Marginal support is provided by workshop registration fees (\$10 per session), which partially offset expenses for refreshments and the duplication of materials.

Since 1990, some Institute activities (e.g., public relations, payment of trainer consultants) have been conducted in collaboration with another Section 353-funded staff development project, the Outreach and Technical Assistance Network (OTAN). OTAN has general responsibility for staff development in California. An OTAN site has been identified in each region for staff development activities for that region. OTAN and the ESL Institute provide ESL instructor training to practitioners on a regional basis at these sites. The collaboration is proving beneficial to the Institute by allowing them more time for product development and certification of trainers. OTAN has assumed responsibility for all the logistics for the training (i.e., registration, publicity, working with host sites, analyzing evaluation forms), while the Institute coordinates the trainers and develops the materials.

Organizational Structure

The ESL Institute is administered by a full-time director, a part-time coordinator of certification, a full-time project assistant and a quarter-time computer person skilled in desktop publishing. The director and coordinator of certification joined the project in the last year, after serving as trainers for the Institute for six and 10 years respectively. The previous director had been with the project for 10 years, since its inception.

An Advisory Committee provides input to the project. Its members--three administrators of ESL provider programs, the OTAN staff development manager, an ESL Institute trainer, and the ESL Institute director and coordinator of certification--meet twice a year in the fall and the spring and are consulted between meetings. The CDE project monitor, the ESL specialist for adult education, and the director of contracts at ACSA also attend the meetings. The Advisory Committee provides input

into such policies as the nominating process for new trainers and the incorporation of new trainers into the training for next year.

Delivery of Services

The ESL Institute provides training through several different delivery modes. These include regional workshops, contract training with districts or agencies, in-house training, and conferences. In 1989-90 the ESL Teacher Institute provided training to 820 teachers in California. Approximately 75 percent (613) of the teachers trained in California were new instructors who had not previously received training from the Institute. The remaining teachers were experienced ESL teachers. In addition, 99 local ESL program coordinators participated in a half-day training workshop sponsored by the Institute.

The primary focus of Institute training is for ESL teachers in California. However, the Institute has provided a number of out-of-state Institutes. Currently, Virginia, Connecticut, Colorado and Oregon have certified trainers and provide training to teachers in their own states.

Selection and Training of Trainers

The ESL Institute workshops are conducted by trainers who are certified by the Institute. Prior to last year, trainers who contracted with the Institute were experienced teachers who had been recommended by local programs as specialists in specific content areas. However, last year, as the training services expanded to provide additional workshops on a regional basis, and since some of the cadre of experienced trainers were no longer available, additional trainers were needed. In response to this, a complex process for trainer certification was developed under the guidance of the coordinator of certification. At present, there are 29 certified trainers and 23 who are in the process of being certified.

To be nominated as a trainer, a candidate must meet the following criteria:

- Knowledge/experience: academic background in ESL, a minimum of three years of teaching experience in adult ESL, and experience in conducting inservice training;
- Skills: use of lesson plans which incorporate all components of competency-based ESL and effective use of techniques in which the ESL Institute provides training;
- Personal traits: good communication, leadership, warmth; and

- **Professional references:** two references from a colleague or supervisor, one who has observed nominee's teaching and one who has observed nominee's training.

After the nominating process, those who meet the criteria begin an extensive certification process that involves training and review. The four-step process is as follows:

- Step One:** Completion of a four-series workshop for Training New Instructors.
- Step Two:** Completion of the core training module--competency-based education/lesson design module through a workshop or independent study; submission of a video to the Institute demonstrating classroom teaching using effective lesson plan designs; and analysis and feedback by a regional facilitator, who is an experienced ESL Institute trainer.
- Step Three:** Completion of two ESL technique modules; submission of a lesson plan to a "content specialist" in a particular technique; analysis and feedback by the "content specialist"; preparation of a classroom video demonstrating mastery of the technique; and analysis and feedback by the Institute. All trainers must be certified in lesson plan design and two content areas.
- Step Four:** Completion of training in facilitation skills. This occurs at the annual colloquium for all trainers.

Institute trainers provide ESL training only in those specific technique modules in which they have been certified.

For all Institute trainers--new and experienced--there is a two-and-a-half-day annual colloquium. It provides ongoing training for experienced ESL instructors and micro-training for nominated trainers. The colloquium focuses on training processes; facilitation skills; new areas in the field; learning styles; the development, review and refinement of training materials; and provides an opportunity to share experience.

Regional Workshops

ESL Institute training is presented through sequenced workshops. All workshops consist of at least two sessions. This sequencing enables participants to apply the new knowledge in their own classrooms between sessions and to discuss their applications in the follow-up sessions.

The ESL Institute, supported by OTAN, provides regional inservice training workshop series in the fall and spring for new and experienced ESL instructors. All training is provided by certified ESL Institute instructors. In 1990-91, a series of seven

workshops (28 sessions) was held in the fall and a series of two (eight sessions) in the spring for new instructors, and a series of seven (14 sessions) was held in the spring for experienced ESL instructors. In addition to the workshops held in collaboration with OTAN, the Institute held a series of six workshops (24 sessions) for experienced instructors interested in implementing cooperative learning in their classrooms and a series of two (four sessions) for experienced teachers interested in mentor teacher training.

Contract Training: District and In-House

There is also a limited amount of training at the individual district or agency level. A district can contract with the ESL Institute to provide training based upon local district needs. The training is conducted by a certified ESL Institute trainer. The district covers the costs of the honorarium (\$250) for the trainer, per diem costs, travel expenses, and duplication of materials.

The training at the district level has been supported in part by subgrants from the California Department of Education. Twenty-nine subgrants were provided to districts this past year to cover such costs as registration and transportation for the instructors.

In-House Training

Training is also provided at the district or agency level through in-house ESL Institute trainers certified in the particular ESL technique for which the training is requested. The ESL Institute provides the user's guide and the video, free of charge to the district or agency. The district must conduct at least two training sessions and must work with a coordinator to ensure on-site follow up. This type of in-house ESL Institute training is often incorporated into the agency's own staff development program. Districts conducting training through in-house ESL Institute-certified trainers are required to provide the Institute with a report of the training (e.g., compilation of evaluation data).

Most in-house training by ESL Institute-certified trainers is conducted for groups of teachers; however, in a few instances training is provided on a one-on-one basis through what is termed Independent Study. A certified ESL Institute trainer in a particular technique can serve as a contact person for individual teachers at a school site in that technique. The contact person guides and monitors the instructor through the Independent Study process, which includes a series of conferences held at key stages of the module, an ESL Institute video, demonstration lessons, practice, and evaluation conferences. The sequencing provides an opportunity for teachers to gain feedback on the new techniques. The ABC Adult School and Fullerton Union High School District, Alternative Education were two sites in which Independent Study was used in 1989-90. The Independent Study approach was also used in Colorado.

Conferences

The ESL Institute has, upon request, provided training at statewide conferences. In 1989-90, the Institute provided training at Competency Based Education (CBE), CATESOL, and AAACE. In 1990-91 training was provided at CCAE and the Nevada chapter of CATESOL.

Out-of-State Training

The ESL Institute also has contracted to provide a number of out-of-state Institutes. Four states--Virginia, Connecticut, Colorado and Oregon--have adopted the ESL Institute training process. An ESL Institute-certified trainer provided training for trainers who provided training for new teachers in Connecticut and Virginia, while Colorado and Oregon each sent one person to be trained for new teachers in California.

Content of Training Services

Needs Assessment

The original compilation of training materials developed by the ESL Institute incorporated language learning activities that appeared most frequently in ESL textbooks for adult learners. Revisions were made based on input from an advisory committee, from trainers, and from comments collected from evaluation forms after completion of a training session. An evaluation of the ESL Institute in 1985 led to a further refinement of the training materials. A theoretical component was added to each training module as it was determined through observations that teachers were stronger on practical application than on theory. In addition, the relationship between the video demonstration and the practice components of the training was more closely structured.

OTAN identifies training needs based on information from regional centers and training sites. Together with the Institute, it determines the specific training modules for the new and experienced teachers within a region.

In addition, each session of an ESL Institute regional workshop provides an opportunity for participant feedback. The participants are requested to complete a workshop form in which they evaluate the sessions and indicate the areas in which they need more training. These evaluation forms enable the Institute to gain an overall picture of instructors' needs. Trainers' observations during training also provide input into identifying the needs of the teachers.

Training Objectives

The objective of the ESL Institute training is to develop expertise in specific techniques of speaking, listening, and reading for both new and experienced teachers. The goal is also to provide an understanding of competency-based education and the skill of how to develop a competency-based ESL lesson plan. The design of the training reflects the research literature on effective staff development practices.

Training Modules

The ESL Institute provides two strands of inservice training—one for new teachers and one for experienced teachers—and has developed several training modules for each strand. There are 12 modules for new teachers divided into two major categories—Competency-Based Classroom Management Modules and specific ESL Techniques. Each module for new teachers consists of four sequenced half-day sessions, approximately three to four weeks apart.

- **Competency-Based Classroom Management Module**
 - Components of CBE/ESL and Lesson Planning
- **ESL Technique Modules**
 - Focused Listening
 - Listening: Total Physical Response
 - Speaking: Early Production
 - Speaking: Dialogue
 - Speaking: Information Gap
 - Speaking: Role Play
 - Speaking: Problem Solving
 - Reading: Language Experience
 - Reading: Life Skills
 - Reading: Narrative
 - Reading: Literacy

The Technique modules used for training new instructors are also used with experienced instructors. However, practice activities which draw on the experience of the experienced instructor are included in this training strand. The ESL Technique workshops for experienced teachers consists of two half-day sessions, approximately one month apart. The other two strands are described below.

- **Cooperative Learning Strand**
 - **Module I: Creating a Cooperative Climate**
 - **Module II: Key Components of Cooperative Learning**
 - **Module III: Cooperative Complex Structure - Jigsaw**
 - **Module IV: Developing a Cooperative Learning Lesson**

- **Mentor Training**
 - **Session I: Lesson planning and observation skills**
 - **Session II: Analysis of demonstration lesson and feedback**

The Cooperative Learning Strand consists of four half-day sessions while the mentor workshops consist of two full-day sessions approximately three months apart. Between sessions, the mentor teachers are expected to present demonstration lessons for other instructors and meet with instructors to discuss and analyze demonstration lessons.

Module Components. Each training module is organized in a similar fashion. Each has a training goal, training objectives, and six key components.

1. Background information that provides the underlying principles key to the specific technique;
2. Video demonstration;
3. Analysis of the video using a comprehensive feedback form provided in the lesson plan format that identifies the key elements of the lesson;
4. Practice activities involving the key steps;
5. Application activities for the classroom; and
6. Bibliography including instructional materials and professional references.

