AN ANALYSIS OF THE POTENTIAL EFFECTIVENESS AND VIABILITY
OF THE TEXAS ADULT EDUCATION CREDENTIAL MODEL

THESIS

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TABLE OF CONTENTS

LIST OF TABLES

CHAPTER 1

INTRODUCTION

Professionalization of adult education has been a controversy in the field for many years (e.g., Foster, 1988; Kazemek, 1988; Imel, 1989, & Perrin 1999). One of the primary means of professionalizing any field is by establishing a certification or credential in that field. Adult education is no exception. For example, the National Adult Education Professional Development Consortium (NAEPDC) has listed certification and fostering the professional development of teachers as action items for improving the quality of education adults receive (National Literacy Summit, 2000). Similarly, many states have begun developing a credential process for adult education teachers (e.g., Massachusetts, Kentucky, Indiana, and Arkansas). In Texas, a group of Texas Association for Literacy and a Adult Education (TALAE) members called on the Texas Education Agency to explore a credential for adult educators. In response to the call from the field, the Texas Credential Project was funded by the Texas Education Agency and was housed at the Center for Initiatives in Education at Southwest Texas State University. The Project developed a model for a Texas adult education credential that was grounded in adult learning theory, research, and the particular needs of the adult education field in Texas. Through surveys, focus groups, literature reviews, and formal and informal meetings in the field, the credential staff gathered feedback on what adult education credential in Texas should entail. Using these data, the researchers designed a model that tried to meet the diverse needs of Texas adult educators by being flexible, yet at the same

time, providing credible standards for all adult educators, whether full-time or part-time, experienced or new teachers. Beginning in 2000, a pilot of this credential model was conducted. Pilot adult educators across the state used the credential model to structure their professional development. The first phase of the pilot program ended in June 2001.

Purpose and Rationale

The purpose of this study was to evaluate the potential effectiveness of the proposed credential model in meeting the professional development needs of adult educators in Texas. This study analyzed the credential model using a qualitative case study approach. Surveys, focus groups, conference data, and interviews that lead up to and included the pilot program are used to answer the research questions. This analysis has the potential to help fulfill the needs of policy makers, researchers, administrators, and practitioners to determine the future of an adult education credential in Texas.

Research Questions

This study undertook to answer three research questions.

1. How is the ongoing debate regarding the professionalization of the field of adult education in general affecting adult education in Texas?

2. How potentially effective is the Texas Credential Model in improving the quality of professional development of adult education teachers in Texas?

3. What can be learned both in terms of content and format from the results of the pilot and supporting data to help facilitate the establishment of an effective credential?

Delimitations

1. The researcher served as a research assistant on the pilot project as it was ongoing. However, this should not bias the results of this study. Merriam (1998) writes that in qualitative studies it is recognized that the researcher is one of the instruments of analysis.

2. All three of the committee members reviewing this thesis were involved in the development of the credential model to some extent. All of the committee members were interviewed in the data collection phase. Again, this should not bias the results of this study because rigorous qualitative research methods were employed that allow for the bracketing of these multiple interests.

3. Finally, all qualitative studies that rely heavily on interviews are limited by relying on the assumption that the participants will be forthright and candid in their responses, will be able to recall their experiences and perceptions, and will be able to adequately articulate these experiences and perceptions (Davis, 2000).

Definition of Terms

Adult Education—As defined by the Texas Education Agency, Adult Education is services or instruction delivered to adults below the college level and not enrolled in secondary school. These services and instruments are primarily in areas of English as a Second Language (ESL), Family Literacy, Workplace Literacy, Adult Basic Education (ABE), and Adult Secondary Education (ASE).

Credential or certification—A requirement of some specific standard of knowledge, training, or education for entry into a field is a credential or certification (Shanahan et al., 1994).

Content Area—The Credential Model is composed of six content areas: Principles of Adult Learning; the Teaching-Learning Transaction with Adult Students; Diverse Learning Styles, Abilities, and Cultures; Integrating Technology into Adult Learning; Accountability Systems; and Field Participation. In order to earn a credential, a teacher must participate in professional development relating to each of these content areas.

Experienced Teachers—According to the Credential Model, an experienced teacher is one who has more than 3 years of teaching experience in adult education and who has made adult education his or her career choice. Experienced teachers are allowed to receive credit for previous professional development under the guidelines of the Credential Model.

Full-time Teachers—According to the Credential Model, full-time teachers are teachers who work more than 20 hours per week in adult education and who have chosen to make adult education their career.

New Teachers—According to the Credential Model, teachers new to adult education have fewer than 3 years experience in the field.

Part-time Teachers—According to the Credential Model, part-time teachers are teachers who work fewer than 20 hours per week in adult education and who may or may not have chosen to make adult education their career.

Points--The Credential Model uses a point system to track the progress of a teacher

towards earning the adult education credential. Teachers receive a pre-determined

amount of points for participating in and writing a reflection on a particular professional

development activity. Teachers must earn a total of 125 points; and these points must be

distributed across a set of six content areas. For example, after presenting a paper on

teaching in a multilevel classroom at a conference and writing a reflection on this

experience, a teacher would be awarded 5 points. In this example, these points would be

credited towards the Teaching-Learning Transaction content area requirement because

teaching in a multi-level classroom is related to that content area. (v. Chapter 2 for a

more thorough explanation of the specific requirements of the credential model.)

Professional—One who has an assured competence in a particular field is a professional

(Shanahan et al., 1994). A professional is a person who is in an occupation, especially

one that involves knowledge and training in a branch of advanced learning.

Professional Development—Growth in knowledge and skills in one's field, which can

result from participating in action research projects, attending seminars and making

presentations, reading and writing journal articles, and engaging in meaningful colloquy

with professional peers. Research shows that to be successful teachers must have time to

meet, to solve problems, to reflect on practice, and to be exposed to other teachers'

strategies (Hill et al. 1995).

Professionalization—Professionalization refers to the movement of any field toward some standards of educational preparation and competency. The term professionalization indicates a direct attempt to (1) use education and training to improve the quality of practice, (2) standardize professional responses, (3) better define a collection of persons as representing a field of endeavor, and (4) enhance communication within that field (Shanahan et al. 1994).

Project IDEA—A staff development initiative funded through the Texas Education Agency Division of Adult and Community Education to foster professional development of selected cadres of adult education and literacy teachers throughout Texas (Davis, 2000). In the Credential Model, Project IDEA served as the capstone to the process of earning the credential. Teachers were required to participate in Project IDEA during their final year as candidates for the credential. If that was not possible, candidates were given an option to participate in alternative action-research project at the approval of the credential staff.

Significance

The significance of this study is in its attempt to address concerns regarding the professionalization of adult education. Unlike many other areas of education or human service, adult education has no commonly recognized credential or other mechanism designed to ensure quality of practice. The lack of a credential is one indication that the adult education field has not attained the status of a profession (National Literacy Summit, 2000).

Establishing an adult education credential has been part of an ongoing dialogue regarding the advantages and disadvantages of further professionalizing the field of adult education. Many factors have contributed to the prominence of this debate. For example, increased attention to issues of accountability on many levels has caused policy makers to look to professional development to raise the standards of quality and preparedness in teachers (National Institute for Literacy State Policy Update, 2000). Other factors have included the use of often untrained or inadequately trained volunteer tutors, the need for a more systematic and structured approach for effective professional development, and a concurrent debate regarding what skills and knowledge are necessary to be an effective teacher (Imel, 1989).

Many states and national organizations are reacting to this debate by beginning to establish standards or teaching requirements. A recent survey by the National Adult Education Professional Development Consortium (NAEPDC) reveals that roughly half of all states require certification for adult education instructors (National Institute for Literacy State Policy Update, 2000). However, most of these states do not base their certification requirements on the theory and practice of adult education. Rather, many states, including Texas, require a K-12 teaching certificate or a bachelor's degree in any field. These types of certification requirements do not consider instructor education on the relevant special needs and practices that are most effective for teaching adults (Kutner, et al., 1992).

Similarly, several national organizations have begun calling for the implementation of standards to ensure quality instruction. Specifically, many

organizations are seeking a credential that requires special training in the field of adult education. For example, The National Literacy Summit (2000) met to establish shared goals for a literate America and to write a plan to achieve those goals. The summit agreed upon three main priorities for adult education and literacy in the United States: resources, access, and quality. The priority of quality is defined as creating "a system of high quality education and support services that helps adults meet their goals as parents, workers, and community members" (National Literacy Summit, 2000, p. 7). Outcome D under the heading "Quality" calls for staff to be involved in varied professional development activities to upgrade their knowledge and skills. This in turn leads to Action Item 1, which states, "Ensure that all states establish a certification process for instructional staff based on standards that value both academic knowledge and life experience, and include alternative assessment methods such as portfolios" (National Literacy Summit, 2000, p. 8).

Many state legislatures have joined this national effort by enacting legislation that requires their state education agency to codify the standards or that mandates a certification plan. The Texas Education Agency (TEA) with authority granted by the Texas State Legislature has funded the establishment of a credential model for adult educators. The Adult Education Credential Project in the Center for Initiatives in Education at Southwest Texas State University was established to develop flexible alternatives for all adult education teachers to earn a credential. This thesis will review the potential of the Credential Model by analyzing its genesis, the pilot program, and the first field test of the model.

Summary

Whether the field of adult education should move towards professionalization is under debate. Texas has begun to consider this debate and the establishing of a credential, which would foster professionalization. The Adult Education Credential Project has created a model for an adult education credential for Texas and piloted it. This research analyzed the potential effectiveness and viability of this model and analyzed the success of its pilot. This is significant because a credential is one hallmark of a field moving toward professionalization and the field of adult education is struggling with professionalization at this time.

CHAPTER 2

TEXAS ADULT EDUCATION CREDENTIAL MODEL

The purpose of this research was to analyze and evaluate the potential effectiveness of the Texas Adult Education Credential Model, specifically looking at its history and the results of its pilot program. In order to do that adequately, the Credential Model itself must be understood. This chapter explains in detail the components of the credential model as of May 2001. A comprehensive review of the literature related to this research and the Credential Model can be found in Chapter 3 of this thesis.

The Credential Model is structured so that adult educators choose their own professional development delivery options (i.e. they determine the combination of courses, conferences, and independent study that best fits their situation) while maintaining a balance across content areas (i.e. they must have professional development related to each of several predetermined disciplines). In other words, instructors must balance their professional development activities across six disciplines, while they are free to choose exactly how they will fulfill the professional development requirement in that area.

There are four variations on the model for the credential. There are versions for 1) full-time new teachers, 2) part-time new teachers, 3) full-time experienced teachers, and 3) part-time experienced teachers. The model defines an experienced teacher as one who has more than 3 years of experience teaching in adult education. The difference in the

models will be explained in detail later in this chapter. However, essentially the

differences are in the amount of time educators are allowed to accrue the professional

development and in how previous professional development activities are handled. As is

explained later, each of the four models has the same content and points requirements.

The content areas were developed after an extensive research process. Data were

gathered through surveys, library research, consultant feedback, and dialogue with new

and experienced educators. Also, the 1994 Texas Adult Education Instructor

Proficiencies and Indicators of Program Quality were consulted and the core content

areas were correlated to these (v. pages 2-5 – 2-8 of the Credential Model).

Two other groups were key to the development of the Credential Model. The

Adult Education Professional Development Consortium was composed of professional

development programs around Texas that were all funded as special projects of the Texas

Education Association. Included in the mandate of each of these programs was two work

together to help build a comprehensive and cohesive program of professional

development for adult educators across Texas. These programs included two ESL

training centers, two ABE training centers, a clearinghouse of information and resources

on adult education, Project IDEA (which was designed to teach project-based teaching

and action research to a cadre of master teachers), Project VITAL (which was designed to

work with volunteers in literacy education), Project Inter-ALT (which was designed to

help adult educators with technology training and needs), the New Teacher Project

(which was an orientation and toolkit for teaching in the field of adult education), and the

Credential Project. Members of the consortium provided feedback and ideas during the

initial stages of the Credential Project and throughout the program.

The other key group that was established was an advisory board. Members of the

advisory board were nominated by members of the consortium and many served in

positions in the consortium. The advisory board met with the credential staff to review

the plans for the credential and provided extensive written feedback on the earliest draft

of the credential model.

<div align="center">The Content Areas</div>

The Six Content Areas

Principles of adult learning.

The first content area is Principles of Adult Learning. This content area stress the

theory behind adult education. Theorists such as Malcolm Knowles and Stephen

Brookfield are leaders in the field and have helped establish a core of principles that adult

education teachers can incorporate into their curriculum, their approach, and their

attitude. These principles include an emphasis on prior experience, critical reflection,

transformative learning, and internal motivation (e.g. Knowles, 1980; 1984; Meziro,

1991; Brookfield, 1986, 1990).

The research has shown that adults tend to have preferences and opinions about

the topics that they will learn and using their themes and incorporating their needs into

the classroom constitutes part of effective practice (e.g. Cromley, 2000; Dirkx et al.,

1997; Merriam & Caffarella, 1999). The Credential Model points out that a background

in adult learning theory is important because approaching teaching from a theory based

framework allows teachers to better understand adult learners.

The teaching-learning transaction with adult students.

The second content area is the Teaching-Learning Transaction with Adult

Students. This content area is the key to success of both the adult learner and the adult

educator. This area encompasses all of the actual fundamentals of teaching adult

educators including ideas on materials, themes, and activities to incorporate into the

classroom and classroom management, organization, motivation, and people-skills that

are essential to helping adult learners be successful. This Credential Model emphasizes

that this includes the important idea that teaching the adult learner requires an ethic of

caring and knowledge of successful teaching and learning practices that motivate the

adult learner and promote a community of learning (e.g. Galbraith, M. W., 1991; Soifer,

R., 1990; Waldron, M. W. & Moore G. A. B., 1991).

