

I. Introduction

Who Is the Guide For?

The CAELA Guide for Adult ESL Trainers was prepared for professional developers and training staff to use in training novice and experienced teachers of adult English language learners. This guide contains resources for preparing and implementing professional development activities such as coaching, peer mentoring, study circles, and workshops for local program staff. It also provides information on how to use the CAELA Web site as a resource for professional development activities and references for additional training materials. Topics selected for inclusion in *The CAELA Guide* are based on the needs articulated by the states that participated in the CAELA initiative to increase state capacity for providing professional development to local adult ESL program staff. The materials were developed, piloted, and revised over a 3-year period (2005–2007).

Trainers can use these materials with other ESL teacher trainers, ESL teachers/volunteers/tutors, adult basic education (ABE) teachers who have English language learners in their classes, instructional specialists, ESL/EL civics coordinators, program administrators, resource specialists, and ESL coordinators.

What Is in the Guide? How Is It Organized?

The guide contains a variety of materials to assist trainers in meeting the professional development needs of instructional staff so they can improve English language instruction and positively affect learner achievement.

The guide is divided into the following sections:

- I. Introduction
- II. Information for Trainers
- III. Workshop Modules
- IV. Study Circle Guides
- V. How to Use the CAELA Web Site
- VI. Resources for Trainers

The *Introduction* provides an overview of the guide and how to use it (see discussion below).

Information for Trainers consists of the following materials:

QUALITIES OF A SUCCESSFUL TRAINER—descriptions of each of the qualities that enables a teacher to become a successful trainer.

TRAINING TIPS—information on what the trainer needs to think about before, during, and after training sessions.

NEEDS ASSESSMENT SURVEY—a survey form to help establish professional development needs among instructional staff. The survey can be used as is or adapted.

TRAINING OBSERVATION FORM—a form that helps trainers-in-training to observe and reflect upon a training experience.

HOW TO CONDUCT A STUDY CIRCLE—guidelines for organizing and facilitating study circles, where research is read and discussed in relation to classroom and program practice.

HOW TO CONDUCT PEER COACHING AND MENTORING—guidelines for organizing practitioners into supportive pairs or groups that collaboratively build knowledge about classroom practice through sharing, reflection, classroom observation, feedback, and shared analysis.

Workshop Modules provide step-by-step guides to conducting 3- to 6-hour workshops and follow-up sessions on the following topics:

ASSESSING LEARNER NEEDS IN THE ADULT ESL CLASSROOM—assessing adult learner needs to determine class content and instructional practice

ASSESSMENT IN THE ADULT ESL CLASSROOM—using alternative assessments to guide the adjustment of class content to meet learner needs and goals and to help learners assess their own progress

EFFECTIVE LESSON PLANNING FOR ADULT ENGLISH LANGUAGE LEARNERS—understanding the foundations of effective lesson planning and developing appropriate lessons for adult English language learners

TEACHING READING TO ADULT ENGLISH LANGUAGE LEARNERS—understanding the foundations of reading in a second language and developing appropriate reading instruction for adult English language learners

TEACHING WRITING TO ADULT ENGLISH LANGUAGE LEARNERS—assisting learners to effectively communicate their ideas in writing and develop an effective voice in their new culture

USING THE TESOL PROGRAM STANDARDS FOR PROGRAM REVIEW AND IMPROVEMENT—using the TESOL program standards for reviewing components of an adult ESL program

Study Circle Guides provide suggestions for organizing study circles on the following topics:

PREPARING ADULT ENGLISH LANGUAGE LEARNERS FOR THE WORKFORCE—reflecting on research on preparing adult English language learners for the workforce and evaluating the application of research to adult ESL education practice

SECOND LANGUAGE ACQUISITION—reflecting on second language acquisition (SLA) theory and research and evaluating its applications to adult ESL education practice

TEACHING BEGINNING LEVELS—reflecting on research and effective instructional strategies for working with literacy-level learners

TEACHING LISTENING, SPEAKING, AND PRONUNCIATION—reflecting on research on the process of listening, speaking, and pronunciation acquisition and evaluating the pedagogical applications of the research in the classroom

How to Use the CAELA Web Site provides information on the resources available through the CAELA Web site. It describes how the Web site can be used in professional development with teachers of varying levels of expertise and experience.

Resources for the Trainer is an annotated list of Internet and print resources that can be used to prepare professional development sessions. It is divided into two sections: professional development and adult ESL-related content.

How Can the Guide Be Used?

The CAELA Guide provides (1) resource materials to assist in the design of professional development programs, and (2) training materials for professional development sessions on specific topics of interest to adult ESL administrators and teachers.

1. Design of professional development programs

There are many ways to deliver professional development. Professional development staff and trainers can use the information in Section II, “Information for Trainers,” Section V, “How to Use the CAELA Web Site,” and Section VI, “Resources for Trainers,” as they organize and present professional development.

The content of professional development should come from an assessment of the needs and interests of participants. This assessment encompasses a consideration of all stakeholder needs (e.g., learner goals; teacher background and experience; federal, state, or local requirements to be met) and the resources available for training (e.g., time, availability, and expertise of trainers; ability to compensate participants in some way). Information can be gathered from a variety of sources, such as reports to funding agencies, surveys of teachers and learners, and policy papers.