The framework of the modules is based on the research literature on effective staff development. The modules are designed to enhance the transfer of the learning activities to the practitioners classroom. The structure assures consistency in outcomes and content.

Training Materials

The modules have been developed by ESL Institute staff and certified trainers and are designed for teaching adult learners at the beginning, intermediate, or advanced level.

Training materials are revised, based on an extensive review and feedback process from trainers and instructors, before they are finalized.

The ESL Institute materials will be published by Longman, Inc., a private publisher. The lesson planning module and nine of the ESL technique modules will be commercially available. The decision to seek a commercial publisher was prompted by the number of requests from educational providers that were not under contract with the Institute. Until commercially published, these materials are not available for independent use.

Compensation for Training

The ESL Institute charges a \$10 registration fee for each training session. Compensation for training is determined by each local program. Some districts reimburse the teachers for the registration fees and provide a small stipend. In districts where training was conducted on an individual contract basis, the districts have often paid for the teachers' time.

Follow-Up Activities

The training design provides several opportunities for follow-up. First, the modules are sequenced--two training sessions for experienced teachers and four sessions for new teachers, each approximately three weeks apart. The lapse in time is provided because each module is designed with an application activity in which participants are asked to plan a lesson, teach it, evaluate it, and report back at the next session.

Practice during the training focuses on the key elements of the specific module. Teachers plan for using the new skills and information in their own classrooms. The following workshop session provides a forum for them to discuss what actually does and does not work. Structured feedback forms, which contain the key elements of lesson planning and the particular ESL technique demonstrated, are provided with each module to help teachers evaluate themselves and observe others.

To promote follow-up on a local level, the Institute requires local administrators to attend a coordinators workshop if teachers in the local program are attending a new-teachers workshop. The coordinators workshop is held just prior to the new-teachers workshops as a way of leveraging support for the teachers in the local programs. The Institute does not provide direct follow-up at the local level.

Summary

Key Elements of the Program

ESL Institute administrators and trainers have identified several elements as being key to their program's success. They include the following:

- A training design based on the research literature for effective staff development practices;
- The dedication of the project staff and trainers;
- The continued training of trainers, especially with emphasis on the development of facilitator skills;
- Module components: Video training materials that have ensured standardization and quality control and have provided a realistic context for demonstrating specific techniques, feedback forms to evaluate the video, and practice and application activities; and
- Careful task analysis of the steps to master the specific technique.

Recommendations for More Effective Programs

Several recommendations were offered by administrators and training staff to make the training more effective. They included the following:

- Introduce peer coaching;
- Facilitate more committed follow-up at the local level;
- Provide longer training sessions;
- Expand the theoretical framework underlying each technique to enable practitioners to grasp the "big" ideas and enhance implementation of the "how to" techniques; and
- Increase the use of Independent Study modules as a means for follow-up.

LITERACY TRAINING NETWORK MINNESOTA

Contact: Deb Simmons (612) 647-5188

Background

The Literacy Training Network (LTN), established in 1979, is a staff development and resource linkage project. Its purpose is to assist the Minnesota Department of Education (MDE) in training adult basic education staff in implementing effective learner-centered adult education practices. The Community and Adult Education Section staff of the MDE direct the project and provide funding through Section 353 funds (\$213,798 in 1990-91). Additional funds are provided through the state (\$6,490) and workshop revenues (\$32,500). Network staff report to the state coordinator of adult education.

Organizational Structure

The LTN is administered by a full-time project manager; a part-time consulting administrator, responsible for on-site administration; and an assistant responsible for office management. The project is housed at the University of St. Thomas, which also provides in-kind contributions (\$18,600) to the project (i.e., office space, equipment, meeting facilities, and salary for the part-time consulting administrator). In addition to the training responsibilities, the LTN issues a literacy newsletter, CONNECTIONS, for individuals interested and involved in adult basic education; maintains a resource library; and conducts a management seminar for ABE administrators.

The project has evolved from a "trainer of trainers" project to a more comprehensive model that allows the LTN to address a range of ABE issue areas. Initially, the project consisted of approximately 40 adult educators (adult education teachers, lead teachers, administrators, and members of agencies providing or promoting adult literacy services from all areas of the state), who were trained as training facilitators. These individuals are recruited through local program managers and through CONNECTIONS. They are educators who have participated in Level A training and have attended a Summer Intensive Workshop. They are responsible for providing inservice education to ABE staff throughout the state. Over the course of the years, training facilitators have assumed additional roles and responsibilities as new issues and needs were identified. These changes, coupled with the results of an outside evaluation of the project in 1989, led to a restructuring of the LTN. The new framework for the project encompasses four major areas of responsibility:

- **Trainers:** to address the special training needs of adult education staff;
- **Promoters:** to promote cooperation and coordination among ABE and other resources and services needed by adult learners;
- **Professionalizers:** to recognize and strengthen adult education teachers as professionals; and
- **Programmers:** to improve program development and service delivery.

Each area is composed of a chairperson, a planner, MDE and LTN staff, and members. Rotation among the chairperson and planner positions is encouraged. The members meet during the course of the year, as needed, to accomplish the goals they have identified.

The state is organized into seven training regions, each chaired by a regional coordinator who serves as a link between the training facilitators in their region and the LTN and the MDE.

Training facilitators sign an annual commitment agreeing to carry out the following responsibilities:

- Work with small groups of individual instructors to provide needed staff development;
- Plan, design, and execute regional training workshops;
- Participate in the delivery of all levels of State Department-sponsored training in staff development activities;
- Use LTN format and materials to conduct site visits;
- Work on an ongoing needs assessment process to help identify training needs of local ABE staff;
- Attend Network-sponsored training events and participate in activities for training the training facilitators;
- Cooperatively manage the training facilitator group; and
- Develop his or her unique skills and find ways to share them.

The LTN provides a participatory environment for decision making. A Network Coordinating Committee consisting of the regional coordinator from each region, the

chairperson and planner from each area of responsibility, the Network manager, and the state coordinator provide input into the decision-making processes and daily administration of the LTN on a regular basis.

Delivery of Services

Training the Trainers

Training the training facilitators is an ongoing process. To qualify as a facilitator, the candidate must have participated in Level A training and have attended a Summer Intensive Workshop. Facilitators meet quarterly, for approximately 10 to 13 days, to plan their goals in each of the major areas of responsibility, coordinate their activities, practice skills to be shared at the local and regional level, determine their training needs, and receive training based on the needs identified by the group. The training focuses primarily on how adults learn, classroom management, staff development and training design, literacy, and literacy program delivery. Training facilitators must continue to develop personal and leadership skills. LTN staff and outside consultants recruited by the training facilitators provide the training. Training facilitators are not compensated for their own training, but are provided with lodging and meals and are reimbursed for mileage through the Network.

Training the Instructors

The training facilitators are responsible for providing three major training activities. One is a three-and-a-half-day training workshop for adult educators in August referred to as the Summer Intensive Training. Approximately 300 teachers attend the training in a retreat type setting conducive to learning. The content of the training is determined by the state coordinator, Network manager, and results of needs assessments conducted by the training facilitators in the field. In the past year the Summer Intensives revolved around the theme of learner assessment. In addition, there were miniversities (concurrent sessions) that addressed a range of adult education issues identified by the adult educators and training facilitators.

The other two major training events are the fall and spring Regional workshops. These workshops are planned, organized and conducted by the regional coordinators for ABE teachers, administrators, community education directors, volunteers, and educational support staff.

Adult education projects in the state are divided into 56 consortia. Each consortium is comprised of several school districts. Representatives of 53 of the 56 educational consortia have participated in the major training activities provided by the LTN.

Local Training

In addition to instructor training provided through the LTN, staff training is provided within each consortium on an as-needed basis. The local training may focus on themes introduced during the Summer Intensives. The lead teacher in the consortium, who may also be an LTN training facilitator, is responsible for the training. The consortia conduct orientation training for new teachers. This local training is funded through the adult basic education program.

Content of Training Services

Needs Assessment

Underlying the training activities are needs assessments conducted by the training facilitators on an ongoing basis. The needs assessment is an interactive process between the training facilitators and the local ABE teachers. After discussions with local teachers, the teachers are asked to complete a checklist of topics on which they need more information. These checklists become the basis for determining the specific training activities at the Summer Intensives and the Regional meetings. The LTN project manager and state coordinator also make recommendations based on site visits and discussions with ABE instructors. The LTN staff discuss these issues and then come to a consensus for the training. Training is also provided to implement new state directives.

In general, the results of the needs assessment for training facilitators indicate a continued emphasis on process training. Instructors, however, say they want content, particularly hands-on materials to use in the classroom. The program is trying to integrate content with such process training as development of communication skills and conflict resolution.

Training Objectives

The primary emphasis of this training program is how to structure learning for the adult learner. Staff development is concerned with how to work collaboratively with the learner to identify the learners needs and provide the appropriate context for learning. Through their own training, adult educators learn how to implement a learner-centered model in their own programs.

Levels of Training

In order to standardize professional practices and provide structure for the ongoing training of the ABE instructor, the LTN and the MDE developed three levels of training--Level A, Level B, and Level C. Instructors move from Level A to Level C as they gain competencies in adult education.

- **Level A is an orientation for new instructors. It is designed to give a basic overview of ABE in Minnesota, including the definition of literacy, characteristics of the adult learner, funding sources, opportunities for staff training and development, delivery systems, individual learning plans and contracts, and utilization of community resources. Level A is a prerequisite for registration for the Summer Intensives.**
- **Level B is for the more experienced instructor. It focuses on the individual ABE professional and the application of knowledge, skills, and attitudes as they pertain to personal and classroom use. It includes the following areas: use and purpose of personal inventories (i.e., Strength Deployment Inventory, Myers-Briggs Type Inventory, Social Styles Inventory, Firo B), adult learning theories, communication skills (interpersonal communication, group dynamics, and conflict resolution), and classroom management techniques. Completion of Level B is the minimal requirement to be considered for a training facilitator position.**
- **Level C for the experienced instructor provides the opportunity to hone individual skills in a variety of personal interest and professional growth areas of specialization. It includes the development of skills and knowledge in the following areas: essential learning strategies, computer-assisted instruction, identification of different learning styles and application of appropriate learning strategies, learner-centered assessment in the individual learning plan of each student, sensitivity to cultural diversity, and the utilization of Bloom's taxonomy to develop critical thinking skills. Areas of special interest may include content (i.e., reading, writing, math), special needs clients, personal growth, and supervision (i.e., evaluation, data management, team building). Level C views the instructor as a life-long learner who applies learner-centered assessment to his or her own life.**

Training Materials

No specific set of commercial training materials is used by the program. However, since much of the training revolves around process, some materials are introduced. Frequently mentioned process training materials include the Myers-Briggs, the Strength Development Inventory, and the Social Styles Inventory. Research literature is also introduced during the training sessions to provide a context for the training.