Diverse learning styles, abilities, and cultures.

The third content area is Diverse Learning Styles, Abilities, and Cultures. Adult

learners often have special concerns and difficulties that may need to be addressed so that

learning can be as efficient as possible. The issue of diversity in any form is often at the

heart of these issues. Professional development in diverse learning styles may include a

workshop on multiple intelligences or other theorists techniques for helping students

understand their learning preferences and increase their facility with styles that do not come as naturally to them.

Learning differences, learning difficulties, and learning disabilities often all need to be addressed by adult educators. Professional development activities might include strategies that help teachers incorporate techniques that allow all students to better concentrate and retain information. (e.g., Gardner, H. E., 1993; Kazemak, F. E., 1988; Ross-Gordon, J. M., 1993;

Multicultural and socioeconomic issues are often concerns in adult education classes. While teachers may need to select and modify teaching materials and learning strategies to accommodate this diversity, multiculturalism goes beyond materials and strategies. Multiculturism in adult education must be addressed by the entire program (Stedman interview, 2001).

Integrating technology into adult learning.

Current trends indicate that knowledge of technology will continue to play an increasingly significant role in our society. Adult educators must be prepared to help learners utilize this resource. This can be important not only in job skills, but in life skills as well. Computer-literacy is crucial to the success of adult learners in many aspects of their life.

Core proficiencies were developed for adult educators in Texas by Project Inter-ALT, a special program funded by the Texas Education Agency. Project Inter-ALT was designed to provide research, planning, and technical expertise to local adult education

programs in the use of appropriate technology for adult educators and the professional development of adult educators.

Accountability systems.

Currently there is a focus on accountability for adult education services in Texas. The challenge lies in the documentation of successful adult education. Documentation may be formal or informal. It includes mandated standardized assessment, authentic assessment (such as portfolios), teacher proficiencies, recruitment, and retention. Professional development activities on procedures for administration, retaining and tracking students would all fall under this content area.

Field participation.

Adult educators need to learn not only from pre-structured professional development activities and from researching with their students but also from working and collaborating with their colleagues. This content area would include activities such as instructor observations, mentorships, study groups, and web page development.

Delivery System

Overview

The delivery system of the Credential Model was designed to meet the particular needs of the field of adult educators in Texas. Flexibility was built into the system to

allow adult educators to take advantage of the opportunities and resources that were available to them in their region and to provide them with the option of tailoring their professional development to their unique situation in terms of their experience level, teaching assignment, and the needs of their particular students. To this end, four separate versions of the model were eventually developed to allow for the different needs of adult educators in Texas. The four model-versions are for (1) new, full-time teachers, (2) new, part-time teachers, (3) experienced, full-time teachers, and (4) experienced, part-time teachers.

However, the basic requirements and overall structure of all four options of the Credential Models is the same. This is because ultimately every teacher needs to have a background in all of the core content areas in order to be an effective adult education teacher. The decision to make the basic requirements for all four models was based on research the credential model conducted through surveys, focus groups, and an extensive literature review.

The Credential Model also builds on the strengths of the professional development framework in Texas. The Texas Adult Education Professional Development Consortium (AEPDC) was a group of special projects funded by the Texas Education Agency (TEA) who provide professional development across the state. As mentioned earlier, the Consortium played a crucial role in the initial development of the credential model, the plan also called for the consortium to play a role in providing the delivery system for professional development to teachers seeking their credential. In other words, the programs that the consortium members offered, these professional development

opportunities, were possible delivery options for points towards the Credential. However, the AEPDC ended because its funding was eliminated by TEA. The projects in the AEPDC were two ESL training centers, two ABE training centers, Project VITAL (for volunteer literacy educators), Project InterALT (for technology training and support in Texas adult education), Project IDEA (which is discussed in depth later in this chapter), the Clearinghouse (which still exists as a resource only for adult education teachers, it no longer serves in a training capacity), and the New Teacher Project and the Credential Project (sister programs housed at the Center for Initiatives in Education at Southwest Texas State University and discussed in depth in this thesis.)

Common Elements of the Four Models

General requirements.

There are several general requirements that are consistent across the four credential models. First, a bachelor's degree in any field is the pre-requisite for initiating the credential process. If the Credential Model had continued a future project would have been to develop a system for assisting adult educators without a bachelor's degree with their professional development plans.

While most of the Credential is earned by selecting professional development from a wide variety of choices, there are a few mandatory requirements. All instructors are required to attend a New Teacher Institute, to have an instructional evaluation by a project-approved team member, and to participate in Project IDEA or other teacher action research externship.

The New Teacher Institute was a companion project to the Credential Model and was also funded by the Texas Education Agency. It consists of a six-hour institute that serves as an orientation to teachers new to adult education in Texas. The institute is designed around basically the same content areas as the Credential Model. It provides background and an introduction to each of the content areas and helps teacher initiate a professional development plan that they will use to structure their plans for receiving their credential.

Another requirement of the Credential Model is instructional evaluation by a project-approved team member. According to the Model, this will specifically entail an observation of the instructor in a classroom and a meeting of the observer and instructor to discuss the instructor's previous professional development experiences and future plans.

Project-IDEA was another special project funded by the Texas Education Agency. Experienced teachers are involved in a year-long action-research project that they design with their students. The theory of action-research and project-based learning are explored through on-line book discussions and the participants facilitate a project with their class. The Credential Model is structured so that participation in this program serves as a culminating activity for receiving the credential. The Credential Model states that an alternative teacher action research externship may be substituted for participation in Project IDEA. However, what exactly this involves is not elaborated and may be further elaborated by the Credential candidate and the Credential Project staff. (Symposium presentation materials on Nov 27-29, 2000).

Project IDEA stands for the Institute for the Development of Educators of Adults. The initiative is designed to upgrade instructional skills, retain good teachers, increase job satisfaction, and expand local capacity. The following four components are woven into this professional development initiative. First, teachers attend two multi-day training sessions that serve as professional development institutes. These institutes are collaboratively designed, facilitated, and evaluated by the Adult Education Professional Development Consortium comprised of representatives from each of the special projects funded by the Texas Education Agency. Participants are mentored so that their research impacts the teachers professionally, their students, their sponsoring programs, and adult literacy practice and policy. Activities include not only participation in the two 16-hour institutes, but also meetings in regional cluster groups, reading and discussing professional readings, keeping a reflective journal, presenting at a professional conference on their research, and serving as resources to local adult education and literacy programs.

The second component of Project IDEA is engaging in project-based learning. Project-based learning is a "powerful technique for facilitating adult learning." It allows teachers to facilitate projects that resonate with a group of learners and guide the learner group through the implementation of a project, observe and comment on what seems to be working and what's getting in the way, and evaluate the success of the project from both the learners' perspective and from their own. The key to this is student-generated class projects that engage a classroom of learners in a collective learning project that they initiate and shape. The class make the group decisions needed to design, carry out, and

evaluate a project which will be useful to them, their families, and the larger community. Themes can emphasize employment preparation, literacy development, language acquisition, economic development, or social change. These class projects make it possible for learners to: develop workplace competencies, showcase strengths and abilities, apply skills learned in class to real world contexts, gain a sense of pride, become agents in their own learning.

The third component is participating in teacher action research. The action research process involves the teachers identifying issues or problems that have arisen out of their own teaching experiences and proposing ways to address them. Teacher researchers engage in the following activities: reflecting on practice and identifying a problem, issue, question, or concern, gathering information through observation, study groups, interviews, professional readings, conferences, and workshops; studying the information gathered, planning some action to be taken, implementing the action plan; monitoring and evaluating the changes that occur and judging the quality of the changes; and sharing what has been learned with others.

<u>The point system</u>

The Credential Model states that one of its greatest strengths is the movement away from "seat-time" requirements in professional development to a point-system, which because a written reflection is required before points are awarded, requires teachers to demonstrate what they have learned and how they are going to use the information from a particular activity. A point-system is used by the Credential Model in two ways. First, there are a certain number of points that an instructor needs to receive

within each core content area. These point values are the same for each of the four

models and are as shown in Table 1.

Table 1

Point Requirements for Core Content Areas

Core Content Area	Points Needed
Principles of Adult Learning	25 points
The Teaching-Learning Transaction	30 points
Diverse Learning Styles, Abilities, and Cultures	20 points
Integrating Technology into Adult Learning	20 points
Accountability Systems	20 points
Field Participation	15 points
TOTAL	**125 points**

It should be noted that field participation is not a core content area. However,

instructors are required to participate in at least 15 points worth of activities that involve

field participation. The Credential Model provides three examples of professional

development activities that could serve to fulfill this requirement. First, teachers could do

an instructor observation where they observe five classes of either the same or different

instructors. Second, they could meet with a mentor five times to develop a skill. Or third,

they could form a study group that met five times to discuss a topic. Each of these three

options would be worth 15 points and therefore fulfill this requirement entirely.

Points are also used in another important way. Each type of professional

development activity has a certain number of points allocated to it. For example,

attending a university course is worth 30 points and attending a one-day workshop is

worth 5 points. Table 2 provides a list of points that are allocated for some of the most

22

common professional development opportunities in Texas. For all four Credential Models

125 points are required to receive the credential.

Table 2

Professional Development Activities

Professional Development Activity	Point Value
New Teacher Institute	10 points
University Course	30 points
On-line Course	30 points
Intensive Institute (3-5 full days)	25 points
Standard Institute (2-3 full days)	15 points
Instructor Observation	15 points
Mentorship	15 points
Study Group/Discussion Listserv	15 points
2-Day Workshop	10 points
1-Day Workshop	5 points
5 Conference Concurrent sessions	5 points
Conference Presentations	5 points
Web page development	5 points
Project IDEA	25 points

Flexibility.

The Credential Model points out that it is a flexible model in three important

ways. First, any professional development activity may involve one or more content area,

and therefore, the points for that activity may be divided among the appropriate content

areas for that activity. For example, a three-semester-hour university course, which is

valued at 30 points, may cover topics that relate to three content areas. The Credential

Project will determine the point allocation for that activity, which in this example may be

Principles of Adult Learning (15 points), the Teaching-Learning Transaction (10 points),

and Diverse Learning Styles, Abilities, and Cultures (5 points).

Second, educators may choose which professional development activities they

wish to engage in. One educator may opt to take two university courses, while another

educator may attend several workshops and participate in study groups to earn the same

number of points. As long as the points are earned across the content areas according to

the rubric in Table 1, then how they are earned is up to the participant.

Third, the Credential Model recommends that adult educators select professional

development activities that relate to the subject area for which they teach. For example,

adult educators who teach English as a Second Language (ESL) are encouraged to choose

professional development options that incorporate the core content areas into the context

of teaching ESL. This flexibility allows instructors to make certain that the professional

development will be relevant to their teaching and can be immediately put to use in the

classroom.

Portfolio assessment and critical reflection.

At the heart of all of the versions of the credential model is critical reflection.

After each professional development activity, participants are required not only to explain

what they learned from the experience but how they plan to use it in the classroom. This

step is crucial to the success of the philosophy behind the credential model.

Portfolio Assessment is also key to each of the versions of the credential model. Participants receiving their credential turn in a portfolio to the Credential staff with documentation of all of their professional development activities and all of their critical reflections.

The credential staff planned to develop a rubric and an advisory committee to review the portfolios as they were submitted by teachers seeking a credential. The rubric would help the reviewers consistently and fairly evaluate the portfolio to ensure that a teacher applying for the credential has met the requirements.

The Four Models

In each of the models, completion of 125 points is required for a new full-time teacher to receive a credential. The points must be divided among the content areas according to the rubric shown in Table 1. The differences in the four models are in the amount of time that the instructors have to complete the points and ability of experienced teachers to gain credit for previous professional development activities.

New full-time instructors.

New full-time instructors should complete the first 100 points towards their credential within two years of attending the New Teacher Institute. Participation in Project IDEA or another Credential-Project approved, alternative teacher-action research activity in the third year completes the 125 points.

New part-time instructors.

New part-time instructors have five years to acquire the first 100 points toward third credential from the time of attending the New Teacher Institute. Participation in Project IDEA or another Credential-Project approved, alternative teacher-action research activity in the sixth year completes the 125 points.

Experienced full-time instructors.

All full-time instructors should complete the first 100 points towards their credential within two years of attending the New Teacher Institute. Participation in Project IDEA or another Credential-Project approved, alternative teacher-action research activity in the third year completes the 125 points.

Experienced educators also have the opportunity to receive credit for prior professional development activities over the last five years and prior graduate course work over the last seven years. The Credential Model explains that the professional development and graduate course work must be related to the credential core content areas. Instructors must provide written documentation of participation in the activity and a summary of how this professional development activity affected their practice in the classroom in order to receive credit.

Experienced part-time instructors.

All part-time instructors have five years to acquire the first 100 points toward third credential from the time of attending the New Teacher Institute. Participation in

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Summary

The Credential Project staff designed a model with input from the field that is a flexible, yet standardized plan for ensuring quality professional development for adult educators in Texas. The model was expanded into four versions one for each of the following: 1) new, full-time teachers, 2) new, part-time teachers, 3) experienced, full-time teachers, and 4) experienced, full-time teachers. The differences in the four versions lies only in the amount of time a teacher may take to earn his or her credential and in the allowances for previous professional development. Everyone earning th

CHAPTER 3

REVIEW OF THE LITERATURE

There is considerable controversy about whether establishing a credential for

adult educators will benefit the field of adult education and, more importantly, the quality

of education that adult students receive. Furthermore, even among those who agree that

an adult education credential will eventually benefit student education, the opinions on

the specifics of what a credential should entail, of who should administer the credential,

and who should be required to attain a credential vary widely. The purpose of this study

was to evaluate the effectiveness of the Texas Adult Education Credential Model as

developed by the Center for Initiatives in Education at Southwest Texas State University

by reviewing and collecting data from its inception and pilot program.