To help you get started, the “Information for Trainers” section contains a Needs Assessment Survey that can be used or adapted for use with teachers. Once needs have been determined, Professional Development Models can be consulted to determine the type of professional

development delivery that matches the content, participants, and time available. Step-by-step guidelines are provided for two less familiar modes of delivery: How to Conduct a Study Circle and How to Conduct Peer Coaching and Mentoring. Once a professional development plan has been designed, Training Tips offers practical information about things to consider before, during, and after training sessions. Checklists are provided that can be copied and used in preparation for each training session, no matter what the delivery mode.

To increase the capacity for professional development in your locality, you may want to consider training additional professional development staff to deliver training sessions. A program may have excellent teachers with expert knowledge on an aspect of instruction or content; however, if the teachers do not have experience as trainers or presenters, they could be mentored by experienced trainers (see How to Conduct Peer Coaching and Mentoring, for ideas). Observation of a training session being delivered by an experienced trainer can be part of the process. The trainer-in-training can use the Training Observation Form (in Section II) to observe and comment on the training and as a springboard for discussion with the experienced trainer or mentor.

Section V, “How to Use the CAELA Web Site,” describes the resources on the site and suggests ways to use them in training ESL practitioners—both experienced and novice. The Web site can also be used as a general resource for information on adult ESL content or as a training tool.

For additional information about conducting professional development, professional development models, and material for the development of training, consult Section VI, “Resources for Trainers.”

2. Topic-specific training materials

The CAELA Guide has two types of topic-specific training materials: workshop modules and study circle guides.

Section III, “Workshop Modules,” contains detailed training instructions and all of the materials necessary to conduct training sessions on the following topics:

ASSESSING LEARNER NEEDS IN THE ADULT ESL CLASSROOM

ASSESSMENT IN THE ADULT ESL CLASSROOM

EFFECTIVE LESSON PLANNING FOR ADULT ENGLISH LANGUAGE LEARNERS

TEACHING READING TO ADULT ENGLISH LANGUAGE LEARNERS

TEACHING WRITING TO ADULT ENGLISH LANGUAGE LEARNERS

USING THE TESOL PROGRAM STANDARDS FOR PROGRAM REVIEW AND IMPROVEMENT

Each workshop module has three components:

- ▶ Trainer Guide
- ▶ Trainer Notes
- ▶ Participant Handouts

The workshops range in length from 3 to 6 hours, depending upon the topic.

The Trainer Guide contains step-by-step instructions for presenting the workshop. It begins with an introduction that states the rationale and purpose of the workshop. It also lists the goal, objectives, an overview of workshop sections and timing, trainer preparation instructions, and materials needed. The introduction is followed by detailed sequential instructions for conducting the workshop.

The workshops are organized into the following sections:

- ▶ Introduction and Warm-Up
- ▶ Presentation
- ▶ Practice
- ▶ Application
- ▶ Evaluation and Wrap-Up
- ▶ Follow-Up Activity Suggestions

In the Trainer Guide, following the introduction in each section is a two-column table with instructions for each activity in the first column (Action) and the materials needed in the second column (Materials). All of the materials needed (with the exception of non-CAELA publications) are contained in the Trainer Notes or the Participant Handouts. Materials are listed in the two-column table by title, followed by TN (indicating that they can be found in the Trainer Notes) and the page number or by PH (indicating that they can be found in the Participant Handouts) and the page number. Information for ordering non-CAELA publications is given in the workshop introduction. Materials that need to be made into transparencies for use with an overhead projector or PowerPoint slides are marked “Transparency or PowerPoint Slide.” These materials should be prepared before the training session.

The Trainer Notes include copies of all of the Participant Handouts, answer keys to participant activities, transparencies or PowerPoint slides to be made, and other supplemental handouts as appropriate. These documents are organized according to the order in which they are needed in the session, and their page numbers are indicated in the Materials column in the Trainer Guide. The copies accompany the script of the Trainer Guide.

Participant Handouts contain all of the information and activity sheets that participants need to participate in the session and take with them when they leave. These are also organized

according to the order in which they are used in the session. A copy of the handouts should be made for each participant.

Section IV, “Study Circle Guides,” provides detailed instructions and the essential materials needed to conduct study circles on the following topics:

- ▶ Preparing Adult English Language Learners for the Workforce
- ▶ Second Language Acquisition
- ▶ Teaching Beginning Levels
- ▶ Teaching Listening, Speaking, and Pronunciation

With the exception of Teaching Listening, Speaking, and Pronunciation (which has three sessions), each study circle consists of two sessions of no more than 2½ hours each. In Session 1, participants discuss theory and strategies to implement the theory. Before coming to Session 2, they implement in their classrooms a technique or activity that they discussed in Session 1.

Each Study Circle Guide has two sections:

- ▶ Facilitator Guide
- ▶ Participant Handouts

The Facilitator Guide begins with a brief instruction that states the purpose of the study circle. It lists the readings to be discussed, session lengths, preparation instructions, and session activity instructions.

The Participant Handouts include an information sheet that describes the study circle, expectations for participants, and preparation instructions; all activity worksheets needed for the sessions; and a study circle evaluation form.