Teacher-developed materials are shared during the training. Other instructors can then adapt these materials to meet their own needs.

Compensation for Training

Compensation for training varies with the individual program. Some programs pay for the inservice training and mandate that the teachers participate. For those that do not reimburse teachers, training is on a voluntary basis. Inservice training is often held on Saturdays when participation is voluntary.

Follow-Up Activities

Follow-up to determine if learning is transferred to the classroom, while not systematically implemented, is carried out in a number of ways. First, instructor training is organized into Summer Intensives followed by fall and spring Regionals. This sequencing enables training facilitators to follow through on themes introduced during the Summer Intensives. Second, training facilitators are lead teachers at the local level. They monitor programs locally and provide training if the need arises. Follow-up is often informal and participant-initiated. A local instructor may ask the lead teacher for more information. Third, LTN staff may visit local programs and conduct on-site observations, provide support to the instructors, and determine if the training is working. Finally, local consortia may identify problems that instructors are encountering and relate these to the Network. This may necessitate additional training at the local level. Training facilitators can be reimbursed as consultants when they provide training at the local level.

Summary

Key Elements of the Program

Administrators and trainers cited several factors associated with the success of LTN:

- Coordination of services between the State Department of Education, the Literacy Training Network and the training facilitators;
- A common vision for personal growth of training facilitator, instructor, and adult learner;
- Dedication and commitment of training facilitators to the program;
- Learner-centered training model that is practical and experiential; and
- Training activities that are based on the needs of the learner.

Recommendations for a More Effective Program

Trainers and administrators offered several recommendations for making the program more effective:

- **Conduct more follow-up and on-site observations at the local level;**
- **Provide opportunities for more outside training (i.e., national conferences) to know what is on the cutting edge;**
- **Compensate training facilitators for their work; and**
- **Recognize ABE instructors professionally as K-12 instructors with appropriate benefits and salaries.**

BUREAU OF PROGRAM DEVELOPMENT, EVALUATION, AND TRAINING NEW JERSEY

Contact: Janet Buongiorno (609) 777-0577

Background

The Bureau of Program Development, Evaluation, and Training is responsible for all statewide and regional training of adult education instructors in New Jersey. Its primary objective is to improve knowledge and skills of instructional staff to enhance adult education instruction; recurring themes include content-specific methodology, approaches to teaching adults, and the importance of critical thinking skills. The Bureau is housed in the Division of Adult Education (DAE), which is a major division of the State Department of Education. Currently the division is being restructured.

Both the Department of Education and the Division of Adult Education have demonstrated strong support for training efforts. Their staff are sometimes consulted or used to conduct training sessions when expertise in a particular area is needed. For example, a DAE staff member conducted a series of workshops on Youth Corps. Other state agencies have been equally helpful. The Commission on Employment and Training has provided information to inform the content of training and has assisted the Bureau of Program Development, Evaluation, and Training in establishing an interagency cooperative agreement with the Department of Human Affairs. Subsequently, the Department of Human Affairs has provided several adult education workshops for the Bureau. The Bureau of Labor Statistics also has conducted a workshop on occupations in the 1990s, attended by teachers and administrators.

Organizational Structure

The Bureau of Program Development, Evaluation, and Training is administered by a full-time manager through whom all training must be approved; however, only one-third of her time is devoted to training. The remaining two-thirds is divided equally between program development and evaluation duties. Although each of the five other staff members in this Bureau respond to program questions, three have major training responsibilities. One program specialist, who spends 60 percent of her time on training, generally coordinates the training efforts and distributes assignments to fellow staff members and consultants. Two other staff members spend 30 to 40 percent of their time on training; one hires consultants and organizes the annual directors' institute and the other coordinates and conducts English-as-a-second-language (ESL) instructor training. In addition to staff, more than 50 consultants were used for training last year. All of the program staff have been with the Bureau for at least three years; turnover is primarily a result of promotions.

Bureau staff are also responsible for a variety of other programs and activities, including: conducting Federally mandated monitoring of local programs; administering special projects such as Federal SLIAG/amnesty, English literacy, and homeless grants; overseeing GED Testing; producing a biannual newsletter of updates on training; developing curricula; and managing public relations for adult education in the state. Of these tasks, monitoring local programs consumes the bulk of non-training time. These activities also enable staff members to keep in close contact with the programs and remain informed of program training and technical assistance needs.

The Bureau organizes regional and local training events in response to needs expressed by adult education programs. Federal 353 funds cover all direct training costs, while Bureau staff salaries are paid partly by state (three staff members and the manager) and partly by Federal (two staff members) monies. The Bureau staff are the primary trainers, but consultants and staff from other departments are used often. For example, a recent three-day workshop offered by the Bureau was conducted by the Academy for the Advancement of Teaching and Management. The Academy, which is 70 percent self-supporting and 30 percent financed by the New Jersey Department of Education, has conducted two training events for the Bureau to date in 1991.

Training Staff

Bureau staff involved in training had backgrounds in adult education instruction, as teachers and program coordinators, prior to joining the Bureau. Qualifications of the trainers, whether Bureau staff or consultants, depend on the specific workshops, but the DAE has established specific criteria for hiring training consultants. The major requirements include expertise in the subject being taught, presentation skills that emphasize an interactive style and the experiential model, and availability. Staff also make an effort to hire consultants who are not over-exposed on the training circuit. Consultants are usually selected through recommendations from local program directors or regional resource centers, and observations at monitoring visits. In recent years, consultants have been hired from local programs rather than from the state.

Bureau staff take advantage of available training opportunities, including those offered by the Bureau through consultants. All staff members attend major in-state conferences and at least one representative attends major out-of-state conferences. For example, one Bureau trainer spent two weeks at a leadership academy last summer and another has attended three workshops this year. Trainer education is financed under the travel budget; there is no training line-item in the budget.

Delivery of Services

The Bureau uses a number of approaches to provide training to adult education instructors. The overall design and content of the training program is built on a

foundation of three training offerings: the director's institute, fall regional training, and orientation for new teachers. Training is conducted at the state office, at central locations around the state, regionally, and on-site at local programs. During the past three or four years, several sessions have been added to the core training. The full annual training complement, which provided training to more than 1,900 teachers in 1990 (duplicated count) includes:

- **Annual Orientation.** All new adult education teachers must attend an orientation according to the adult education program code. Most programs send their new teachers to the Bureau's orientation rather than conduct an extensive in-house training. In the past, this one-day orientation has been conducted regionally. In FY 1991, a statewide overnight orientation training will give an overview of how the project system works and the background and philosophies of adult education. Orientation in FY 1992 will cover curriculum and methodology and expand the background and philosophy segments of the training.
- **Directors' Round Table.** In each of the three regions--North, Central, and South--the directors gather once a year to discuss new materials and ideas.
- **Subject-Specific Regional Training.** Subject-specific workshops are offered by DAE and are spread out across the state based on where local programs are located. This training is typically held three afternoons and evenings a week over a two-week period during a convenient break in late fall. Topics are repeated so that teachers can attend a workshop convenient to their location and schedules; regional workshops in December 1990 focused on employability, writing, math, ESL, and critical thinking. Attendance at these sessions can reach 600 or more.
- **Sharing Sessions.** Teachers are gathered by program category (e.g., GED teachers) to share their expertise in one-day sessions.
- **Summer Institute.** This three-day annual event contains a number of specialized tracks. In 1991, the Institute featured tracks for new ESL teachers, experienced ESL teachers, and directors. Each track generally draws about 25 to 30 participants. Most of the trainers in the institute are consultants.
- **Conferences.** New Jersey and Pennsylvania conduct a two-day conference annually. New Jersey also offers a two-day directors' institute in the spring.
- **On-Site Training.** The Bureau periodically provides half-day training sessions at the request of local programs, on a special topic of their choice.

Every funded adult education program must incorporate staff development in its program in order to receive funding; the plan must include new teacher orientation "to assist new teachers in working effectively with adult learners and to be more knowledgeable about local program philosophy and organization" (Chapter 30, Adult Education Program). Bureau staff regularly monitor all programs for adherence to this and other requirements. The monitoring procedure also gives the Bureau staff an opportunity to find out from program staff what training and technical assistance would most help their adult instructors.

Content of Training Services

Needs Assessment

The objective of the state training program this year has been to target teachers who have no background in working with adults or who do not have subject knowledge, especially in ESL. These objectives were chosen based on results of monitoring reports, responses to training surveys distributed at the beginning of the school year, and feedback from workshop evaluations. Through monitoring visits to local programs, Bureau staff found some problems with teachers' understanding of their subject material and students' test results.

Feedback from annual training surveys and evaluations from workshops are significant factors in determining the content and focus of training services. Bureau staff are responsive to these comments and have adjusted training accordingly. For example, the state program in recent years has moved away from theory to a more practical approach.

Training Objectives

Training for adult basic skills instructors has reflected an emphasis on critical thinking skills, employability skills, literacy/low-level readers, and math. The focus in ESL has been on working with individuals who are illiterate in their native language, managing multi-level classrooms, and integrating the four skill areas (listening, speaking, reading, writing). ESL training staff have also concentrated on the use of real language in the classroom, cross-cultural awareness, cooperative language learning, and student-centered activities. Other general topics include individual learning styles, family literacy, and workplace literacy.

The State Department of Education issues curriculum guides for teachers to use in adult basic skills and ESL classes. These guides provide a list of suggested skills to be taught for various levels, with the ESL guide providing extensive detail and additional suggestions for ESL instructional methodologies.

Instructional Strategies

State training staff emphasize and hire consultants who emphasize a practice-oriented approach. A variety of strategies are utilized, including small group instruction, discussion and shared experiences, peer coaching and cooperative learning, modeling, role play, and use of overheads, videos, and slides. Trainers also ask teachers to give a plan of action for their classrooms, based on their training experiences. Straight lecturing is kept to a minimum.

Training Materials

The types of materials that are used vary depending on the type of training and the preferences of the different consultants that are used. For some subjects, such as learning disabilities, trainers utilize commercially prepared packages. For other topics, trainers rely on current research literature. The ESL curriculum guide also provides a list of selected materials. Staff update materials after each workshop and adapt them to the needs of each audience.

Compensation for Training

Compensation for training varies with individual programs. More often than not, teachers participate in training sessions on their own time. Training conducted by the Bureau is free; Academy training is \$350 for three days, but the cost is picked up by the Bureau. Local programs may compensate some teachers for travel reimbursement.