However, before the study can be understood, it is important to review the current

scholarship in several areas that are crucial to this debate. These include (1) the reasons

for the debate about professionalization and the underlying assumptions of the debate, (2)

how a credential relates to professionalization, (3) the perceived advantages and

disadvantages of both professionalizing the field and establishing a credential, (4) what

professional development for adult educators should entail in terms of both content and

format, (5) what other states are doing to address this issue of standards and certification,

and (6) how current research in adult learning helps justify a need for a credential that is

not based on K-12 teacher requirements, but rather on theories of adult learning.

It is also important to remember that this debate is not simply one about the status

of the field or whether there should be a credential. Rather it is fundamentally about the

quality of instruction adult students receive. Studies have shown that is not "the materials, policies, or specific magic approach that is the key ingredient to maximizing learning, but rather it is the teacher that makes the difference" (Hillman & Pieroneck, 1994, p. 15).

<div align="center">Professionalization of Adult Education</div>

<u>The Debate</u>

The debate regarding establishing a credential in the field of adult education is part of an ongoing dialogue regarding professionalizing the field of adult education. This is has been brought on in part by increased federal, state, and local attention to the issues of accountability and standards (National Institute for Literacy State Policy Update, 2000), in part by the research into the differences in learning between adult and children and the implications this research has for more appropriate methods in the adult literacy classroom (e.g., Cromley, 2000; Knowles, 1984; Merriam & Caffarella, 1999), and in part by some adult educators themselves who see professionalization as a route to greater recognition and higher salaries. The trend toward professionalism has in turn brought heightened attention to teacher credentialing and teacher competency programs (National Institute for Literacy State Policy Update, 2000). In contrast, others see professionalization as a way to more money (personal communication, Deborah Stedman).

Two central themes.

Shanahan et al. (1994) reviewed the literature regarding professionalizing the field of adult education and agreed that there is a rigorous and contentious debate surrounding this topic. They identified two central themes that emerged from the literature. First, the debate on professionalization is driven by concern for the quality of the profession in addressing the problems in adult education. The second theme that they identified is simply that there was not much agreement about how to achieve this high level of quality. In other words, while, there is consensus on the need to increase the quality of instruction and the widespread recognition of the field, there is little agreement about whether professionalizing the field and establishing a credential is the best way to accomplish this.

One cause: the emphasis on accountability

One cause of the debate relates to an increased emphasis on accountability. Imel (1989) points out that when adult literacy becomes a national issue, the public begins to acknowledge that there are inadequate institutional and financial resources to support the development of professionalism in the field. This leads to increased emphasis on accountability and standards. With an increased emphasis on standards and reporting at the national, state, and local levels, many adult educators are looking to professionalize their field as a way to ensure high quality programs and services.

One national piece of legislation that has fostered this emphasis is the federal Workforce Investment Act (WIA) of 1998. The WIA established a new national

performance accountability system for adult education and requires each state to provide an annual report on its progress in adult education to the U. S. Secretary of Education. This report must analyze performance against specific criteria included in the Act, specifically, achievement and follow-up. One way some states are working to ensure the continuous improvement required by law is by implementing teacher professionalization efforts, including credentialing or certifying adult education instructors (Perin, 1999).

Additionally, the focus on professionalizing the adult education workforce has been driven by a variety of non-governmental activities nationwide. A prime example is the National Literacy Summit 2000 report, which was contributed to by hundreds of members of the literacy field, and which lists professional development as a high priority for strengthening the literacy field (National Literacy Summit, 2000).

Underlying Assumptions

Shanahan et al. (1994) point out several inherent contradictions in what the research shows adult educators believe about professionalization and credentialing. They assert that these contradictions occur because there are at least five unstated and unexamined assumptions or issues, about which adult educators form opinions, that underpin how they view this debate. They argue that the debate cannot be productive until these assumptions are acknowledged and discussed.

One example of a common contradiction is the fact that most adult educators report that their training and knowledge of adult education is key to their success as teachers. While at the same time, these teachers will not agree that requiring this training

is necessarily a good idea. Another example of a contradiction relates to what Shanahan et al. concluded is often the real issue behind the debate—flexibility and cost—in contrast to the often stated issue of education quality. They point out that many teachers support professionalization because they believe it will increase recognition and salaries for adult education teacher. While, other teachers do not support professionalization because they believe it will drive potential adult education teachers away if they have to go through the same amount of training as a K-12 teacher and they will earn less and have less status.

The first two assumptions are closely related and have to do with the perceived value and importance of adult education. If education is seen as a fundamental right of adults, then it is the obligation of society to provide the highest quality teaching and education possible. If adult education is an "extra" education that society provides only out of generosity, then adult education should be grateful for whatever quality of education they receive. Similarly, if adult education is a right, then society should provide it, pay for it, and take responsibility for it. If adult education is not a right then it matters less what role the government plays in regulating it and ensuring its quality (Shanahan et al. 1994). Therefore, many who see adult education as a right that is vital and important favor professionalizing the field and establishing a credential.

Shanahan et al. (1994) also point out that the second premise regarding who should be responsible for adult education does not have to lead to government responsibility, although this is often assumed. A professional organization can take the lead in establishing professional requirements.

The third and fourth assumptions are also interconnected and relate to quality teachers. Shanahan et al. (1994) argue that if stakeholders believe that good education is dependent on good teachers, then stakeholders will work harder at ensuring better teaching. In other words, if good teachers are not considered the key to a good education, then doing whatever is necessary to foster better teachers, for example requiring a credential, becomes less important.

However, many articles in the literature point out that there is no conclusive evidence from studies in adult education that links quality teaching with student success. And in fact, there is only limited evidence of this in K-12 education. Furthermore, the high percentage of part-time teachers, the high rate of turnover and the prevalence of volunteer teachers in adult education complicates this issue.

Likewise, Shanahan et al. (1994) point out in their fourth assumption that even if it is accepted that quality teaching is essential to providing better education, it is not necessarily true that increased requirements (i.e. establishing a credential) will increase teacher quality.

The fifth assumption relates to the knowledge base for adult education. There is much debate about whether there is an accepted knowledge base or core content for effective adult education. Even if it is accepted that such a cache of knowledge exists, there is considerable further debate regarding what those certain skills and theories are. Those who favor professionalization and a credential usually believe that there is a core content, while those who do not want professionalization "believe that such a collection

of knowledge, understandings, skills, technologies, and ethics does not exist" (Shanahan, 1994, p. 19).

Should a Credential be Established?

Advantages.

Advocates for establishing a credential in adult education overall see the credential as a means for improving educational quality. Specifically, some of the advantages commonly listed include (1) instilling uniform and higher standards of quality; (2) making information on services more available to learners; (3) promoting high quality teaching; (4) encouraging ongoing training via certification renewal; (5) ensuring teachers have special knowledge of adult learning; (6) enhancing professional prestige of the field; and (7) attracting more funding (Cervero, 1998; Ismat, 1996; Perin, 1999).

Disadvantages.

However, not everyone agrees that professionalizing the field of adult education will only bring benefits to the field and to the students it serves. A recent study and literature review conducted by Columbia University researcher Dolores Perin (1999) found that many in the literacy field see both advantages and disadvantages to professionalizing the adult education field. Furthermore, Perin suggests that, for many of the advantages identified, there has been no research indicating that professionalism will actually lead to the intended outcomes (Perin, 1999).

Disadvantages may include (1) eliminating staff (such as those who do not have access to graduate education, or volunteer teachers); (2) restricting entry into the field; (3) increasing bureaucratic control; (4) not necessarily delivering competence and expertise; (5) stifling creativity and innovation; and (6) entailing government intrusion into local programs (James, 1992; Perin, 1999). Reducing the number of teachers in a field that already suffers from severe understaffing is a critical disadvantage.

Furthermore, many argue that professionalization will reduce the ties to the community. Adult education has often been seen as a social action project outside of the mainstream of education. Critics of professionalization argue that mainstream education with its bureaucracies and regimentation will stifle that free flow of teachers as illustrated by the success of projects like the Highlander school. In other words, the long held adult education philosophy of friends educating friends will be lost if certification is required.

James (1992) asserts that in order for certification to be effective in any field some basic assumptions must be met. These include an identifiable core of knowledge and skills, the establishment of an agreed upon level of competence, a viable plan for the process of certification and an entity to oversee it, and "certification and teacher effectiveness are demonstrably interrelated" (p. 125). James discusses these assumptions individually and argues that none of them are feasible or realistic for adult education now or in the foreseeable future.

Her arguments stem primarily from the diversity of the field and from the unlikelihood of meeting the needs of everyone in the adult education field with one credential. She suggests that a credential is not going to be able to fit every adult

education teacher in the nation. She does not address the fact that there is not a national

certification that covers every type of elementary school teacher either, for example, yet

elementary teachers are credentialed. Nor does she address the fact that the credential

models being tested, implemented, and advocated across the country do not attempt to

cover ever teacher, most are on the state level and try to address the specific needs of

their constituency. In fact, the Texas Adult Education Model has four versions to help

meet the variety of needs in this state alone. She simply argues that the process would be

unmanageable for the adult education field.

Ten teachers' views.

Shanahan et al. (1994) interviewed ten adult education teachers about their views

on professionalization and credentialing. All ten teachers stated that pre-service training

would have a positive effect on program outcomes and student learning. All ten indicated

that a bachelor's degree would be an appropriate minimum requirement, while four

indicated that a master's degree would be better.

Only two teachers indicated that an additional certification in adult education

should be required. However, after answering and reflecting on more issues related to the

status and condition of the profession, seven teachers agreed that there should be a

certification process. The teachers listed a number of reasons for suggesting a credential.

These included "the need to (a) establish a consistent, reliable profession; (b) weed out

bad teachers; (c) elevate professional status; and (d) raise quality standards" (Shanahan et

al., 1994, p. 13).

A Credential as a Means to Professionalization

A Clarification of Terms

A *credential* is the requirement of some specific standard of knowledge, training, or education for entry into a field. It is important to bear in mind that *professionalization* and establishing a *credential* are not synonymous. One of the most often proposed ways to professionalize any field is to establish a credential, but it is not the only way. In other words, *professionalization* is a broader term, and in this field, has to do with the preparation and ongoing learning of quality teachers. On the other hand, *credentialing* is a mechanism and a system for imposing that training standard (Shanahan et al., 1994).

Furthermore, *professionalization* and *credentialing* or *certification* have multiple meanings. Some of these meanings are inherently controversial and negative. Shanahan states that when some adult educators hear they terms they often understand them to mean "bureaucracy, lost employment, the adoption of requirements out of line with salaries, the disenfranchisement of volunteers, government intrusion, and the like" (Shanahan, et al., p. 1).

The reasons for supporting establishing a credential can also be slightly different than for promoting professionalization. Reasons for supporting credentialing most often cited include assuring professional competence, promoting professionalism, improving academic programs, and achieving greater workforce retention (Shanahan, et al., 1994).

What Does the Field Say?

Perin (1999) reports the results of a survey of members of the Adult Literacy Special Interest Group of the International Reading Association. Ninety-three percent of respondents answered "yes" or "maybe" to the question of whether there should be a state credential for adult educators, and indicated the need to address issues such as the low morale of part-time personnel, training literacy providers, and the overall quality of instruction (Perin, 1999).

David Rosen, moderator of the National Literacy Advocacy (NLA) listserv, surveyed the roughly 650 members of the NLA list about what kind of "return on investment" adult educators received for pursuing professional development or certification. For example, he asked whether adult educators received higher salaries as a result of completing courses or earning adult education certification. Rosen concluded from responses that adult education teachers do sometimes receive a similar return on investment as colleagues in K-12 and higher education (Perin, 1999). Rosen, however, does not explain how often this return is comparable and what exactly the return is.

Additional Concerns about a Credential

While some states require certification for adult education teachers, there are concerns in the field about the limitations that a mandatory certification process could place on adult education programs and instructors. One concern is that teachers might move from adult education into elementary and secondary education if they are required to earn certification. They might not remain in a field in which they earn less for the same

or greater amount of training and education. A second concern is that current and potential teachers and adult learners who do not meet minimum educational requirements of a certificate, such as a bachelor's degree, may be excluded from becoming adult instructors. The concern is that current and potential teachers will not be able to afford the time and expense of pursuing further education. This applies also to part-time and volunteer instructors who may not be able to pursue certification requirements. Third, if the certification is based solely on seat time rather than teacher competencies, the certification may not be likely to improve teaching or program quality. To enhance the field, teacher professionalization efforts must help teachers in the classroom. (e.g. Collins, M., 1992; James, W. B., 1992).

The Texas Adult Education Credential Model

In Texas, Section 29.252 of the Education Code provides the Texas Education Agency (TEA) with the authority to "prescribe and administer standards and accrediting policies for adult education; prescribe and administer rules for teacher certification for adult education." The Adult Education Credential Project at the Southwest Texas State University was established to address this (Payne, et al., 2000).

The project staff were determined to establish a credentialing process based upon an accepted foundation of theory and practice, one that would be both systematic yet flexible, and one that would have the support of the field. Toward this end, they established an Advisory Board, made up of Adult Education Professional Development Consortium (AEPDC) members, to act as liaison for their regional area and help coordinate regional focus groups that would review the credential model and provide

feedback. In addition, a work team was set up to review the credential model draft and provide in-depth written feedback (Payne, et al., 2000).