Follow-Up Activities

While it is difficult to determine the extent to which training experiences are transferred to classrooms, state staff rely on observations from monitoring local programs, survey responses from teachers, workshop evaluations, and regular feedback through phone calls and letters from the field. Routine follow-up is not built into the training program. Local program coordinators are also required to report on teachers annually; their comments are incorporated into the monitoring reports.

Teacher responses from workshop evaluations have led to significant changes in the content and logistics of training sessions. In addition to moving training to a more practice-oriented approach, coordinators have changed times, location, consultants (they rely less on state staff and more on consultants from local programs), and the length of training sessions; and training includes more sharing sessions so that teachers can observe their peers' strategies and approaches.

Summary

Key Elements of the Program

Training staff believe that the success of their program is based on their immediate responsiveness to the needs of teachers and their willingness to adapt their training accordingly. Their effectiveness is also enhanced because the field trusts them and because their dual role as monitor and trainer helps to provide a unified program for the entire state. Because training is centralized, participants and trainers are geared toward the same goals and the state training staff provide a framework for working toward those goals.

State staff measure the success of their training efforts with the same tools that are used to conduct needs assessments: monitoring visits, workshop evaluations by participants, and regular correspondence from the field. Success is also measured by indicators such as increases in student reading levels, movement from one program level to the next, and rates of passing the GED Tests.

Recommendations for a More Effective Program

State staff indicated that ongoing follow-up in the classroom is a goal for the future. The Bureau also wants to separate monitoring from technical assistance functions. Future plans also include setting up a mentoring system for newly trained teachers.

SYSTEM FOR ADULT BASIC EDUCATION SUPPORT (SABES) MASSACHUSETTS

Contact: Sally Waldron (617) 482-9485

Background

In its 1989-93 state plan for adult basic education, the Massachusetts Department of Education outlined a System for Adult Basic Education Support (SABES), a three-year statewide developmental project whose purpose is to "strengthen and expand the capacity of adult education programs throughout the state." Task forces composed of adult education teachers, counselors, and administrators, and staff from the state Bureau of Adult Education conceptualized SABES as a structure that would be grounded in the needs of the field and would look systematically at staff development and program development. Included in the SABES structure are four supportive functions: staff development, program development, a clearinghouse, and a research and design component.

The Bureau of Adult Education, a Central Resource Center at World Education, and five regional support centers located at community colleges combined their creative and financial resources to conceptualize and implement SABES. World Education's involvement as a Central Resource Center was based on its experience in providing training, evaluation, materials, and technical assistance to international, national, and local literacy programs. World Education was previously involved in developing a volunteer training program through the Commonwealth Literacy Campaign of Massachusetts (CLC), whose training component served as one model for SABES training.

SABES is the state's primary 353 grantee, with World Education and the five community colleges serving as the fiscal agents for these funds. Approximately \$327,000, or about half of the funds from 353 money, were used for staff development in FY 1991. Each institution has a separate contract with the State Department of Education, with approximately \$75,000 going to each regional center--\$43,000 for staff development. An additional \$350,000 goes to World Education, with \$110,000 supporting staff involved in staff development activities. Funding is also used for mini-grants for innovative teacher and counselor projects and for workshops, study circles, mentoring, peer observation, and other forms of staff development.

The Bureau of Adult Education is closely involved in SABES activities. The state's 353 coordinator serves as the formal liaison for staff development and attends weekly regional meetings. The state office guides the re-funding process and formulated much of the SABES structure in a three-year RFP, based on input from the practitioner

task forces described above. The state director of adult education was also heavily involved in drafting the RFP and has had substantial input into establishing priorities under SABES.

Organizational Structure

As the Central Resource Center for SABES, World Education employs development, training, and administrative staff and provides technical assistance to the state's five regional support centers. Each center employs a full-time coordinator and hires consultants to conduct training.

The SABES Advisory Group consists of 14 members, including local program directors and staff, about half of whom were members of the original task forces established to conceptualize SABES. The group meets three times per year to discuss staff development and program development needs and to assist in overall policy and direction for SABES. In the place of a formal governing board, a steering committee also contributes to policy and direction for SABES. The committee meets every other month and consists of the state 353 coordinator, regional center directors, and top staff from World Education.

Training Staff

SABES staff from World Education include the director (95 percent of her time is funded by SABES, with 20 percent related to staff development), program development coordinator (40 percent paid through SABES), a staff development coordinator (80 percent through SABES), a program specialist/trainer (75 percent through SABES), a clearinghouse coordinator (half-time), a library director and librarian (part-time), a consultant (half-time) who coordinates a statewide newsletter and other publications, and a hotline coordinator (part-time). The SABES staff structure was conceived initially as having few full-time staff and a pool of consultants. No technical assistance staff were built into the system, although at least one trainer serves that function on an as-needed basis. Dozens of consultants and local practitioners are used statewide to provide training, in addition to World Education and regional center staff.

Staff involved in training had backgrounds in adult education instruction, as teachers, program directors, and technical assistance providers, prior to joining SABES. Most staff had master's degrees in education-related fields. Qualifications of the trainers are based on criteria and controls processes established by each regional center and by World Education.

Delivery of Services

The staff development component of SABES encompasses a variety of activities, which are designed primarily for instructors but include activities for counselors, administrators, and support staff. The delivery structure was set up based on the belief that single workshops do not have a lasting impact on teachers; rather, activities that build on one another have more long-range effect on practice, especially when mentoring and peer coaching are used. The study-plan-practice-share-evaluate model also motivates teachers to try out what they have learned. SABES staff believe that the structure builds their visibility and credibility with teachers and meets the immediate needs of teachers. SABES regional coordinators work with practitioners in their regions to develop a menu of activities, averaging 40 to 50 training offerings in each region annually. Typically, 10 to 15 practitioners attend each session, with larger numbers attending conferences and popular sessions. Staff development activities offered through SABES include the following:

- Staff development facilitator training. SABES is pilot testing training in 14 local programs, orienting staff development facilitators to their facilitator role. The training looks at the planning process and developing action plans, regional networking, professional learning, and brainstorming on staff development issues.
- Orientation for new staff. A 15-hour course delivered regionally and set up by regional coordinators. The orientation, which is available to ABE, ESL, and GED teachers, counselors, and support service staff, was field tested and revised with practitioner input. The course is delivered over a series of weeks to give participants an opportunity to try new methods in their classrooms and discuss them afterwards as a group.
- Workshops. Held on-site or regionally covering a topic of interest to a local program or region. Some workshops are also held statewide.
- Mini-courses. Provide an in-depth investigation on a given topic, usually through a series of four to eight workshops.
- Study circles. A group of instructors who gather informally, over time, to investigate a topic of interest and create their own learning experiences. The group decides where and how often to meet.
- Teacher-researcher projects. An organized schedule of activities that a teacher undertakes on his or her own to investigate a topic of interest. Teachers may choose to read research literature, talk to experts, conduct individual research in the classroom, share findings with other practitioners, or design a workshop on the topic being researched.

- **Mini-grants.** The state also awards mini-grants (under \$500) to support research by local programs and individuals, production of classroom materials, and publication of learner-generated materials.

Additional staff development opportunities include peer observation and mentoring, networking among practitioners, brown bag sessions, and attendance at regional, state, and national conferences.

Content of Training Services

Needs Assessment

Staff development needs are driven by local program goals and are assessed at the regional and statewide levels. Initial assessment of needs was conducted through open meetings in which regional coordinators interviewed administrators and teachers. Ongoing needs assessment for each region is determined through a "structured but informal" process. Because of the diversity among regions, a variety of needs assessment mechanisms are utilized, including program visits, bi-annual open meetings, phone calls and individual meetings with program administrators and teachers, review of ABE instructional proposals, review of peer evaluations, and feedback from workshops. Regional coordinators have differing opinions on establishment of formal needs assessment procedures.

Training Objectives

Task force meetings conducted at the inception of SABES generated recommendations for the direction of the training component in SABES. Framers of the SABES structure had to grapple with three major issues facing adult education instructors in Massachusetts: the diversity of programs, program participants, and experience of teachers; resource constraints of a mostly part-time staff; and a desire to draw upon the existing expertise of practitioners. The task force determined that staff development would need to offer comprehensive mechanisms and strategies to plan for staff development, and should enable adult educators to share expertise, develop activities together, and impart skills and knowledge needed for individual practitioners. Based on the task force reports, SABES staff agreed that the SABES staff development structure would contain two basic elements: an orientation for new staff and a broader staff development process for experienced staff. The orientation was chosen to give new staff a shared foundation in the knowledge, skills, and approaches needed to teach adults, as well as provide a framework for adult learning and education so that teachers will know why they choose techniques and when to use them. The staff development process was based on the principle that training offerings would include a study-plan-practice-share approach.

SABES staff initially focused on the orientation component for new staff and are now developing the staff development process. They are currently training leaders or "staff development facilitators" at 14 pilot sites to work with their local programs and encourage them to strengthen the delivery and content of their training. Each facilitator will serve as a liaison between staff in his or her program, other programs, and the SABES regional coordinator; lead the planning process for staff development in his or her program; and document staff development activities.

As SABES ends its second year, training staff are modifying the study-plan-practice approach and de-emphasizing the core curriculum to include more peer observation, mentoring, and training across functions (e.g., counseling, management). SABES staff are also providing more technical assistance to individual programs, integrating program development and staff development, and developing a Regional Materials Resource Collection for practitioners.

Staff development content under SABES is based on the primary program goal of meeting the individual's needs while strengthening the overall system. Content is also based on a learner-centered, participatory approach to teaching and training.

Training Topics

The new teacher orientation, which provides training to ABE, ESL, and GED teachers, counselors, and support staff, follows the content outlined in detail in the orientation curriculum guide. Facilitators are given flexibility in how to schedule the sessions for a particular group or region, but generally, the sessions follow in the same order. The orientation begins with an introduction and explanation of the context and goals of the training so that new teachers see the topics and sessions as part of an integrated whole. Other topics that are covered during the first day include: What is Literacy?; Materials; The Learner in the Community and Social Network: Investigative Activities; and The Big Picture: Adult Education in Massachusetts and Beyond. The second day's activities include: The Learner within the Community: Problem Posing Activities; Techniques and Methods; and Lesson Planning. The third day finishes with five sessions: The Learner within the Community: Learner-Centered Classrooms; Connecting to Resource Network and Support Systems; How Adults Learn as Individuals; Assessment; and Experience of Being an Adult Educator: Realities and Ideals. Teachers are also asked to complete a daily evaluation of the training.

A variety of similar topics are addressed in other SABES inservice activities provided through the regional support centers. Some of the topics covered in 1990-91 include: Process Writing, Methods and Materials for Basic ESL, Alternative Assessment, Teachers as Researchers, Counseling Skills for Teachers, Cultural Awareness, Family Literacy, What We Think We Know About Dealing with Adult Learners, Curriculum Development, Teaching the Dyslexic Student, Learning Disabilities, Whole Language,

TPR and Drama in the ESL Classroom, Acting Out: A Visual Way of Writing, and Student Reading from the New Word.

Instructional Strategies

Training is led by World Education training staff and regional consultants, with small group facilitation frequently provided by regional coordinators. Much activity is geared around teacher questions, allowing them to learn from shared experiences. In the new teacher orientation, participants engage in a variety of hands-on activities that model participatory approaches to be used in ABE and ESL classrooms. These activities enable teachers to get to know one another, collaborate in problem solving, and establish a basis for future networking. Some of these instructional strategies include peer teaching, brainstorming, discussion, problem solving and problem posing, and role play.

Training Materials

The majority of resources used in staff development activities are adapted from materials that an individual teacher or consultant has developed, used, and found to work very well in the ABE or ESL classroom. Consultants draw on some adult education textbooks but do not use them in their training sessions. Teachers have indicated that they like teacher-generated materials and other hands-on, experiential, real-life materials. In the orientation workshops, materials were newly generated by SABES staff, but teachers have been involved in field testing them. Extensive orientation curriculum guides were developed for orientation and staff development facilitators and are continuing to be revised and improved by trainers and practitioners.

Compensation for Training

Compensation for training varies with individual programs. State funds are made available to local programs so that they may provide release time for staff to attend training sessions conducted by their regional support center. New state requirements for teachers in FY 1991 provide additional incentive for teachers to participate in training activities. All adult education staff are required to receive a minimum number of hours of staff development annually--up to 50 hours, depending on the number of hours an individual works.

Follow-Up Activities

Formal follow-up activities are not yet established across all regions. This is due partly to the fact that release time is limited for staff and because of high turnover in Boston and other urban areas. The new teacher orientation builds in a follow-up component by scheduling teacher "reunions," where a group of trained teachers convene again to share their experiences within a few weeks after receiving training. SABES staff are considering integration of these reunion sessions into additional inservice activities.

Determining the application of staff development principles into the classroom has been difficult. SABES staff conducted a field test of program accountability standards (based on attendance records, achievement of interim benchmarks, and the extent to which students met stated goals), but suspended this activity after nine months because of limited resources. SABES staff also plan to provide follow-up through peer observation.

Summary

Key Elements of the Program

Training staff believe that the success of their program is based on the following program elements and guiding principles:

- SABES is a process, not a product, and provides a variety of ways for adult education staff to pursue training;
- Staff development mirrors what teachers should be doing with their students (e.g., learner-centered approach);
- A regionally based delivery structure allows for flexibility and adaptability to each region and develops local capacity;
- SABES offers a comprehensive approach that motivates local programs to develop learning plans and think about the staff development process in a structured way;
- Staff development opportunities serve to validate what teachers are doing in the classroom;
- Staff development is in direct response to what teachers request; and
- The staff development facilitator model works well in a state that has inservice training requirements and reimburses teachers who attend training.

Recommendations for a More Effective Program

SABES administrators and trainers cited several steps that could be taken to improve staff development through SABES:

- Seek additional money to fund expanded SABES projects, practitioner-generated activities and work by regional coordinators;

- **Provide separate staff development activities for ABE and ESL teachers; and**
- **Strengthen training options other than workshops, e.g., technical assistance, on-site observation, and mentoring.**

REGIONAL AND LOCAL PROVIDERS

**DADE COUNTY ADULT ASSESSMENT SYSTEM FOR ESOL
(DCAASE)
MIAMI, FLORIDA**

Contact: Edwina Hoffman (305) 995-2290

Background

The Dade County Adult Assessment System for ESOL (DCAASE) includes an Advisory Council within the Dade County Public Schools' Office of Vocational, Adult, Career and Community Education (OVACCE) in Miami, Florida. The DCAASE Council, created in 1986 in response to a recommendation by the State Department of Education that the Dade County Adult ESOL program be standardized across all sites, is the primary decision-making body for ESOL training in the county. Its purpose is to obtain consensus on direction for adult ESOL programs through a team-building process. One of the Council's primary objectives is to move away from a grammar-oriented, textbook approach to ESOL and towards a competency-based ESOL curriculum designed to meet the specific needs of Dade County's immigrant population. Direction toward this objective was provided initially by trainers of the Comprehensive Adult Student Assessment System (CASAS, a curriculum management system) who trained DCAASE Council members in competency-based education. The concept of competency-based education was further reinforced through training from Bill Bliss, author of the ESL textbook series, Expressways. To further meet its goal of implementing the curriculum, the DCAASE Council established an internal teacher-training system.

DCAASE is supported by Federal 321 funds (\$43,197 in 1991), which cover the salaries of an education specialist and a secretary. Local tax-levied dollars (\$78,300 in 1991) support the training activities and the salary of the education specialist responsible for training. In-kind contributions are provided by OVACCE administrators for supervision and coordination activities, and by Council members for meetings and monitoring training at school sites. To facilitate teacher attendance at training sessions, the county provides a speakers bureau to local programs. These speakers cover classes for teachers attending inservice training.

Organizational Structure

The DCAASE Council activities are coordinated by two full-time education specialists. One education specialist, who has been with DCAASE since its inception, is responsible for coordinating Council activities; providing a 30-minute Spanish language television show, "Información Escolar," aimed at raising the level of educational awareness among Hispanics; answering varied telephone calls from members of the Hispanic community; providing input into the ESOL guide for teachers; and

disseminating information about DCAASE and educational opportunities for Hispanics through OVACCE. The other specialist, hired in January 1991, is responsible for developing the curriculum guide, preparing training materials, and providing training for adult education ESOL teachers.

Membership on the DCAASE Council includes teachers, ESOL coordinators, and other school-based administrators from the county's 25 adult education centers providing ESOL programs; and officials representing OVACCE. The Council, which currently has 49 representatives, meets once per month. Council members are trained in the competency-based curriculum as a group and are expected to pass on this training to other teachers. Several subcommittees operate within DCAASE. The Technical Assistance Subcommittee, for example, was formed to help ESOL teachers and program managers at adult education centers when problems arise, and to work on specific issues such as test development. A center administrator, in conjunction with the DCAASE Council member at the center, can request that a subcommittee member visit the center and provide individualized training and assistance to the ESOL teacher needing help. In addition, several ad hoc committees have been formed.

The decisions of the Council are approved by the executive director of the Division of Adult/Community Education, who reports to the assistant superintendent of OVACCE.

Delivery of Services

Inservice training for Dade County ESOL teachers is provided through two major vehicles. The primary method is to conduct training on an as-needed basis for the County's 25 adult education centers. Local centers may request training on one or a combination of topics, for a specified amount of time (usually one or two hours), depending on the center's ability to compensate teachers or provide substitute teachers for those attending a session. Teachers are given a needs assessment form to prioritize the kinds of topics they would like to see covered. DCAASE training staff use these needs assessments to prepare a workshop around the subjects given the highest priority by teachers. Six of these workshops have been held at various adult education centers so far this year, with attendance ranging from 10 to 58 teachers per workshop. This schedule is comparable to the DCAASE trainer's training load as a consultant in 1990; the training schedule is expected to be heavier this fall.

The second activity is a 10-hour training series through the state-funded Teacher Education Center (TEC). Training through TEC was initially targeted to K-12 teachers in response to a court case mandating that the state's public schools target more of their efforts to the needs of limited English proficient individuals. Training for adult education teachers is conducted by university staff, outside consultants, or the DCAASE trainer (on her own time) at Florida International University on three consecutive Saturdays. The

first series for adult ESOL teachers was conducted in March; seven teachers were trained. The second series, currently underway, is training 17 teachers.

At present, these two delivery modes serve to meet the needs of individual centers and help teachers fulfill requirements for their recertification. All teachers hired through the Dade County Public Schools must be recertified to teach every five years. To be recertified, teachers must accrue 120 "Master Plan points" through inservice training or six college credits in a given subject area. Teachers can accrue TEC credits through inservice workshops held on-site, provided that all the DCAASE objectives are met at some point.

Content of Training Services

Needs Assessment

DCAASE training staff identified several barriers to training ESOL teachers: a lack of resources for training at the local level, difficulties in scheduling for the county's mostly part-time teachers, and the fact that the state does not require teachers to have ESOL expertise or certification. To address these deficiencies, the monthly DCAASE Council meetings generated ideas about the training needs of local programs and teachers. The Council also recently developed a simple needs assessment form that teachers complete when their center requests an inservice workshop. Needs for future inservice workshops are also identified in one-page Facilitator Reports that trainers provide to program coordinators at the end of each training session. These reports indicate what was accomplished with teachers in a given session and what training needs should be addressed in the next training activity.

Training Objectives

The primary objectives of DCAASE training are to identify successful strategies for teaching ESOL and to make teachers aware of the principles of competency-based ESOL instruction delineated in the recently developed Basic Adult Language Skills and Activities (BALSA) curriculum guide for adult ESOL teachers. The guide, which was compiled with extensive input from the DCAASE Council, illustrates the county's move toward a life-skills orientation that looks at language holistically in terms of the humanistic, communicative, and functional needs of limited English proficient adults.

DCAASE training looks at ways of understanding and utilizing Freirean principles of classroom management, using the model of teacher as facilitator and the learner (student) as an empowered, self-directed contributor to the learning process. Other elements that are covered include: second language acquisition, the role of the affective, performance expectations of adults (especially pronunciation), Total Physical Response, multisensory approaches in ESOL, cooperative learning, the language experience

approach, journal writing, semantic mapping, cross-cultural comparison, and holistic evaluation techniques. Training also addresses issues related to immigrant rights and south Florida issues.

Instructional Strategies

In a typical on-site workshop, Freirean and other theoretical principles are introduced briefly in a lecture format and are interwoven through the trainer's modeling of ESOL teaching techniques. Freirean principles are covered more extensively in TEC training, as are rationales behind language acquisition (a day of lecture followed by a day of demonstration). The trainer also breaks teachers into small groups to simulate classroom activities that demonstrate Freirean principles such as cooperative learning, learner decision-making, and the facilitator role of the teacher. The trainer models appropriate ESOL techniques throughout a session. As a culminating activity of the 10-hour TEC training, teachers break into groups and must demonstrate that they can develop and deliver a multisensory lesson based on DCAASE objectives.

Training Materials

Trainers rely primarily on handouts derived from realia (e.g., menu, bus schedule, grocery bill) and self-developed materials, as well as excerpts from research literature and some commercial texts. The BALSAs curriculum guide and Statement of Philosophy, both developed by the DCAASE Council, serve as resources for teachers who are incorporating a competency-based curriculum into their classes. Non-commercial materials are emphasized because DCAASE feels that teachers should try to develop their own resources using the BALSAs curriculum as a guide. ESOL teachers also have access to two videos produced exclusively for use in Dade County that demonstrate the competency-based approaches used in Expressways and Real-Life English. These texts are used widely in Dade County classrooms.