A draft copy of the credential model was completed in September 1999 and details the study in the following sections: (1) What are the project's description and objectives? (2) What does the literature say about credentialing for the field of adult education? (3) How are other states dealing with the issue of credentialing? (4) What do adult educators in Texas say about credentialing? (5) Proposed content areas for the credential model, (6) Proposed delivery system for the credential model, (7) Proposed documentation system for the credential model (Payne, et al., 2000). For a complete discussion of the Texas Adult Education Credential Model, see Chapter 2.

The Focus Report

A publication of the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education published a review of credential projects across the United States. The study rated them against each other by the following criteria: (1) Innovation: addresses major priorities and creative use of resources; (2) Effectiveness: objectives and outcomes are clearly stated, materials are linked to results, and content is appropriate for the target audience; (3) Adaptability: reports and curricula are clearly written and little staff training is needed; (4) Final Report: Complete description of all products included and readable, well-organized and well-presented. The following 5-point likert-style scale was used to rate the projects: 5-excellent, 4-superior, 3-good. Projects rated below a 3 on any of the criteria were not included in the published review. Reviews of projects in four

states were published. These states were Pennsylvania, Ohio, Texas, and West Virginia.

Texas was rated superior for Innovation and Effectiveness, Good for Adaptability, and

Excellent for the Final Report (Pennsylvania Department of Education, 2000).

Professional Development and Continuing Education Today

The Role of Professional Development in Adult Education

Cervero (1998) notes that in today's environment it is acknowledged that learning

does not stop with the transition from preparation to practice within a given field. He

further states that:

"Until about 30 years ago little systematic thought was given to the

organization of systems of continuing education. It was believed that the

three to five years of pre-service training was sufficient for a lifetime of

work. However, with the rapid social changes and technological

innovations of the past quarter century, the need for continuing education

is nearly universally accepted today" (Cervero, 1998, p. ix).

Therefore, professional development has become prevalent and required in many fields.

For example, Galbraith and Zelenak (1980) maintain that professionals must

continue acquiring skills and behaviors throughout their careers either to remain current

in their field or to satisfy credentialing entities. For example, in Texas, one requirement

for teachers who are employed at adult education and literacy programs for English as a

Second Language (ESL), Adult Secondary Education (ASE), and Adult Basic Education

(ABE) that are funded by the Texas Education Agency (TEA) Division of Adult and

Community Education is that they are required to participate in a minimum of twelve

hours of continuing education each year (Texas Education Agency, 1999). Therefore the

need for professional development in adult education is well established and preparation

of instructors is considered to be one of the greatest needs in adult education programs

(Foster, 1988; Kazemek, 1988, Kutner, 1992).

Difficulties with Professional Development

However, research has shown that the challenge for the adult education field is to

provide an effective system of professional development within the established adult

education delivery system. Tibbetts et al. (1991) lists these constraints as (1) limited

financial resources for programs, (2) the part-time nature of instruction for adults, (3)

high instructor turnover, (4) few state training requirements for instructors, and (5) a lack

of unified adult education research. It should be noted that these barriers to professional

development activities are remarkably similar to the concerns about professionalization

and credentialing.

Also, teachers, researchers, and policy makers consistently indicate that the

greatest challenge to implementing effective professional development is lack of time.

Teachers need time to understand new concepts, learn new skills, develop new attitudes,

research, discuss, reflect, assess, try new approaches and integrate them into practice; and

time to plan their own professional development (Cambone, 1995; Troen, et al., 1994;

Wlodkowski, 1999). Cambone (1995) points out that teachers, as adult learners, need

both set-aside time for learning (e.g., workshops and courses) and time to experience and digest new ideas and ways of working.

<u>What is effective professional development?</u>

Effective professional development should not have the same flaws as traditional approaches, which are often criticized for being fragmented, unproductive, unrelated to practice, and lacking in intensity and follow-up (Bull, et al., 1994). Effective professional development is ongoing; includes training practice, and feedback; opportunities for individual reflection and group inquiry into practice; and coaching or other follow-up procedures; is school-based and embedded in teacher work; is collaborative, providing opportunities for teachers to interact with peers; focuses on student learning, which should, in part, guide assessment of its effectiveness; encourages and supports school-based and teacher initiatives; is rooted in the knowledge base for teaching; incorporates constructivist approaches to teaching and learning; recognizes teachers as professionals and adult learners; provides adequate time and follow-up support; and is accessible and inclusive (North Central Regional Educational Laboratory, 1994).

Similarly, Kutner (1992) identifies six factors that should be included for an effective design of staff development. First, theory and research need to be incorporated into teaching. Second, effective professional development needs to allow time for teachers to see the practice being modeled or demonstrated. Third, time also needs to be allowed for practice and feedback from the teachers. Fourth, initial application in a real setting should be supported by a mentor or experienced peer. Fifth, there should be

follow-up so that teachers can compare how they modified the technique to their own situation. And sixth, the professional development should be adequately evaluated to ensure it remains effective.

Imel (1990) breaks down her keys to successful professional development slightly differently than Kutner. She suggest that there are three basic elements: developing a plan, identifying resources, and receiving feedback. She advocates that to achieve these three elements effectively, educators should try a model designed by Jones and Lowe (1985). Their model has four phases. First is the initiating phase, which is reflective and where a participant asks, What do I hope to accomplish? What are my objectives? And what is my potential payoff? Second, is the planning phase which is also reflective. In this phase participants should ask, What resources are available to me? What will be my learning activities? And how will I judge the success of this project? Third is the managing phase and the only active phase. Here the participant actually completes the activity and records his or her progress and findings. The final stage is the evaluative stage. The participant should ask here, To what extent did I achieve my objectives? To what extent did I pursue appropriate learning activities? And what are my learning needs now?

The Form of Adult Education Professional Development

For many years, teachers and other educators have used district-sponsored staff development or university course work to improve individual skills, qualify for salary increases, and meet certification requirements. In K-12 education, professional

development rewards educators with personal and professional growth, greater job

security, and career advancement. Schools benefited primarily at the classroom level

through the added value the learning experience gave to an individual teacher's practice.

However, in recent years there has been growing appreciation for the potential impact of

professional development on the overall school, not just individual classrooms (Ismat,

1996).

Also, because of the lack of state certification requirements and the lack of

training opportunities in institutions of higher education, most adult education staff

development takes place through voluntary inservice offerings (e.g., workshops,

conferences, seminars) rather than in preservice training (Tibbetts, et al., 1991). The

following types of inservice staff development formats are common:

- single workshops—usually one session focused on a specific topic without needs
  assessment or follow-up;

- Conferences—a day or two of short workshops and plenary sessions on various
  topics;

- Workshop series—a sequenced group of training sessions, each session drawing upon
  prior training;

- Summer institutes—generally full-day training over a period of time during the
  summer followed by one or more workshops during the year;

- University coursework;

- Peer coaching—teachers teaching teachers;

- Action research—teachers as researchers identify questions that interest them and conduct systematic inquiry in their own teaching environments as they work with their students; and

- Self-directed learning—the adult education teacher or volunteer instructor determines the areas in which he or she would like to receive training and how to go about getting that training. Self-directed learning can include teacher-sharing groups, study circles, and mini-grants to do their own reading or research (Kutner, 1992).

U. S. Department of Education Study of Training Approaches

Because of the lack of data with which to determine effective staff practices, in 1991, the U. S. Department of Education funded the "Study of ABE/ESL Instructor Training Approaches." The study identified a number of key elements of effective staff development through a review of the research literature and site visits to nine staff development programs. The programs selected for the study were nominated by leaders in the field and represented ABE and ESL training programs, training for new and experienced teachers and volunteer instructors, and locally and state-funded services. The key elements of effective staff development identified in the study were organized into three broad categories: developing ownership in training, designing instruction, and addressing the concerns of teachers and volunteer instructors (Kutner et al, 1992).

Their research found several ways in which program administrators can create an environment for learning that enables adult education teachers and volunteer instructors

to feel that they are key players in their own professional development. First, conduct a thorough needs assessment. Second, involve teachers and volunteer instructors in planning. Teachers and volunteer instructors benefit most from training activities that they have major responsibility for planning, implementing, and evaluating (Loucks-Horsely, et al., 1987). Third, create a professional environment. Teachers need to be rewarded (in money, release time, or advancement) for engaging in staff development, respected as professionals (Jones & Lowe, 1990). Finally, effective professional development needs to involve teachers in their own learning. Self-directed learning, peer coaching, and teacher research actively involve teachers and volunteer instructors in their own training (Kutner, et al., 1992).

Credentialing in Other States

In a field with limited resources for professional development, adult educators receive only a fraction of the training and information updates on learning that are regularly provided to K-12 professionals (Wagner & Venesky, 1999). As the experiences of many states suggest, the adoption of teacher standards in the form of certification for adult literacy education requires that the state examine its commitment to the system of adult education. In each of these cases, the state adopted its certification policies on the assumption that staffing and training requirements would yield better teaching and learning results (Shanahan, et al., 1994). While a lot of anecdotal evidence supports these assumptions, there is a lack of research to substantiate the effect of teacher certification requirements on teaching quality and learner outcomes.

The requirements of a few states are discussed here to provide a sample of possible approaches. Many other states have similar requirements.

Arkansas

In 1965, Arkansas established certification requirements for adult education teachers. They stipulated that anyone teaching adult education must hold a current Arkansas Department of Education Teacher's Certificate. Current policy requires that all full-time Adult Education become certified within four years of date of hire. The current policy requires a bachelor's degree in any field, all general education requirements common to all Arkansas certificates, and completion of eighteen graduate or undergraduate semester hours in adult education. These eighteen hours must include content in foundations of adult education, adult learning processes, and methods and materials of adult education and directed teaching. Finally, they must have at least a minimum score of 642 on the Test of Professional Knowledge of the national teacher's exam (Payne, et al., 2000).

California

California has a credential in adult education under its designated subject credential program. Teachers are required to have a bachelor's degree, ten semester units of coursework in the subject to be taught (in this case adult education), and they must pass the California Basic Educational Skills Test. California has two levels of the

credential a preliminary credential and a clear credential. The preliminary credential

requires renewal, while the clear credential does not (Payne, et al., 2000).

Kansas

Kansas has established a system for a two-year renewable credential. It is based

on a point system, and teachers need to accrue 50 points within every two years. Teachers

are responsible for maintaining their own professional credential portfolio in which they

record their point accumulation. The points are tied to the local programs' professional

development plan. In other words, local programs are supposed to offer enough

professional development on the local level that teachers will have the opportunity to

accrue these points and they are required to document this in the program's professional

development plan. Teachers can earn points for a variety of activities. For example,

teachers can earn points for taking college credits (15 points per credit hour), attending a

Kansas Adult Education Association Conference (8 points per conference), making a

professional presentation (5 points per presentation), or initiating a self-directed study (3

points per activity). All new teachers are also required to have 12 pre-service hours

before teaching (Payne, et al., 2000).

Minnesota

Minnesota's adult education basic education licensure system has two options

depending on whether the teacher holds a valid teaching license. Teachers with this

license can get an endorsement for adult basic education by taking 16 quarter credit hours

in adult education. Teachers with more than 180 hours teaching experience only need 12

quarter credit hours because their teaching experience can count for their field experience

component.

Teachers without a valid teaching license need 35 credit hours. These 35 hours

can count towards a master's degree, since they must all be graduate hours. Four of the

fours must be in a human relations course and in a course on drugs and alcohol. All of the

classes and requirements are available via the Internet (Payne et al., 2000).

Missouri

Missouri also has two options for certification. Teachers may receive a two-year

renewable certificate that can be renewed two additional times (for a total of six years).

This certificate requires a bachelor's degree in any field, attending a new teacher

orientation workshop, and attend two experienced teacher workshops. Teachers must

begin working towards their certification immediately upon being hired. Teachers must

have attended 3 workshops in a row before they are allowed to miss a year or a

workshop.

The other option is a five-year license. Teachers seeking this license must have

15-31 semester units in academic coursework in adult education. Then they must

continue to receive 8 semester hours of course work in adult education during each 5 year

renewal period. This credential may be renewed an unlimited number of times (Payne et

al., 2000).

Common Themes

It seems that several common themes emerge from this review of credential

models in other states. First, there are often two levels of a credential. One that is for

teacher's new to the field, and the other that requires less continuing education for those

who have been in the field for a longer period of time or hold a higher level of education.

Second, many of the credentials require graduate level courses that might lead to a master

in education in adult education. Third, many of the credentials require some sort of new

teacher orientation to the field. In most cases this takes the form of a 12-hour training

program. Finally, a majority of the credentials take a traditional approach to the delivery

of the professional development. In other words, they require undergraduate or graduate

classes at universities, rather than relying on local professional development.

How Adults Learn Differently

Why It Matters

According to a recent study by the National Adult Education Professional

Development Consortium (NAEPDC), roughly half of all states and territories require

certification for adult education instructors. However, virtually all of these states require

a teaching certificate, such as a K-12 certificate, that does not require teachers to be

trained in adult education practice (Kutner et al., 1992).

The research supporting the differences in learning between children and adults is

extensive. Theorists such as Malcolm Knowles and Stephen Brookfield are leaders in the

field and have helped establish a core of principles that adult education teachers can

incorporate into their curriculum, their approach, and their attitude. These principles include an emphasis on prior experience, critical reflection, transformative learning, and internal motivation (Knowles, 1980, 1984; Mezirow, 1991; Brookfield 1986, 1990, 1995). The research has shown that adults tend to have preferences and opinions about the topics that they will learn and using their themes and incorporating their needs into the classroom constitutes part of effective practice (Cromley, 2000; Dirkx, et al. 1997; Merriam & Caffarella, 1999).

One reason that teachers and administrators, and in turn, legislatures and state decision makers, are arguing more vehemently about professionalization and credentialing is because they know that there are unique ways that adults learn and that these need to be understood by adult educators. Some examples of these insights include topics related to adult experience, the adult thinking process, motivation, ideas and skills that may interfere with learning, and the adult memory.

<u>Adult Experience.</u>

One of the most common insights cited when discussing adult education is that adult teachers should use the experiences of adults in their teaching (e.g., Knowles, 1980, 1984; Dirkx, et al. 1999). Adults have many experiences to draw upon in order to see connections and to learn from. For example, adults may have extensive knowledge about subjects that children are not likely to be exposed to, such as car engines, electricity, or city politics.

Malcolm Knowles' theory of andragogy incorporates this concept into one of his five basic assumptions about the adult learner (Knowles 1984). Andragogy is a model that was proposed by Knowles in the 1960s as a way to distinguish adult learning from pedagogy, which is the art and science of helping children learn. Knowles sees pedagogy and andragogy on a continuum that individuals move across throughout their lives (Merriam & Caffarella, 1999). Knowles and many other researchers stress that an adult's prior experience constitutes a rich resource for learning.

However, it is important to keep in mind that while many adult education students may have deeper knowledge of some subjects, they may not have a broad base of knowledge in other subjects. Therefore, many adult literacy students may not have a large base of factual knowledge to access. For example, if they do not know anything about vegetable gardens, teaching students to learn about how trees grow through an analogy of how vegetables grow will not work (Cromley, 2000). However, most adults are probably an expert at something, perhaps cooking, baseball, or religious stories. Researchers suggest that teachers can use this expertise to help students understand what being an expert on school subjects is like and as a starting point for many literacy lessons (e.g., Dirkx et al, 1999).

There are also a few ways that adult students' thinking is different from children's thinking even at the same level of educational skills. These differences in memory, interests, life experiences and background knowledge give adult literacy students some basis for understanding more sophisticated reading materials than children can (Recht & Leslie, 1988). However, when low-literate adults read about unfamiliar topics, they

perform worse than children who are reading at the same reading level. In a study when

adults and children listened and read about Roland and Charlemagne, fifth grade children

remembered as much as adults who tested at the eighth grade level (Cromley, 2000).

Motivation.

Problem-based learning may be particularly suited to adults, who want their

learning to be practical and immediately useful (Davis, 2000). Similarly, adult students'

reading comprehension over time improves more when they read about topics they are

interested in, perhaps topics such as career interests or health topics, than students who

read about more general topics (Schiefele, 1996).

However, because many adults with low self-esteem enter programs, there is a

temptation to boost their confidence with easy assignments and praise. Unfortunately,

this can lead students to think that they are not going to improve, otherwise why would

you give them such easy assignments? (Soifer, et al., 1990).

Knowles added to his theory of andragogy in the 1980s by suggesting that another

basic assumption of adult learning is that adults are motivated to learn by internal factors

(Merriam & Caffarella, 1999).

Adults' ideas and skills that may interfere with learning.

Adults may have many ideas that will interfere with their learning. These ideas

may have been engrained in their minds for decades, and it may be very difficult to help

adults see that newer practices and research have shown that other ideas are more

effective. Also, adults in adult education classroom, typically did not succeed or enjoy school the first time around. This may be in part to ideas that they believe then that were wrong. These two ideas need to be slowly replaced by more accurate concepts of learning (Gambrell, et al., 1999).

For example, many low-level adult readers and poor child readers often state that the point of reading is to read the words on the page. In other words, they do not see the point of reading as crafting meaning. This continued reliance on only decoding holds back poor readers from developing higher-level comprehension skills that allow the readers to progress to reading primarily for understanding (Gambrell et al., 1999).

Adults may be more tenacious about holding on to inaccurate mental models of the world than children are. These mental models may not help them succeed in academic tasks. Similarly, adults have had a long time to decide whether certain topics are easy to learn or hard to learn. These ideas tend to be harder to change in adults than they are in children. (Soifer et al., 1990).

Schools and learning practices have changed since many adult literacy students have been to school, and it may been difficult to convince them that practices have changed. For example, many adults today probably went to schools that emphasized fact memorization, not learning for understanding or critical thinking. Also, adult students may expect only to be lectured to or to be required to fill out endless workbooks, and may need to be convinced of the educational value of some common practices in adult education classrooms today, such as writing letters, doing experiments, taking field trips, or playing educational games. Not surprisingly, students may have other similar ideas

about what learning is and what school is that can interfere with newer practices

(Merriam & Caffarella, 1999).

Adults may have been using less effective problem solving strategies for years. For example, a student who guesses words and is not comfortable sounding out words may have been doing this for 30 years. Adults may be more comfortable with less efficient strategies, like guessing words, than more efficient strategies, like using phonics, than children at the same reading level (Cromley, 2000).

Research has shown that adults' skills tend to be more uneven than children's skills. While it would be unusual for a second grader's reading and math scores to be very developmentally far apart, this is often the case with adults. One reason for this disparity may be that adults have had more time to improve at the skills they are good at, while the skills they are not good at may have stagnated. For example, people who read a lot continue to improve their vocabulary and knowledge of the world even after they are out of school; those who do not read do not improve those skills (Smith, 1990; Stanovich, et al., 1995).

Memory.

Research has provided us with several insights into how memory works for adults education students. Most importantly, adults' short-term memory is larger than chidren's working memory. This may be because children have not developed as much of a sense of the patterns of English, including how common some words are. Unlike long-term

memory, the size of short-term memory does not depend on background knowledge (Cromley, 2000).

Also, there are two ideas that may interfere with adults' learning regarding memory. First, adult students may think that repeating something over and over again is a good way to learn it. In fact, this is a good strategy for remembering a phone number or a quick errand, as long as one keeps repeating it. However, as soon as one stops saying the information, it will be forgotten. Therefore, this is a fine technique for small amounts of information in the short-term memory, but it does not work for the long-term memory (Dembo, 2000). Second, adults may have mistaken ideas about memory such as that their mind is like a sponge that can soak up information until it is saturated. These ideas may interfere with learning new practices (Dembo, 2000).

Adult Learning and Professional Development

There have been some important insights into the ways adults learn. However, more research is needed. Hopefully, the increased emphasis on providing quality education to adult students will spur on this additional research. With the discussions of legislative accountability and new insights into adult learning, professional development of teachers does seem to be needed more than ever. A credential system has been the most widely suggested means to improve these areas. However, the questions remain: Will it help? and How will it work?

Summary

Professionalization of adult education is a topic currently undergoing serious debate both in the adult education field and in the state legislatures and education agencies across the country. An increase push for accountability and an ever-growing body of research into the best practices for adult education are two of the main forces driving this debate. One of the most discussed and likely solutions to this call for professionalization is the implementation of a credential for adult educators. Texas has developed a model based on research from the field and the literature. A pilot program was conducted to test its viability. A field test will begin in the Fall of 2001. This study will analyze these aspects of the Texas Adult Education Credential Model in light of the literature reviewed here. This analysis will hopefully add to the dialogue surrounding these many debates and questions and bring adult education slightly closer to some answers.

CHAPTER 4

METHODOLOGY AND PROCEDURES

The purpose of this study was to analyze how developing a Texas state credential for adult educators would potentially affect the professionalization of the field of adult education and to analyze the viability of the proposed credential model. This study analyzed the data available during the development and the pilot program of the Texas Credential Model as developed by the Center for Initiatives in Education at Southwest Texas State University. A qualitative research method was used to conduct this study. Specifically, case study protocols were used to guide and structure the methodology and procedures. Three research questions were used to organize this discussion: (1) How is the ongoing debate regarding the professionalization of the field of adult education in general affecting adult education in Texas? (2) How potentially effective is the Texas Credential Model in improving the quality of professional development of adult education teachers in Texas? (3) What can be learned both in terms of content and format from the results of the pilot and supporting data to help facilitate the establishment of an effective credential?

Methodology

Qualitative Research

Merriam (1998) suggests that all types of qualitative studies share five essential characteristics. First, the goal of qualitative research is to elicit understanding and

meaning. Second, the researcher serves as the primary instrument of data collection and analysis. Third, qualitative studies are characterized by fieldwork. Fourth, there is an inductive orientation to the analysis process. And finally, the findings are "richly descriptive" (p. 11). All of these characteristics relate directly to this study.

The qualitative method is used when perceptions of individuals and the meanings they associate with their life experiences are the focus, and the inquiry lends itself to open-ended qualitative exploration (Davis, 2000). A case study model was used for this study.

Case Study

Definition of a case study.

A case study is "an exploration of a bounded system or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context" (Creswell, 1998, p. 61). This research proposal fits this definition of a case study very well.

It was a bounded system in that this study focused on the development of the Credential Model and its pilot program. Therefore, it was bounded by the time of the initial grant to the Center for Initiatives in Education in 1998 until the completion of the pilot phase which ended in June 2001.

The instruments and data that were analyzed in this study were indeed multiple, varied, and "rich in content." As shown in the instrumentation section of this chapter there were twenty-four different sources or types of data that were reviewed. These

ranged from the researcher's informal notes at a pilot meeting to a formal, transcribed interview with a pilot participant.

Case study characteristics.

There are several characteristics that are common when conducting case study research. According to Miles and Huberman (1994), data that will be conducted for a case study should be *purposive,* rather than random. In other words, in contrast to quantitative research, cases are selected to show different perspectives on the issue. This was true in this study as well. For example, the individuals who were interviewed were all selected for their insights and unique perspective into the development of the Credential Model.

Creswell (1998) suggests that data collection is a wide-ranging process that utilizes all available information on the case. Yin (as cited in Creswell) suggests that at least six data sources and types of information are used for a case study. This research more than met that requirement by analyzing twenty-four different sources of data.

Case studies utilize either holistic analysis or embedded analysis. This research study used holistic analysis because the goal was to create as complete a picture of the origins of the Credential Model and the pilot process as possible. This will result in a detailed description of the case that Creswell calls for.

The context of the case was analyzed in terms of the larger debate surrounding the professionalization of the field of adult education. The final characteristic that Creswell suggests is that in the interpretive phase a set of "lessons learned" emerges from the case.

Instruments

Data were collected and analyzed from a wide variety of available sources. These sources are listed below in chronological order. More explanation of many of these data sources and all of the findings relevant to this study can be found in Chapter 5.

1. April 18, 1998. El Paso Learner Conference. Presentation notes. Feedback forms were also retained. These include hand-written feedback from participants on the following questions: What are the three strongest reasons for and against establishing an alternative credential for adult educators? In what ways can you envision an adult educator earning an alternative credential (e.g., graduate courses, initiatives such as Project Forward Master Teacher and Project IDEA, conference attendance, independent teacher-inquiry research, etc.)? How can you envision compiling the documentation leading to a credential (e.g., anything from traditional transcripts and local program professional development records to electronic teacher portfolios)? How should a core curriculum be established for the alternative credential (e.g., those with input into the decision should be teachers, administrators, adult education professors, TEA staff, a combination of these groups, other)?

2. May 1, 1998. COABE Reactor Panel on Credentialing for Texas Adult Education. Panelists: Victoria Hoffman, Deborah Stedman, Don Seaman, Barbara Lyman. Moderator: Emily Miller Payne. List of four questions used to guide discussion, letter to panelists, supporting documentation.

3. Fall 1998. Survey is distributed at every presentation from the remainder of 1998 and the spring of 1999. It is called the Adult Education Professional Development Survey for the New Teacher Project and the Adult Education Credential Project. Questions include demographic information about work environment, work load, and schedule; education and training; and access to technology; as well as, opinions about an adult education credential. Ultimately, 280 responses were gathered and tabulated.

4. November 5, 1998. TEA Conference presented by Emily Miller Payne and Audrey Abed. Handouts, presenter notes, conference materials.

5. November 5, 1998. TEA Conference presented by Emily Miller Payne and Audrey Abed. Handout includes a compilation of participant answers to two questions asked at conference: What should a credentialed adult educator know? and How will we deliver professional development in an adult education credential system?

6. December 18, 1998. Letter to the nominees for the advisory board for the Credential Project and the New Teacher Project. (One advisory board serves both projects at this point in the development.) The letter asks for interest in serving on the board and states that the purpose of the board is to facilitate the development of the New Teacher orientation toolkit and the credential models.

7. January 28, 1999. Advisory Board Meeting for the Adult Education Credential Project and New Teacher Project. Available documents include agenda, sample fliers for both projects, and list of board members.

   a. Janet Hutchison, Project VITAL Director

   b. Victoria Hoffman, Adult Education Professional Development Consortium Liason

   c. Deborah Stedman, Division Director, Adult Education and Community Education, Texas Education Agency

   d. David Joost, Director, Adult Basic Education & Youth Job Training, Wharton County Junior College

   e. Noemi Aguilar, Adult Education Instructor, Socorro ISD

   f. Leigh McPhaul, Director, Lubbock Area Coalition for Literacy

   g. Connie McLouth, Program Director, Dallas County Adult Literacy Council

   h. Normalynda Zepeda, Adult Education Instructor, Hidalgo Even Start

   i. JoAnne Robertson, Training Specialist, Texas Workforce Center for Caldwell County

   j. Joan Griffin Rethlake, Harris County Department of Education

k. Anson M. Green, Adult Education Instructor, Northside ISD

l. Michael A. Evans, Coordinator, Tarrant County Junior College

m. Pat Hernandez, Adult Education and Workforce Education, Austin Community College

n. Barbara Baird, Project IDEA Director, El Paso Community College

8. January 29, 1999. Texas Association for Literacy and Adult Education in Austin. Agenda, handouts and conference materials. Presenters Emily Miller Payne and Audrey Abed. Included in materials are lists compiled from answers given at previous presentations that answer the questions: What should a credentialed adult educator know? and How will we deliver professional development in an adult education credential system? Also presented was a chart of the results of the first 140 responses to the adult education professional development survey for the New Teachers Project and the Adult Education Credential Project.