Compensation for Training

Teachers are usually given compensatory time for attending inservice training, but this depends on the policies and resources of each local adult education program. Teachers are not compensated for attending Saturday sessions through TEC. In the absence of monetary incentives, teachers receive Master Plan points toward recertification—one point for each hour of inservice training.

Follow-Up Activities

While no formal or systematic follow-up activities are currently in place, several informal channels allow for some measure of follow-up. Teachers receive feedback when they submit lesson plans at TEC training; the DCAASE coordinator and trainer are easily accessible by phone, and at least one DCAASE Council representative is available

at each school site for consultation or for requests for technical assistance if teachers are having any difficulties.

Summary

Key Elements of the Program

Several elements were identified by the DCAASE administrators and teachers as being key to their program's success. These elements include:

- **Accessibility to a training specialist through DCAASE;**
- **A unified curriculum that guides training and serves as a resource for teachers in implementing a competency-based curriculum in their classrooms;**
- **The leadership of the DCAASE Council, which includes representation for teachers and each local program;**
- **Accountability mechanisms, e.g., sign-in sheets, workshop evaluations, facilitator reports;**
- **Hands-on, practical nature of training (strategies that teachers can apply directly in the classroom); and**
- **Scheduling of training activities at times that are convenient to teachers.**

Recommendations for a More Effective Program

OVACCE administrators and local program coordinators offered several suggestions for improving the training program. One local program coordinator recommended that DCAASE develop a materials package indicating specific materials teachers can use for a given topic rather than relying on textbooks. This would be useful for part-time teachers or substitutes in programs with high absenteeism.

The DCAASE trainer indicated that she plans to implement a systematic follow-up process that involves peer coaching and follow-up by assistant principals at each center. These administrators would ideally use a checklist, classroom observation, or an interview several months after training to see how teachers have incorporated the training in their classes. In the future, some accountability measures may be implemented when students are tested on competencies identified in the Balsa curriculum guide.

PROJECT READ SAN FRANCISCO PUBLIC LIBRARY

Contact: Ana Linder (415) 621-7323

Background

Project Read is a locally-based program operated under the auspices of the San Francisco Public Library to recruit and train individual volunteer tutors to assist adult learners in the San Francisco, California area to improve their literacy skills. The program has been in existence for more than eight years. In the first year it was funded through the Friends of the Library with a Federal grant. For the next five years it was funded through the California Literacy Campaign, a state-supported program administered through the California library system to establish adult literacy volunteer tutorial programs through public libraries. After that five-year funding period—viewed as "seed money" by the state—ended, the program was expected to become institutionalized with local sources of support, but had some problems initially because of a budget crisis in the City and County of San Francisco. Project Read currently has an annual budget of approximately \$187,000, which does not include funding for Family Literacy efforts. About 50 percent comes from the City and County of San Francisco (under the library budget), 20 percent from foundations and corporations, 20 percent from Federal sources, and 10 percent from individual donations.

Project Read is a part of the San Francisco Public Library, and has become formally established as a department of the city's library system. It has no formal ties to other public agencies (e.g., the State Department of Education or the State Library System). It does, however, maintain informal links to other library-based adult literacy programs in the San Francisco Bay Area and it stays in contact with the State Library System through participation in periodic literacy training support workshops conducted by that system. The project also has informal ties with the local community college system (San Francisco Community College District), in that several of the project's key tutor trainers (employed as consultants by Project Read) also teach for the district, and the district also provides training space at times to the project. Project Read has been in existence longer than many similar library-based volunteer adult literacy tutorial programs in the local area, and as such is often viewed as a resource by the programs. Project Read is particularly well-known for the quality and substance of its tutor training program.

Organizational Structure

Project Read is administered by a full-time project director, a full-time volunteer manager, and a full-time administrative assistant. These three positions are viewed by

the project director as the "essential" elements of the organization's administrative structure. In addition, the paid staff includes a full-time support services coordinator and a part-time page. The project's tutor trainers are employed on a contractual basis as consultants, and the volunteers donate their services.

The project director has overall responsibility for project operations. She reports to the chief of the San Francisco Main Library, where Project Read is housed. She has been in the position for less than two years. She possesses an MSW and has extensive background in the development, management, and coordination of community-based social service programs. She views herself and the volunteer manager as having primary expertise in volunteer management, program development, program administration, and fundraising, and she relies on the tutor trainers for expertise in the content area of adult literacy. She has participated in tutor training sessions as a facilitator in the area of cross-cultural communication.

The volunteer manager has responsibility for scheduling volunteer tutor trainings, matching volunteers with tutees, and staying in contact with them as they perform their tutorial functions. She has been in the position for about one year. She has prior experience as a volunteer coordinator for a wildlife shelter.

Tutor Trainers

Training for volunteer tutors is provided through consultants who are hired by Project Read. Currently the project director relies primarily on three trainers. All three are extensively experienced in areas of staff development, adult literacy, reading, and adult learning theory. Some have been involved in Project Read from its inception. In addition to their tutorial training work for Project Read, most are themselves adult literacy instructor/practitioners, and all have done graduate work in adult education or reading. The tutor trainers were also, for the most part, responsible for developing the original training materials--to include video and print-based materials--that continue to serve as the core of the Project Read volunteer tutor training.

Delivery of Tutor Training Services

Project Read delivers tutor training services through two primary means: (1) preservice training and (2) follow-up support.

Preservice Training

Project Read provides at least six preservice training sessions per year with a maximum of 55 participants in each. The structure of preservice training involves an initial one-and-a-half-hour orientation session (conducted by the project director and volunteer manager), followed by a series of four training sessions of two and a half hours

each (conducted by tutor trainers), spaced one week apart, for a total of 10 hours. One trainer conducts all four training sessions in a given series. Training is conducted in a large meeting room at the San Francisco Main Library, or sometimes in the auditorium space borrowed from the San Francisco Community College District. The volunteer manager is also present at the training sessions to provide administrative information and make announcements.

Follow-Up Activities

Following the completion of the four preservice training sessions, the volunteer manager matches up individual tutors with tutees. Once tutorial work is under way, the project offers follow-up activities once per month that are available to all tutors. These follow-up activities can include: (1) continuing education workshops on different educational topics based upon needs assessment; (2) support groups for tutors; or (3) social events for tutors. The tutor trainers also provide their phone numbers to tutors at the end of the training workshops to call for assistance. In addition, the volunteer manager receives the assistance of volunteer "tutor contacts" to phone all tutors once per month to monitor tutorial activities. Project Read also distributes a quarterly newsletter for tutors and provides a small library of teaching materials for tutors' use.

Content of Training Services

Needs Assessment

According to the project director, the staff and tutor training consultants have developed agreement on the content of training. She notes that there is an ongoing process in place that can address new training needs as they arise, citing the examples of the recent inclusion of cross-cultural communication and confidence-building into the tutorial training. While the project does not conduct a needs assessment of volunteer tutors prior to training, evaluation activities are conducted after the completion of training. From the trainers' perspective, given the relative longevity and success of the Project Read training program, the content of the training curriculum appears to be relatively set and stable, having been established a number of years previously.

Training Objectives

The project director identified the following as the project's main training objectives for tutors:

- To provide tutors with useful information and techniques to be able to teach effectively;

- To enable tutors to gain a sense of who the students are, and to be able to relate to the students on a peer level;
- To enable tutors to gain a sense of confidence—a feeling that they can "do this"; and
- To provide the tutors with access to resources to support their tutorial work.

The project has a clearly-established syllabus of training content for the four preservice tutor training workshop sessions that serves as the basis for tutor trainers to work from. Interviews with two tutor trainers suggest some flexibility in the individual approaches to content that may be employed.

One tutor trainer identified the following major content areas as being key in her conduct of the tutor training sessions:

First Session

Introduction to reading

Word recognition: phonics, sight words, syllabification, structural analysis

Phonics assessment

Second Session

Comprehension questioning/modeling techniques

Comprehension testing

Third Session

Finding materials, simplifying them, readability formula, language experience

Process writing, spelling, vocabulary

Fourth Session

Learning styles, nonstandard English, ESL

Lesson planning, putting it together in the framework of thematic based readings

Another tutor trainer characterized the content of her four-session training workshop series as follows:

Reading process (simulating beginning reading)

Problems that learners might have

Different learning styles (case studies)

Characteristics of adult learners

Evaluating reading

Strategies for remediation

Language-based approaches

Process of writing (pre-writing through editing)

Listening/speaking
Benchmarks for speaking
Cloze/comprehension strategies
Strategies for expository text
Demonstration lesson
Planning the first three weeks.

Instructional Strategies

The Project Read training sessions utilize a variety of instructional strategies including: whole-group lecture, pair/small group work, case studies, video, use of foreign languages to simulate illiteracy, sequenced workshops, and reading assignments between training sessions.

Training Materials

The tutor trainers interviewed report that they develop many of their own training materials. One of the trainers developed a four-part video "Teaching Adults to Read," that is generally used in the training sessions. A text entitled "Basic Literacy" (published by the Center for Literacy) is also provided to participants as a background reading source, and is used by trainers during the training sessions or for between-session reading assignments.

Compensation for Training

No compensation is provided to volunteer tutors for their participation in training. They must pay a \$20 fee to cover the cost of preservice training.

Summary

Key Elements of the Program

As a result of interviews and observation, the following elements emerge as having made significant contributions to the success of this project:

- **Challenging training content.** Considerable effort over a number of years appears to have produced a training curriculum that has considerable substance in areas of literacy teaching and reading theory.
- **Strong trainers.** A consistent and competent cadre of trainers--some who have been involved with the project from its inception--has contributed a great deal to the quality of the training, and has precluded the need for considering a training of trainers approach in this program.

- **Sequenced training model.** A sequenced series of four intensive training sessions appears to be a strong element of the skills development of the tutors.
- **Videos.** The use of videos provides the opportunity to bring tutor trainees closer to the nature of the adult learners they will soon face.
- **Strong follow-up model.** The multifaceted follow-up design—particularly critical in a volunteer program—appears well-constructed and well-implemented.