9. February 8, 1999. Letter to the advisory board thanking them for participating in the January 28, 1999 meeting. Also enclosed was a schedule for the upcoming focus groups and a list of advantages and disadvantages of a credential for adult educators in Texas. This list reflects a compilation of the answers that that the board gave to this question during their meeting.

10. Focus Groups-- List of participants, letters from organizers, agendas, compilation (without names) of educational, employment and other demographic information

on participants. In addition, written feedback was analyzed on the following questions, which were asked during different segments of the focus group:

- What was your first impression of the Credential Model draft?

- Do you think this model is feasible for adult educators in Texas?

- Do you think the content areas proposed in the draft are adequate to prepare instructors to teach adults?

- Do you think the time frame and point system for the delivery model proposed is reasonable?

- Any suggestions on how to measure the skill and knowledge level of "experienced" teachers in order to credential them?

- If you could change one thing about the Credential Model, what would you change, and what's the main reason that one thing needs changing?

- What would you tell a co-worker about this proposed model?

The focus groups were held during the summer of 1999 at various locations throughout Texas according to the following schedule:

a. June 5, 1999. Focus Group--McAllen

b. June 11, 1999. Focus Group--Houston

    c. June 19, 1999. Focus Group--Austin

    d. June 25, 1999. Focus Group--Dallas/Ft. Worth

    e. July 17, 1999. Focus Group--Lubbock

    f. July 23, 1999. Focus Group--El Paso

11. July 1999. The 1999 work team/advisory board (not to be confused with the pilot team members in 2000-2001—there is no overlap of participants) responded in writing to five questions. (1) Do you think that the content areas proposed in the draft are adequate to prepare instructors to teach adults? (2) Do you think the time frame and point system for the delivery model proposed is reasonable? (3) Any suggestions on how to measure the skill and knowledge level of "experienced" teachers in order to credential them? (4) Please make recommendations for changes to the current format of the Credential Model draft once we present this model to the field. (5) How would you market this proposed credential model to the field of adult education in Texas?

12. September 24, 2000. Memo from this researcher to Tamara Thornton that includes analysis of 67 adult education teachers in Texas who wish to participate in the credential pilot, includes biographical and employment information.

13. October 6, 2000. TETN Broadcast by Tamara Thornton on Credential Project. List of all questions asked during the broadcast and summary-style transcript of the broadcast.

14. November 2, 2000. Compilation of feedback from a presentation given by Tamara Thornton, Jeannette Jones, and this researcher at the Houston READ Commission in October 2000. The participants were asked to list what training they feel that they need with prompts by content area.

15. November 27-29, 2000. Collaborative Symposium for Family Literacy and Adult Education. conference materials and slide presentation on Project IDEA. Five presenters included Barbara Baird, Director of Project IDEA and Rebecca Davis, Coordinator of Project IDEA.

16. Spring 2001. Transcripts of the webboard dialogue between the pilot team members and Tamara Thornton. During the pilot program, one of the main ways that Tamara Thornton, the project director, and the pilot participants communicated was through an on-line discussion board.

17. January 31, 2001. Workteam meeting in Austin, TX. Eight pilot members and Emily Miller Payne, Tamara Thornton, Jeannette Jones, and this researcher facilitated. Researcher's personal notes from this meeting, agenda, presenters' notes including questions that participants used for brainstorming and feedback, list of participants. Topics for discussion included reviewing the differences in the proposals for full and part-time teachers and new and experienced teachers, and answering the following questions: What do you think about a mandatory versus a voluntary credential? What do you think about getting administrator support? and What do you need from the credential project?

18. February 2001. List of Focus Areas for work team members. Written by Tamara Thornton.

19. February 3, 2001. Texas Association for Literacy and Adult Education conference presentation by Tamara Thornton. Available document is a list of all questions asked during the presentation.

20. May 10, 2001. TETN broadcast by Tamara Thornton. Available document is a summary-style transcript of broadcast, including the full text of every question asked during the broadcast.

21. June 27-28, 2001. Credential Work Team meeting.

    a. Proposed information on changes of model requirement of Instructional Evaluation to Self-evaluation. Tamara Thornton wrote guidelines to be critiqued at the meeting.

    b. Charts on Credential staff action items and work team action items.

    c. Written feedback was given by each participant on each topic discussed during the meeting. These were typed and compiled by the researcher. Topics include implementation, point distribution, field participation, administrator transition, instructional observation, fall field test, documentation, Project IDEA, work team duties, credential in general,

22. Professional Development Reflection Reports. Pilot team members submitted reports explaining their professional development and including a written reflection.

23. Expert Interviews

    a. Emily Miller Payne, Director of the Adult Education Credential Project at its inception. Later, Director of the Center for Initiatives in Education the agency that oversees the Credential Project. Also a professor in the Adult and Developmental Education Masters Program at Southwest Texas State University.

    b. Jovita Ross-Gordon helped develop the content areas of both the New Teacher Project and the Adult Education Credential Project, also a professor in the Adult Education and Developmental Education Masters Program at Southwest Texas State University.

    c. Barbara Lyman helped develop the delivery system for the Adult Education Credential Project, specifically she offered insight into the advantages and possibilities for distance education. Dr. Lyman is an associate dean with the Graduate College of Southwest Texas State University and a professor in the Adult Education and Developmental Education Masters Program at the same school.

    d. Deborah Stedman is formerly Director of the Adult and Community Education Division of the Texas Education Agency. Currently, she is an advisor to the Center for Initiatives in Education.

    e. Audrey Abed was the first coordinator of the Adult Education Credential Project.

    f. Tamara Thornton was the final coordinator of the Adult Education Credential Project.

24. Pilot team member interviews. The pilot work team served from January 31, 2001 until June 2001. The participants were not only balanced geographically across the state, but there were also educators who were part-time and full-time, new and experienced, and who were solely teachers, a combination of teacher and administrator, and solely administrators. Questions for the participants were about their recollections of all aspects of the pilot process and also focused on the unique aspects of that participants experience that was derived from their diversity.

    a. Gaye Horne, ESL Instructor, Colonias Even Start, El Paso, Texas

    b. Pat Humphreys, ESL Instructor, Cleburne Independent School District, El Paso, Texas

    c. Karen Maxwell, Education Coordinator, Travis County Correctional Complex, Del Valle, Texas

    d.   Jennifer Swoyer, Adult Education Supervisor/Instructor, Northside

        Independent School District, San Antonio, Texas

    e.   Beth Thompson, Coordinator, Project LEARN, Lamar Consolidated

        Independent School District, Rosenberg, Texas

Procedures

Data collection procedures

Data collection procedures generally followed the suggestions outlined by

Creswell (1998). However, much of the data for this study was gathered prior to the

researcher beginning this project. For example, the surveys and focus groups were

conducted and the TETN broadcasts were made by credential staff prior to the beginning

of this research project. Only the interviews of the credential experts and the pilot

participants were data initiated by this researcher. Therefore, the steps for conducting

interviews among Cresswell's data collection procedures were of the most interest here.

Creswell (1998) suggests that all interviews be recorded and transcribed, although

the researchers should take notes as well. An interview protocol was written before hand

with open-ended questions for the interviewee. This researcher submitted this protocol to

the thesis advisor before conducting the interviews.

All of the other data were gathered from the Credential Project staff. The TETN

broadcasts were transcribed and material was organized and typed, but most of the

material was generally ready for beginning the data analysis procedures.

<u>Data analysis procedures</u>

Miles and Huberman's (1994) outline a set of procedures for analyzing data that was used. First, an initial coding was developed based on the issues that seem prominent from the initial review of the data. The codes related to the aspects of the credential model that the material related to. The codes generally followed the outline of the credential model as it was created for Chapter 2. In other words, data related to the New Teacher Project were all grouped together regardless of when and where the data were from. This allowed the researcher to see trends on a particular topic over time, rather than just looking at all of the data chronologically.

Second, the researcher noted reflections and other remarks in the margins of the data. Procedures and writing margin notes were be based on Creswell's (1998) system.

Third, the process of analysis continued by looking through the data as a whole for "similar phrases, relationships between variables, patterns, themes, distinct differences between subgroups, and common sequences" (Miles & Huberman, 1994, p. 9). At this point, the researcher began to look for trends across the data. In other words, interviews with the pilot participants were not only compared with each other, but they were analyzed in conjunction with questions from the original focus groups, for example. This was done by focusing on the aspects of the credential model regardless of the source of the data or when the data was collected. In other words, the researcher looked at whether there were similar questions about how conferences would count towards professional development at the focus groups in 1999 and in the final pilot team meeting in 2001. Therefore, the researcher endeavored to determine if some of the initial issues

mentioned during the focus group stage were also concerns voiced by the pilot participants.

Miles and Huberman (1994) suggest that in the next stage the researcher needs to begin to develop a set of general observations that address all of the consistencies that have been observed from the analysis of the data thus far. Finally, the researcher actually develops these generalizations into constructs or theories that explain the data. This is done while considering the previous knowledge and literature available on these issues.

As Creswell (1998) points out, this is not as linear a process as it might at first seem. The researcher looked at the data recursively as observations and then theories developed. Review of the data was a circular process, requiring the researcher to double back and look at the original data as new trends emerged through the steps of analysis. Miles and Huberman (1994) agree with this when they re-state their steps of analysis and divide them into three main streams: data reduction, data display, and conclusion drawing and verification. They then also explain that each of these streams is followed recursively throughout the life of the qualitative project.

Summary

This research project used case-study protocols to analyze several sources of data that included notes, interviews, brochures, and written feedback from adult educators across the state and from 1998 to 2001. The opinions of adult educators who contributed

to these data were representative of new teachers, experienced teachers, part-time and full-time teachers, administrators, and from all regions of the state.

It is important to be mindful that all of the educators involved in all of the different types of data used in this case study were stake holders in the development of a credential for adult educators. It is likewise important to be cognizant of the fact that the debate is multi-faceted and the opinions expressed in the data are equally subtle. Opinions vary at every level of the conversation—they vary at a point as specific as the appropriate number of points awarded for attending a conference; they vary regarding the structure and the general requirements of this particular model; and they vary as to whether having a credential at all will be beneficial to the field of adult education.

CHAPTER 5

DATA ANALYSIS AND FINDINGS

This chapter investigates the potential effectiveness of the adult education

credential model. The findings are organized into three sections. The first section is a

discussion of sample presentations and milestones in the development of the credential

model. The findings in this section are based upon the documents that the credential staff

gathered in the course of the development of the credential. Five sample activities by the

credential staff have been selected for an in-depth analysis. The goal of the first section is

to help the reader better understand the process by which the credential model was

developed and presented to the field of adult educators in Texas.

The second section of the findings is an analysis of the specific aspects and

requirements of the credential model. The findings in this section are based upon

interviews with pilot members and credential model experts as well as supporting

documentation. The second section is organized in an order that parallels the order of

Chapter 2, where the specific parts of the credential model are defined and explained. The

goal of the second section of this chapter is to organize and utilize the rich data available

on the credential model to help better understand which parts of the credential model

work, which need more clarification, and which need more refinement.

The third main section of the chapter is a discussion of the findings in terms of the

three research questions posed for the study and the relationship of these findings to the

literature base. The three research questions for this study are as follows: 1) How is the

ongoing debate regarding the professionalization of the field of adult education in general

effecting adult education in Texas? 2) How potentially effective is the Texas Credential

Model in improving the quality of professional development of adult education teachers

in Texas? 3) What can be learned both in terms of content and format from the results of

the pilot and supporting data to help facilitate the establishment of an effective

credential? The goal of the third section is to provide evidence and background from the

varied sources of available data for the conclusions and observations that are delineated

in the final chapter of this thesis. This chapter concludes with a brief summary of the

findings.

Data analysis from five sample activities in the development

of the Credential Model

The first section of the findings is an in-depth discussion of five representative

activities conducted by the Credential staff during the development of the credential

model. The five activities selected are as follows: 1) a presentation in November 1998 by

Audrey Abed and Emily Miller Payne at the annual state conference for adult education,

community education, and Even Start Family Literacy, which was coordinated by the

Texas Education Agency, 2) a focus group in Houston in June 1999, 3) the TETN

broadcast entitled Professional Development Planning: Using the Texas Adult Education

Credential Model, led by Tamara Thornton held in October 2000, 4) the initial pilot work

team meeting on January 31, 2001 in Austin, and 5) the final pilot work team meeting

held on June 27-28, 2001 in San Marcos.

These activities were selected to be representative of the different stages of the credential model development and the different types of activities that the credential staff performed in its effort to solicit feedback from the field regarding the development of the model. These activities were also selected because there were enough available data on these activities to provide a rich picture of the situation as the qualitative research method, a case study, requires. This section might be alternatively titled "a brief, reconstructed history of the adult education credential project." While the five moments during this history are discussed in depth, read together they provide a general outline of the entire process.

Texas Education Agency 1998 annual meeting presentation

In November 1998, Audrey Abed and Emily Miller Payne presented a concurrent workshop at the annual state conference for adult education, community education, and even start family literacy, which was coordinated by the Texas Education Agency, Division of Adult and Community Education. The Credential Project staff did many of these types of presentations. Unfortunately, the agenda and hand-outs of some of these do not survive in the records. However, since both the agenda and hand-outs for this particular presentation are available, it provides as a good example of a typical presentation.