Recommendations for a More Effective Program

Several recommendations were offered by administrators and trainers to make the current program more effective. These include the following:

- **Mandated follow-up for tutors.** Current follow-up activities are voluntary on the part of the tutors. Some staff suggested that mandating some form of tutor participation in follow-up activities would be desirable, although they also noted potential difficulties in enforcing such a mandate.
- **Conduct preservice training for smaller groups.** Current preservice training sessions can get as large as 50 or 55 participants. It was suggested that groups of half this size would be desirable.
- **Lengthen preservice training.** It was noted and observed that there is not currently enough time in the existing training session configuration to cover all the training materials that trainers are expected to cover. It was also noted, however, that requiring additional training time of tutors might not be possible, and that training sessions, which had previously been longer, had been reduced for this reason.
- **Consider providing more focus on ESL learners.** It was suggested that training and program focus should be expanded to include non-native speakers of English. Currently, the program makes a conscious effort to serve native speakers of English, and to training tutors accordingly.
- **Provide training free of charge.** It was suggested that it would be desirable to secure funds to avoid charging volunteers for the tutorial training.
- **Provide teaching supplies for tutors to use.**

CITY UNIVERSITY OF NEW YORK NEW YORK CITY

**Contacts: Leslee Oppenheim, City University of New York (212) 794-5437
Jane Mackillep, York College (718) 262-2162**

Background

The City University of New York (CUNY) provides adult literacy services and trains more than 240 ABE, ESL, and GED teachers at 14 campuses across New York City. It is one of about half a dozen large organizations providing training to New York City's adult educators. Other training providers include the Community Development Agency (which oversees community-based organizations), the Mayor's office, the Board of Education, and the library system. CUNY has been providing adult literacy services and related staff development activities since 1984.

CUNY receives funds from a variety of sources, including the New York City Adult Literacy Initiative, state funds, and Federal funding through the Adult Education Act. Funding is provided to each campus through a competitive grant award.

Organizational Structure

Staff development is administered through the Office of Academic Affairs, Division of Adult and Continuing Education. The central office, located in Manhattan, has a strong supervisory role, but the campuses have substantial autonomy and flexibility. Each campus has a program manager with overall administrative, instructional, and supervisory responsibility. The director of curriculum and instruction, in the Office of Academic Affairs, oversees CUNY's adult education program and the efforts of the staff development coordinators who work with ABE and ESL teachers at the different campuses.

Training Staff

Training is provided by two staff development coordinators and a pool of teachers with whom staff developers sometimes team teach. The ABE and ESL coordinators at the central office both have master's degrees and are specialists in reading and ESL. Training staff at individual campuses have bachelor's or master's degrees, with varying amounts of experience in training.

Delivery of Services

The ABE and ESL staff developers provide on-site training and technical assistance to each of the CUNY campuses. ABE and ESL teachers also have access to a variety of formal and informal staff development activities. These activities are sponsored by the central office at CUNY, individual campuses, and other local colleges and organizations such as the Literacy Assistance Center, Community Development Agency, and Teacher's College. While these training activities are directed primarily to ABE and ESL instructors, volunteers are also encouraged to attend campus-based events. In FY 1991, adult educators had access to approximately 60 staff development activities, under the following categories:

- Ongoing demonstration classes. These are six-hour-per-week classes led by the central staff development coordinators—one site for ABE teachers and one ESL site per year. The purpose is to give teachers extended, in-depth opportunities for observing and interacting with a staff development specialist;
- On-site technical assistance by staff development coordinators (e.g., preservice training for new teachers, teacher observations, small group workshops, assistance with textbook selection, team teaching, and on-site demonstration classes);
- Graduate courses involving theory, practice, and counseling issues in adult education;
- Curriculum development projects (e.g., CUNY Prep Component of the City Volunteer Corps program) relating to themes such as health, career development, and ethnic diversity;
- Campus-based staff development and sharing opportunities (e.g., Super Saturday, an annual gathering in which teachers share teaching experiences; in-house staff meetings; new-teacher orientations; and teacher-as-investigator projects);
- Formal and informal classroom observations by program managers and central office staff;
- CUNY-sponsored conferences on special topics;
- Monthly staff meetings with all 14 program managers and their key staff;
- Distinguished speakers series; and

- **City-wide, state, and national conferences (e.g., the annual ABE Consortium Conference, which attracts more than 600 participants; TESOL; and International Reading Association).**

The ABE staff developer is taking a leave of absence in the 1991-92 school year. The ESL developer is planning a modification of her activities to include multi-session seminars for interested teachers across campus programs as well as on-site team teaching, the facilitation of teachers visiting one another's classrooms, brown bag discussion sessions, discussions of readings, and teacher-led investigation projects.

These varied staff development offerings reflect the importance CUNY and campus administrators place on developing the professionalism of teachers and meeting the needs of an ever-changing, predominantly part-time teaching staff. Staff development activities also help teachers fulfill annual minimum requirements for receiving training. The New York State Department of Education requires that all adult education teachers receive at least 10 hours of training annually if they are part-time and experienced teachers; 15 hours if part-time and inexperienced; 20 hours if full-time and experienced; and 30 hours if full-time and inexperienced. State adult education staff have proposed more stringent requirements, including an adult education-specific certificate, an increase in the required minimum of staff development hours, and completion of college coursework.

Content of Training Services

Needs Assessment

Needs assessments are not formalized or written, largely because the needs of the field are considered to be constantly evolving and the nature of staff development "too organic" to pigeonhole on paper, especially with the high turnover of mostly part-time teachers (more than 90 percent of adult education teachers are part-time). Needs are addressed based on close, conscious observation of what teachers do and "what needs to be done." Teachers, program managers, and central office staff can determine needs through the variety of opportunities in which staff development can occur: classroom observations, staff meetings, team teaching, and demonstration classes.

Training Objectives

The philosophy that drives staff development under CUNY is that it is not a separate event or component; it is integral to the teaching process and is incorporated into everything teachers do. Teachers are thus in the continual process of examining, changing, adjusting, and reflecting upon their teaching. With this focus, staff realize that staff development takes time to develop and evolve, and requires much collaboration between teachers and administrators. Training staff and teachers believe that no one

strategy works for everyone and they support the right of other practitioners to have differing points of view.

The instructional philosophy of CUNY—learner-centered, collaborative, and built on the needs and experiences of the students—is reflected in the program's approach to staff development. A wide variety of staff development activities is available to teachers who may choose from among those that best complement their own learning styles and needs. All staff training workshops and meetings are conducted as models of effective adult education practice. The goal is to foster a model of learner-centeredness in which the teachers in the classroom and the staff developers in the training session take a less dominant role and transfer some of the responsibility for learning to the "learners."

Central office staff and campus administrators also have specific ideas about the kinds of things they expect teachers to learn and do to improve. Teachers are expected to understand reading, writing, and language, that individuals learn by doing these in large quantities, and that technical proficiency comes from looking at what they have produced. Teachers also should have an extended opportunity to watch others teach and (for ABE teachers especially) should be grounded in a way of teaching reading that makes sense to them. The focus for ESL teachers is to enable limited English proficient adults to gain control of language fluency and accuracy.

Training Topics

CUNY training activities cover a variety of topics of concern to ABE and ESL teachers. ESL workshop topics include: teaching multi-level ESL classes, assessment and evaluation in multi-level classes, whole class and group activities, pair work, literacy development, and language acquisition. Other topics for both ABE and ESL teachers include classroom management (e.g., attendance, assigning homework, and balancing activities), working with students individually, developing real-life materials, and assessment. The ABE coordinator has also focused on helping teachers find appropriate reading materials for their students, especially beginning readers. A goal of CUNY staff is to develop a system of portfolio assessment for teachers as a way for teachers, training staff, and program administrators to view and critique their work. The portfolio might include an audio/videotape of a teacher's work in the classroom, an annotated bibliography, and a themed unit put together by the teacher.

Instructional Strategies

Staff development instructional strategies vary and are based on techniques found to be successful by training staff and other teachers. Training staff work with teachers individually, team teach with another teacher, work with small groups, observe teachers in the classroom, and lead short lectures on adult education theory. These strategies are designed to meet teachers' expressed needs and move them away from the model of a "teacher dominated classroom" and toward a learner-centered one. Teachers are

encouraged to observe the classrooms of their peers and to seek feedback from training staff who observe them. During on-site visits, the staff developer also supplies teachers with samples of materials that are useful for students reading at different levels.

Training Materials

Staff developers emphasize using teacher-made materials, realia, and student writings, all of which are intended to reflect the cultural diversity and individual needs and interests of students. CUNY staff also have taken the lead in developing videos and manuals that serve as resources for the many part-time teachers who have limited time to prepare lessons or attend training workshops. The central office provides each campus with one complete set of these materials. Some CUNY initiatives that were completed in collaboration with other literacy providers throughout New York City include the following:

- "Teacher to Teacher," published and distributed by New Readers Press (initially funded with university and city funds), is a 12-part videotape training program based on teaching experiences of teachers in actual classroom settings from across the literacy-providing agencies in the city. Techniques in the series were chosen for their generalizability for new and experienced teachers across content areas and class settings. Among the topics covered in the series are developing literacy, enhancing oral and aural facility, techniques in teaching reading, developing self-directed learners, and creating an environment for writing.
- "ESL Live," funded by State Legalization Impact Assistance Grant (SLIAG) money, is a video series used for amnesty instruction. The videos utilize a react/interact model, including hands-on practice and modeling. After viewing, instructors engage in pair mentoring with other teachers and are brought back together in a subsequent session to discuss implementation in their classrooms. The project was initiated by CUNY and solicited input from teachers throughout the city.
- "Language Competencies Guide," a collaborative project of CUNY and the New York City Board of Education, is designed for teachers of beginning adult ESL students. The project includes a step-by-step teaching manual and three videotapes, spanning content from the alphabet to 16 basic survival competencies. The videos demonstrate teaching processes and the environment of a beginning adult ESL class and reflect CUNY's emphasis on a student-centered classroom and self-directed learning.
- "Adult Basic Education: A Teacher's Guide," developed by the ABE coordinator and project director, is a general resource guide for ABE teachers that provides an overview of approaches, materials, and issues in

ABE. Topics that are covered include reading, writing, and math, planning, classroom management, and assessment.

Compensation for Training

Teachers are paid about half of their hourly teaching wage to attend staff development activities. Due to budget constraints at some campuses, this compensation may not be available for some events.

Follow-Up Activities

Follow-up is typically conducted informally through sharing and discussion, due in part to the high turnover of teachers. Coordinators say that teacher self-reporting is not sufficient in itself and that some program managers do not have time to take a critical look at the effects of training on their teachers. However, in at least one campus where the ESL coordinator is working with teachers for a five-week period, the campus program coordinator is trying to organize a follow-up session with teachers to see how they are utilizing principles taught in the workshop series. Other strategies for gauging the effects of training include: informal observation by program administrators (e.g., the program coordinator observes a class for an hour and meets with the teacher later to provide feedback); peer observation; and formal observation (e.g., program coordinator looks at the content and techniques of a particular teacher, the teacher's lessons and objectives, and pre- and post-tests; relates observations to the teacher).