The description of the session from the conference brochure reads, "TEA has funded a special project to propose a credentialing process that has the support of the adult education and literacy field. In addition, the project will recommend procedures for

the implementation of a credential, including alternative means of delivering professional development to adult educators and a plan for evaluating and documenting their participation" (TEA conference brochure, November 1998).

The presentation began with a warm-up activity. Participants were asked to talk to their neighbor about the most satisfying professional development experience they had. Volunteers were then asked to write their examples on a flip chart so that they could be discussed by the group (Payne & Abed, 1998)

The presenters then provided the participants with information on the progress currently being made towards establishing a credential in Texas. They did this by asking and then answering three over-arching questions: (1) Is the Adult Education Credential in Texas a requirement? (2) In your opinion, what are the advantages of a credential for instructors in adult education? and (3) What's happening in Texas currently in terms of professional development for adult educators?

Payne and Abed answered the first question, "Is the Adult Education Credential in Texas a requirement?" by highlighting three statements. First, the State Board of Education Taskforce on Adult Education and Literacy recommends the development of an adult education credential. Second, the Texas Legislature has mandated that adult education create a credential for teachers in the adult education programs. Third, practitioners in the field, in Texas and nationally, indicate that this is the appropriate time to address issues of standardization in teacher preparation (Payne & Abed, 1998).

To foster discussion for the second question, which is "In your opinion, what are the advantages of a credential for instructors in adult education?" the presenters provided

a hand-out that listed twelve typical answers. The handout explains that these are sample responses from the "Professional Development Survey for Adult Educators" given in October 1998 to educators of the 10-County Co-op and Laredo Community College. Answers include, "It puts in place the idea that the teachers are more in tune to the particular needs of adults rather than school-age children;" "Hopefully, will lead to professional compensation for the field;" and "It establishes credibility in a society that requires credentials as a foundation for professional expertise" (Payne & Abed, 1998). Money, credibility and legitimacy as a field, and addressing the special needs of adults are three topics that remain constant answers as this question is asked many, many times by members of the field during the four years of the scope of this case study.

The third question asks what is happening in Texas currently in terms of professional development for adult educators. According to the handouts the current "credential" that is required to be an adult education teacher is simply to hold a bachelor of arts or a bachelor of science degree in any field. The handout states that adult education staff are required to attended 12 hours of staff development per year and that new teachers are required to have 6 hours of pre-service training. The handout also states that there is no standardization in local program delivery. Several professional development options that were available were listed on the handout, including several special projects of the Texas Education Agency (TEA), like Project Inter-ALT and Project IDEA, as well as conferences, local in-service programs, and university courses (Payne & Abed, 1998).

After this three-part overview, the presentation continues with two scenarios that are designed to elicit participant opinion regarding the appropriate content of an adult education credential and regarding an effective means of delivering professional development to adult education teachers. The first scenario suggests that the reader is in the unlikely but enviable position of an administrator looking to hire a full-time, full benefits adult education teacher. Participants are asked to brainstorm and list "skills (i.e., instructional strategies) and knowledge (i.e., theory)" that he or she would look for in a credentialed adult educator. Then, participants are asked to develop interview questions for a potential employee based on this list (Payne & Abed, 1998).

The second scenario suggests that the reader is an administrator with the credentialing system in Texas. The administrator is initiating a marketing campaign to recruit adult educators. The scenario asks the participant to "brainstorm the who, where, and how components of delivering professional development in an adult education credential system." The scenario states, "We have all seen ads or commercials for technical or degree programs. Now it is your turn to make your pitch to adult educators in the room! Recruit adult educators as you present your packaged program to session participants" (Payne & Abed, 1998). While the format of scenarios seems fun and engaging it belies the importance of the two questions at the base of the scenarios (what should the content of the credential be and how should it be delivered to teachers). These are perhaps the two most important questions in the creation of the credential. As is appropriate, these questions are asked repeatedly by the field during the four years of this case study.

After the presentation, Abed compiled the data from these scenarios under the headings of these two core questions: What should a credentialed adult education instructor know? and How will we deliver professional development in an adult education credentialing system?

Two weeks later, also in November 1998, Abed sent out a letter to all of the attendees of the session. The letter includes the compilation of responses to those two main questions and asks for more feedback and ideas about the credentialing process. This solicitation from the field, not only by presenting the information at conferences where the people who will be working with the credential will be attending, but also by follow-up with all the attendees, is a hallmark of the process that was used to develop the credential. As each step was decided, the model was taken back into the field and teachers and administrators were asked for feedback.

Houston Focus Group 1999

During the spring of 1999 a first draft of the credential model was written. It was based on the adult educators' input from the presentations made previously, on an extensive literature review, and on reflections and input by leading adult education experts. The cycle of reflection and review that was mentioned earlier was repeated many times during the development of the credential model. It begins again in the summer of 1999 as the credential model is taken on the road to six focus groups for intensive review.

These focus groups were held in June and July and were held throughout the state in order to ensure input from the many regions of Texas. Table 3 outlines the basic information on these focus groups.

Table 3

Focus Groups

City	Date	Number of Participants
McAllen	June 5, 1999	12
Houston	June 11, 1999	12
Austin	June 19, 1999	12
Dallas/Fort Worth	June 25, 1999	8
Lubbock	July 17, 1999	22
El Paso	July 23, 1999	10

In this case study, the Houston focus group will be analyzed in detail as a representative of the other focus groups. The demographic information of the participants of the Houston focus group is listed in Table 4. The demographics of the Houston group differ slightly from the other groups in that there were fewer instructors as part of the group, and therefore, there were more administrators. In other ways, the groups were similar.

Table 4

Demographic Information on Houston Focus Group

Type of Program	Position	Age	Years in Field	Education
Community College	Instructor	39	5 years	BS in ITEC
Community Center	Adult Literacy Director	40	3 years	MA in Education
County Department of Education	Instructor	38	10 years	BA in History
Community College	Staff Developer	48	27 years	BA in Educ.
Literacy Program	Training Manager	66	11 years	MA in English
Community College	Coordinator	56	4 years	MA in Behavioral Science
Head Start	Coordinator	60	7 years	BA in Educ.
Community College	Director	38	12 years	MA in Linguistics/ESL
Adult Ed Co-op	Director	58	35 years	BA in English
Adult Ed Co-op	Coordinator	47	17 years	MA
Literacy Program	Program Coordinator	54	1 year	BA in Psychology & Journalism

During an interview Abed explained her opinion regarding the significance of this demographic difference. She said that she felt that having more administrators or more teachers at a particular focus group affected the overall feeling of that particular focus group. She said,

> [T]here was some resistance by both administrators and teachers [to the credential model] but it came from different places. For those administrators it came from as far as the logistics. They asked if I'm going to have to do more paperwork. Am I going to be able to handle this? Is it realistic? That sort of thing. But they were more willing [to support the credential model] because I'd say they wanted their staff to become more professionalized and to have some sort of guidelines on how to help them in hiring people. The teachers, on the other hand, were excited about the possibility of being credentialed so that they could show you know that they had some experience but so there was a lot more resistance in terms of the time commitment they would have to put into it and whether it was feasible and that sort of thing" (Audrey Abed, personal communication).

Participants in the focus groups were gathered by sending out fliers to all of the adult education centers in the state asking for their feedback and announcing the dates of the focus groups. The Houston Focus Group was held on June 11, 1999, at the Adult Education Division offices of Harris County Department of Education. In addition to the fliers, in order to ensure a representative and appropriate response, the Credential staff asked local programs to invite participants. The staff asked for participants with a

minimum of two years experience in the field and required them to read the credential

draft prior to coming (Emily Miller Payne, personal communication).

The session began at 9:30 a.m. with an introduction of the participants and

presenters. Emily Miller Payne was also introduced and she provided a very brief

historical perspective about the project. Participants were told that the draft was meant to

be a framework for a credential system in Texas and that many of the details had not been

worked out. It was explained that having these focus group sessions now allowed the

credential staff to "hear from adult educators prior to fleshing out the details" (v. Focus

Group agenda, Appendix C). Participants were then given an overview of the agenda for

the day and asked to fill-out a background survey. They were told that the background

survey was the only form with their name on it. The rest of the focus group was done in a

way that individual names were not attached to comments. This was to encourage

participants to "feel free to speak your mind" (Appendix C).

At 9:35 a.m., participants were given an overview of the credential model draft.

Transparencies of key information about the draft were projected and used to help guide

the information. Topics included "What we used to develop draft," "Texas content

areas," "Other states' delivery systems," "Texas delivery (model, options, and plan),"

"Texas documentation system." This overview lasted approximately fifteen minutes.

According to this presentation, the list of sources of information which guided the

development of the credential model included the following:

- results from 280 surveys from adult education practitioners in Texas;

- ideas and suggestions from participants at TEA and TALAE conference sessions;

- input from advisory board members and the adult education professional development consortium;

- indicators of program quality in Texas including Adult Education Instructor Proficiencies;

- literature review on professional development and credentialing in adult education;

- review of new teacher orientation and credential models in other states; and

- review of "adult education instructor competencies" developed at the Pelavin Research Center.

At 9:50 a.m., the group began to transition into the actual focus group. The leaders reiterated that they "want this to be a safe environment." Participants were told that there should be no discussion, after today, of individual's comments. Participants may feel free to discuss the group's sentiments but don't single out people. Maintain confidentiality." (Appendix C) As a warm-up to get people comfortable discussing, the participants were asked to pair off and discuss for five minutes "What brought you to the field of teaching adults?" Then, the participants were introduced to a method for discussion that the presenters called "Make a Date: 3 o'clock and 6 o'clock." This method did not allow participants to select their own partner. Each participant was given a piece of paper and asked to record the highlights of this fifteen minute discussion. The

questions for this Make a Date discussion were "What was your first impression of the

Credential Model Draft?" and "Do you think this model is feasible for adult educators in

Texas?"

At 10:15 a.m., participants were given instructions for the paired interview

activity. Participants were asked to sit face-to-face with a partner. Each person was given

one of three questions. Partners read each other their questions and took turns being

scribe, as the other answered. The facilitators stressed that this was an oral interview and

the questioner should write down the answer as the interviewee for that round speaks.

Once everyone had interviewed their current partner, one row was asked to move over

one seat so that everyone had new partners. This interview process lasted 30 minutes. The

three questions were, "Do you think the content areas proposed in the draft are adequate

to prepare instructors to teach adults?" "Do you think the time frame and point system for

the delivery model proposed is reasonable?" and "Any suggestions on how to measure

the skill and knowledge level of 'experienced' teachers in order to credential them?"

Answers to the question, "Do you think the content areas proposed in the draft are

adequate to prepare instructors to teacher adults?" were remarkably consistent. Most

answers were a unanimous, but equivocal "yes." While every response said "yes" they

were all followed by some caveat or concern that the respondent had about how they

would be interpreted or requesting a slight change in the distribution of the points across

the content areas, or a minor change in the content areas themselves.

The answers to the second question, "Do you think the time frame and point

system for the delivery model proposed are reasonable?" were less consistent. Some

respondents said that they liked the fact that the model was not dependent on higher-education credit. However, another respondent specifically said the exact opposite—that they believed that the number of points required was unreasonably high, and that the college system of 3 credits per class was preferred. Others made suggestions for changing the system or adding to it. For example, some respondents said that a continuing education plan needs to be established and required right from the beginning and therefore needs to be explicitly laid out in the model.

As expected, the answers to the third question, "Any suggestions on how to measure the skill and knowledge level of 'experienced' teachers in order to credential them?" did not form a clear consensus. Respondents offered a wide range of suggestions. These included a placement or qualifying test, repeated classroom visits by a supervisor or trained observer, student evaluations, student progress, and "involvement in a long-term special project to improve the field of adult education that would put [a teacher's] knowledge and skills to a test."

It is important to remember that at the time of the focus group a version of the model for experienced teachers had not yet been written. The final decision on the issue was to have the same requirements for new and experienced teachers, but to allow teachers to go back and receive credit for previous professional development. The reasoning was that all teachers need to have the same core skills and knowledge and without an organized plan like the one fostered by credential model even experienced teachers may have gaps that need to be filled in with new professional development.

After a ten-minute break, the group was reconvened and divided into 3 groups. With sixteen people present (presumably this included the facilitators since there is only demographic information for 12), there were two groups of 6 and one group of 4. These groups were asked to look over and share the answers that they had gathered during the interview process. They were asked to try to discern any patterns and to see if any common themes emerged. They were also asked if any answers stick out as being particularly different than the others. After 20 minutes of group discussion, the groups were asked to make a brief, 3-minute presentation on the findings of their group.

Participants were then asked to reflect and to write for five minutes each on two questions. The first question was "If you could change one thing about the credential model, what would you change, and what's the main reason that one thing needs changing?" The second question was "What would you tell a co-worker about this proposed model?" Participants were asked to discuss their reflections with a partner for 5 minutes.

The answers to the first question, "If you could change one thing about the credential model, what would you change, and what's the main reason that one thing needs changing?" were quite varied, but they were only somewhat substantive. Some of the suggested changes asked for more details in the model. For example, one respondent requested an example of the professional development activities that one would take for every conceivable specialization. Others suggested minor changes to the point system or delivery system. For example, one suggested that mentoring should receive a few more points. And a third group of answers suggested minor changes to the core content areas.

For example, one suggested that the core content areas be reviewed to see if they could be collapsed into fewer categories. Another suggested that some of the specialization requirements be included in the core content areas, particularly for ESL instructors.