This year, CUNY training staff modified the demonstration class model, allowing more follow-up with teachers in the classroom. The staff developer spends four to six weeks at a given campus, serving as an on-site resource, with other teachers available to help with lesson planning. The developer leads team teaching with one teacher, who is expected in turn to provide weekly mini-sessions to the teachers at his or her campus. The ESL coordinator this year gave weekly group presentations to teachers and focused more on working with site managers, while the ABE coordinator preferred to work with teachers individually on-site or through team teaching.

Summary

Key Elements of the Program

Training staff believe that the success of their program is based on several factors:

- Teachers can choose from a broad range of staff development activities;**
- Administrators and their staff consider staff development to be a high priority;**

- **CUNY staff emphasize practice and talking about practice;**
- **Sharing sessions are arranged in a structured way;**
- **Staff work with teachers on-site rather than expecting them to meet at a central location. This is more convenient for part-time teachers and demonstrates that teachers are considered to be important;**
- **Staff developers frequently mail articles and suggested materials directly to teachers. Teachers have found this to be helpful and relevant to practice;**
- **Teachers have the opportunity to practice in a setting where they can be observed by their peers; and**
- **The staff development process is flexible and responsive to the changing needs of teachers.**

Recommendations for a More Effective Program

CUNY administrators and trainers offered several suggestions for improving the staff development process, with some noting that conditions will not change until the teaching of adults is considered to be a profession. Their suggestions include:

- **Provide more follow-up after training sessions. Program managers should be doing this with their teachers but they are saddled with many administrative responsibilities;**
- **All teachers at a given campus should meet monthly. Due to their schedules, teaching status (e.g., ESL vs. ABE, day and evening classes, part-time and full-time), and high turnover, they have limited opportunities to get to know other teachers in their program;**
- **With sufficient resources, staff development should be in-house and each campus should have a staff developer; and**
- **Organize more group projects where teachers write about teaching, duplicate classroom projects, or conduct an in-depth study of their teaching environment.**

REFERENCES

- Baden, D.J. (1982). "A User's Guide to the Evaluation of Staff Development." In F.J. McDonald, W.J. Popham and D.J. Baden, Assessing the Impact of Staff Development Programs. Syracuse, NY: National Council of States of Inservice Education, pp. 37-47.
- Caldwell, S.D. (1989). Staff Development: A Handbook of Effective Practices. Oxford, Ohio: National Staff Development Council.
- Fenstermacher, G.D. and Berliner, D.C. (1983). "A Conceptual Framework for the Analysis of Staff Development." Santa Monica, CA: Rand Corporation (for the National Institute of Education).
- Harman, D. (1985, May). Turning Illiteracy Around: An Agenda for National Action, Working Paper No. 2. New York, NY: The Business Council for Effective Literacy.
- Jones, E.V. and Bolton, E.B. (1981). "ABE Inservice Training: Interrelating Participant Satisfaction and Contest Gains." Adult Literacy and Basic Education, 5 (1), pp. 42-52.
- Jones, E.V. and Lowe, J.H. (1990). "Changing Teacher Behavior: Effective Staff Development." Adult Learning, 1 (7).
- Joyce, B. and Showers, B. (1984). Power and Staff Development Through Research on Training. Alexandria, VA: Association for Supervision and Curriculum Development.
- Kazemek, F.E. (1988). "Necessary Changes: Professional Involvement in Adult Literacy Programs." Harvard Educational Review, 58 (4), pp. 464-484.
- Leahy, M. A. (1986). "Recommendations for Expanding and Enhancing Adult Education Staff Development in Pennsylvania." Harrisburg, Pa.: Pennsylvania Department of Education, Division of Adult Education.
- Loucks-Horsley, S., Harding, C., Arbuckle, M., Murray, L., Dubea, C., and Williams, M. (1987). Continuing to Learn: A Guidebook for Teacher Development. Co-publishers: The Regional Laboratory for Educational Improvement of the Northeast and Islands (Andover, MA.) and the National Staff Development Council (Oxford, OH).

- McTighe, J. (1986). Improving the Quality of Student Thinking (study guide). Baltimore, MD: Maryland State Department of Education.
- Monet, M.L. (1977). "The Concept of Educational Need: An Analysis of the Literature." Adult Education, XVII (2), pp. 116-127.
- Orlich, D.C. (1989). Staff Development: Enhancing Human Potential. Boston: Allyn and Bacon.
- Pennington, F.C. (Ed.). (1980). Assessing Educational Needs for Adults (New Directions for Continuing Education). San Francisco: Jossey-Bass.
- Rubin, L. and Hansen J.H. (1980). "Assessing Needs and Prioritizing Goals." In W.R. Houston and R. Pankratz (Eds.), Staff Development and Educational Change. Reston, VA: Association of Teacher Educators, pp. 105-124.
- Tibbetts, J., Kutner, M., Hemphill, D., and Jones, E. (1991). The Delivery and Content of Training for Adult Education Teachers and Volunteer Instructors. Washington, D.C.: Pelavin Associates.

APPENDIX A

Site Visit Study Methodology

Site visits were conducted to nine teacher training programs identified as providing successful training services. Five primary research questions guided the collection and analysis of data from the site visits:

1. How are training programs administered and operationalized?
2. How are training activities developed?
3. How are teachers and volunteer instructors involved in the training process?
4. What is the content of the training?
5. What elements of the program make the training effective?

Empirical data to document or verify that a program has provided effective training services are not available. In the absence of such empirical data, an alternative approach for selecting sites was developed. The first step was to review the research literature about successful K-12 staff development programs and identify components associated with successful training programs. These included: (1) systematic assessment of staff development needs; (2) involvement of teachers and volunteer instructors in planning and decisionmaking; (3) availability of up-to-date information in providing training; and (4) follow-up of training activities. The next step was to identify adult education training programs with these components. Specifically, we screened programs for various types of needs assessments, the use of innovative instructional practices that were learner-centered, the use of educational theory and current research as a context for learning, and systematic follow-up of training.

Site Identification

Pelavin Associates staff used three sources of information to identify the nine teacher training programs for the site visits. First, we reviewed data collected for the ABE and ESL Instructor Training Profiles Report. This report contained descriptive information on specific training programs within each State and several sites were identified based on the data contained in this report.

Second, we asked the members of the study's Working Group (WG) and other practitioners, staff development experts, and researchers, as well as State adult education directors and directors of Section 353 programs, to nominate programs that they believe

are effective. These individuals possess substantial experience with and knowledge of issues related to ABE/ESL instructor training as well as programs across the country that have been successful in providing such training. Members of the WG are Sharon Crater, Judy Crocker, Hanna Fingeret, Wayne Haverson, Edward Jones, Bruce Joyce, Patty Keeton, Marc Potish, and Elaine Shelton.

Information requested from each nominated program included: project director, type of training services provided, target training population, training materials used, methods to determine training needs, program follow-up, and reasons why the program is successful.

Site Selection

Forty-eight training programs were nominated as potential sites. Information from the nomination forms was compared with the K-12 staff development literature about elements associated with successful programs. In addition, the nomination forms were reviewed to determine the types of training materials used, including whether the program had developed its own materials, and if not, identifying the content of training materials that are used.

After the nominations were narrowed to approximately 30 training institutions, we contacted program directors by telephone to obtain additional background information including: descriptions of training services offered, copies of needs assessments and evaluations of services, size of the program (number of participants and number of training staff), the length of time the program has been in operation, and a schedule of training activities for Spring 1991.

Data on these programs were provided to the Office of Vocational and Adult Education (OVAE) and to WG members for their comments. Nine sites were then selected after consulting with OVAE and the WG. Site selection was dependent on the availability of training in April, May, and June, when the field visits were scheduled.

The nine programs that were selected represented a variation along the following dimensions:

- State and locally focused services;
- Training for new and experienced teachers and volunteer instructors;
- ABE and ESL training programs; and
- Teacher and volunteer training programs.

Site Visit Components

Each site visit had three primary components—interviews, observations, and focus groups. Interviews were conducted with the program director and other administrators

responsible for program implementation or training. The interviews provided us with an overview of the program including information on program funding and administration, the delivery and content of services, and program challenges and key elements. In addition, at least two trainers who provided the staff development activities were interviewed. These interviews provided a more in-depth perspective on the specific elements of the training.

Brief observations of training sessions were conducted at each site to provide a snapshot of how the training was organized and delivered, and to see how training materials were incorporated within the session. The specific session was chosen based on the availability of training at the site.

Finally, focus groups were conducted with teachers or volunteer instructors who participated in the training at each site. A focus group is a market research technique that involves a two-hour discussion led by a moderator and is recorded in detail by an individual who observes the group. This methodology enables researchers to understand what the issues really are by allowing the moderator to probe for underlying attitudes, feelings, and reactions. The purpose of these focus groups was to identify the specific training needs of teachers and volunteer instructors, determine how their training needs were met, and identify key elements of their training program that make it successful.

APPENDIX B

Study of ABE/ESL Instructor Training Approaches Key Phase I Activities

Key research activities conducted during the first year of the "Study of ABE/ESL Instructor Training Approaches" include the following: (1) the development of state profiles discussing training activities in each state, (2) a report on the content and delivery of training, and (3) two meetings of the Working Group of experts for the "Study of ABE/ESL Instructor Training Approaches." Information from these activities have been incorporated in this report on elements of successful staff development.

State Profiles

Profiles of each state's major training activities for ABE and ESL teachers and ABE volunteer instructors were prepared based on information from:¹

- Office of Vocational and Adult Education files describing training activities funded through Section 353 of the Adult Education Act;
- State reports and descriptions requested from state directors of adult education and state staff responsible for Section 353 funded activities; and
- Reports and descriptions of training activities requested from directors of local training programs.

Report on the Content and Delivery of Training

This report summarizes the available information about the delivery and content of ABE and ESL teacher and volunteer instructor training.² Sources of information for this report were:

- Profiles of state and local training activities; and
- A comprehensive review of the research literature, including research on K-12 staff development, as identified through periodical indices, ERIC documents, and Department of Education reports, doctoral dissertations, and selected Master's theses.

¹ See Kutner, M., et al., State Profiles Report. Washington, D.C.: Pelavin Associates, Inc., 1991.

² See Tibbetts, J., et al., The Delivery and Content of Training for Adult Education Teachers and Volunteer Instructors. Washington, D.C.: Pelavin Associates, Inc., 1991.

Working Group

Working Group members for the "Study of ABE/ESL Instructor Training Approaches" are: Sharon Crater, Judy Crocker, Hanna Arlene Fingeret, Wayne Haverson, Ed Jones, Bruce Joyce, Patty Keeton, Marc Potish, and Elaine Shelton. The Working Group gathered twice during the first year of the study to discuss the research approach, information gathered, and conclusions: once in November 1991 and once in June 1991.