Unfortunately, there were also several answers that reflected a lack of understanding of the credential on the part of the respondent. For example, one respondent wrote that he or she wished that college courses were not required. With the exception of the prerequisite of a college degree in any field, teachers working towards a credential are not required to fulfill any particular type of professional development and can choose the delivery methods for themselves. Another respondent, likewise, wrote that they hope that some of the required classes can be offered in Houston to save on travel time. This also reflects a lack of understanding of the flexibility inherent in the model that allows a person seeking a credential not even to take any classes if that is his or her choice. He or she can earn all of her points through other professional development activities, such as attending conferences or participating in study groups.

The second question, "What would you tell a co-worker about this proposed model?" also had a wide variety of answers; however, they were consistent in that they mainly reflected positively on the model. For example, one respondent wrote "This is a good beginning to a much needed necessity [sic] for the acceptance of adult educators into the field of educational professionals." Another wrote, "Obviously a tremendous amount of thought and background research was done to pull the model together." A third agrees that it is positive, but raises some of the same questions that are later seen as concerns throughout the development of the credential model, "That it looks well-

developed and well-thought-through. It raises a lot of issues: where [will] the delivery come from? how will it be supported [financially]? and [will it be] mandatory?"

The presenters then summarized for the group the "key questions" and "big ideas" that they heard through the course of the focus group. The facilitators then asked the group "Did I correctly describe what was said?" Finally, participants were asked to write for the final five minutes on the question, "Is there anything that we should have talked about but didn't?" The focus group concluded at 11:55 a.m.

TETN Broadcast, October 2000: Professional Development Planning: Using the Texas

Adult Education Credential Model.

A year after the focus groups, there were a few significant changes. The Credential Model was in a second draft, which incorporated some suggestions from the field that were gathered during focus groups. There was now not only a model for full-time teachers who were new to the field of adult education, but a model had also been developed for part-time teachers new to the field, and for experienced teachers who were either part-time or full-time. Tamara Thornton had replaced Audrey Abed as the Credential Project coordinator. Yet, much remained the same. The credential staff was still striving to introduce the credential model to the field and to gather feedback on its feasibility, appropriateness, and potential effectiveness. To that end, the third activity during the credential development that is analyzed in this chapter is a broadcast Thornton made about the credential model to the regional education centers across Texas.

In October 2000, Thornton led a broadcast introducing the latest draft of the credential model to the state and asking for individuals interested in participating in the pilot of the model to contact her. Thornton began the broadcast by providing an outline of her presentation. It had three parts. First was a review of the credential model. Second, Thornton explained how the model could be used as a tool for planning professional development. Finally, Thornton said she would identify some of the "numerous professional development opportunities that are available to adult educators in Texas and give some brief information about the pilot" (TETN October 2000, Appendix D).

Thornton began the history of the credential project by explaining the steps made toward developing and establishing a credential in 1998 and 1999 and thus far in 2000. Then Thornton explained the differences between the models for new part-time teachers, new full-time teachers and for experienced teachers who are either full or part-time.

Next, Thornton outlined the core content areas, how they were developed, and the specialization option. As Thornton started explaining the point system and delivery options, participants started asking questions. The questions all seemed to focus on minor concerns that related to exactly how many points people would be getting for a particular event. The first five questions during the TETN came without interruption just as Thornton finished explaining the point system (v. Appendix D).

It is interesting to notice that none of the questions look at any of the broader themes asked in the literature, there were no questions about whether the organization of the draft is good, whether there should be a credential at all, or whether having a more professional field will lead to more quality instruction. All of the questions relate to

issues only of quantity and how to follow the rules. Thornton then tried to continue outlining more about the credential when other questions started. "Let's say I develop a local workshop, do I need to have the content of that workshop approved by you before I give the workshop in order for the participants in the workshop to receive credit towards their credential?" Again, the question was more about retaining one's own turf and getting credit than about the larger issues.

With the next question, there is a beginning of a more substantive discussion. A participant asks, "Is the credential going to be required by all adult educators in Texas?." Thornton answers that "Our funding is just to develop the model, and now to thoroughly pilot the model. Emily Miller Payne will discuss this issue further." In Payne's answer she urged participants to think in broader terms. She said, "At the moment, we are still working on completing the model and presenting it back to our funders. What we'd be interested in, from you folks out in the field is input on what you want. Should the model be mandatory, should it be voluntary, or should it be somewhere in between like 'highly recommended'? We need to hear what your desires are about the future of the credential model. Perhaps at the end of this broadcast we can take a poll and see where we stand on this issue. Is that okay with you?" (Appendix D). Unfortunately, there was not a poll at the end of the broadcast or any real feedback provided on this issue by the participants.

The next questions, which came in during the telecast, again related to whether a teacher would get credit for something he or she is already doing. The participant asks, "For experienced full-time teachers, it mentions mentoring. I have already given a workshop and I am already mentoring a new teacher. Do I count that?" Other questions

asked during the presentation related to Project IDEA, the time frame, and more frequently than anything else--there were questions about points. This theme continued as the credential model was introduced to a wider audience.

Thus, the TETN broadcast provided another opportunity to become familiar with the credential model. While some of the questions seem obtuse or reflect a lack of basic understanding of the model, they helped the staff better understand what the interests and concerns of the field are and on what part of their message they need to concentrate.

Credential Model Work Team Meeting, January 2001, Austin

After the TETN broadcast, the work on establishing a pilot began in earnest. In order to maximize the value of the feedback, Thornton organized the pilot into two parts: a formal pilot and an informal pilot. While the informal pilot never really took off, and there are few data about it, the formal pilot provided a rich supply of data. The formal pilot consisted of a "work team" which was eight teachers who agreed to use the credential model to organize their professional development for the next year. They agreed to provide written analysis of the experience, attend meetings on the credential model, and participate in on-line discussions. They were compensated for their participation.

The work team met for the first time on January 31, 2001. They met to discuss their overall impressions of the credential model, especially what they thought might be areas that need more clarification or revisions. They also planned to review the responsibilities of being a work team member. They met for four hours in a hotel

conference room in Austin conjunction with the annual Texas Association for Literacy and Adult Education (TALAE) meeting. The agenda (Appendix E) began with an introduction that included administrative details like forms and finances. This was followed by an outline of the work team requirements and an update of the progress on the credential project. Then there was a break-out session where the team split into two groups. Each group had two facilitators and discussed some specific concerns. Each group then reported back to the whole the consensus view on those questions. The meeting concluded with any additional questions and concerns being addressed.

The directions for the breakout sessions were as follows, "In your group, discuss what works [in the credential model] and what doesn't or may prove to be problematic. Please provide possible solutions or suggestions for areas that you identify as problematic." The topics suggested for analysis by the groups were divided into three parts. The first part included the differences between the versions of the models and the specifics of the credential pilot in terms of the recruitment process, portfolio design, and the documentation process. In the second part of the discussion, participants were asked what they thought about "a mandatory versus a voluntary credential" and "getting administrator support." The third part of the discussion focused on what the participants needed from the credential project.

The facilitators for the first group were Tamara Thornton and this researcher and for the second group were Jeannette Jones and Emily Miller Payne. The participants were all of the final members of the work team. An analysis of the questions and concerns that were discussed during the meeting shows that the concerns can be divided into nine

categories: point distribution problems, professional development availability, part-time teachers, mentorships, reflections, motivation to participate, general obstacles, whether the credential should be mandatory, and the pilot.

There were more comments and questions about the point distribution than in any other category. Many of these questions were ones that had been brought up in earlier sessions designed to gather feedback on the model. For example, participants were concerned about what would happen when the project gets too big for the credential staff to determine how many points every professional development activity is worth, to offer guidance on how those points should be distributed across the content areas, and to decide if something counts as a quality professional development program at all. There were several comments about the points allotted for conferences. This was a concern that the staff had also heard before. The answer that the staff had given before was that part of what would determine the points would be reflection. This concerned the participants however because they wondered if someone who was better at writing persuasively would be more likely to get points than a weaker writer regardless of which of them had actually learned more. Participants were also concerned that requiring copies of hand-outs and agendas with reflections in order to receive points was going to create a serious paper-flow problem. What was the staff going to do with all that paper? they asked.

Participants requested that the staff develop a checklist so that so local programs can know what they need to do to have a local program count, how many points it will be, and how the points will be distributed across the content areas. They argued that a checklist like this should also be a step in trying to achieve consistency in both the

programs and the evaluation process across the state. Participants also requested that the staff pre-label some of the Texas Clearninghouse of Adult Learning and Literacy (TCALL) items with point value and distribution so that they can go to TCALL and fill in some points that they were missing in certain areas on an individual basis. They thought that items like TETN broadcasts and books that would be suitable for discussion groups might be particularly good items to pre-label. Finally, there was a suggestion that people who are giving the conferences are trained to think about how the points should be distributed.

The second category related to the availability of professional development activities. The consensus was that this would be the key to the success of the credential project. It stands to reason that if teachers are not able to find opportunities to participate in professional development to earn points, then the differing opinions about the details of the plan don't really matter.

What to do about part-time teachers and whether the model for part-time teachers was both fair and feasible was another topic that participants spent a considerable amount of time discussing. Comments included, "What if part-time teachers don't have a lot of interest? If it's mandatory and they have six years to do it, how do we know they just won't leave the field to avoid it? They won't likely have the time, the support, or the financial backing to get the professional development they'll need." Another participant suggested that requiring that part-time teachers get the credential might eventually decrease the number of teachers. On the other hand, the participants agree that expectation and requirements shouldn't be lowered for part-time teachers. The students

who are taught by part-time teachers have just as much of a right to teachers that are skilled and well-qualified. The participants decided that with part-time teachers the issues that are of concern are money, time, and access to professional development—not a lowering of skills. One participant suggested that it might be easier if the model is initially only mandatory for full-time teachers and it becomes mandatory for part-time teachers in the future. Similarly, during a discussion of whether the credential in fact should be mandatory for anyone, one participant asked, "Can it ever really be mandatory? Part-time teachers may not even be there for 6 years. Maybe it would be mandatory for promotions or increases in pay." One benefit to making it mandatory that was suggested was that "making it mandatory should improve the quality of the staff development because they [administrators who are planning in-service programs] will have to have a plan. They can't have every session on accountability."

In regard to mentorships, participants in this conversation were concerned about the language in the model that says that "a list of approved instructors will be maintained by the credential project." This seemed difficult for the credential project to maintain once the project became state-wide and mandatory. Also, the participants wondered about the criteria for the "approved" teachers. The participants suggested that local administrators help identify who will be approved. In regards to movitation, participants suggested that if the credential is not initially mandatory then there should be some other incentives for encouraging teachers to work towards their credential. However, they did not suggest any specific incentives that they believed were actually feasible.

There were several questions about reflections. They asked for more samples of what a good reflection is, and they suggested that these samples be placed on the website and sent to TCALL so that teachers working towards their credential will have easy access to excellent examples. Several participants pointed out the incongruence of writing one reflection for a 30-point semester-long graduate course and writing one reflection for a quick half-day conference. Also, they pointed out that the language of the model says that teachers need to write a reflection for each session they attend at a conference for one-point each for a total of up to five points, while, on the other hand, they can write one reflection for a semester-long graduate course and receive 30 points.

Finally, the work team members turned to a discussion of the pilot that had officially started on September 1, but was in reality beginning with this meeting on January 31. They asked if one of the goals of the pilot was to recruit people and they worried that this might be all for nothing. They asked, "Is it possible that we go through all this and then the plan changes and we're not credentialed?" However, another participant answered that question before Thornton had a chance to speak, the work team member pointed out, "We're not here to be the first to get credentialed, but to make sure that this is the best process that it can be." Finally, the participants suggested that in the future there could be a regional representative who could answer questions about the credential process for people who need to talk to someone frequently about their progress and any questions that might arise.

Thornton concluded the meeting with a few comments and requests. She explained that although it was January the pilot had officially begun in September so they

would have to work hard to make up for that lost time. She suggested that in order to

organize the pilot that they concentrate on one aspect of professional development each

month. As indicated in the chart below she had a list of focus areas in mind.

Table 5

Work team monthly assignments

Month	Professional Development Focus Area
February	Previous Professional Development
March	Listservs
April	WebBoard Book Discussion
May	TETN Broadcast
June	Study Groups
July	Workshops (one day or multi-day)
August	Mentorship
September	Mentorship
October	Conference Sessions

Thornton hoped that at the end of each month, the work team members would turn in a

reflection and an application for points for professional development in the area of focus

and then they would hold an online discussion about the area of focus in which they

would discuss the strengths and weaknesses of that particular type of professional

development.

Thornton also outlined how she would like the documentation process to work. She requested that information, such as reflections, be sent to her as an attachment to an email. According to the schedule above, previous professional development was first and she requested that everyone send her a reflection and completed form by February 16. She said that she would immediately provide feedback on their reflections and the reflections would be posted as examples once they were approved. She suggested that the work team members submit and defend their suggestions for point distribution as part of their reflections.

Thornton also requested that the work team members keep an electronic journal. And she said that she would try to increase their compensation for the additional time this would take. She suggested that the journal not only include a record of what they do but also their perceptions of any obstacles and challenges that they faced and any ideas that they may have about improving the process or the model in any way. She said that the ultimate goal of the pilot was to see what the developers have missed in terms of professional development and to find out what is meaningful and useful and what is not. Unfortunately, work team members did not keep journals during the pilot.

Thornton promised that the WebBoard would be set up as soon as possible. She said that she knows that the forms need to be updated and that she will get to that soon too. She requested that all portfolios need to be turned in by May 30th (which may have seemed confusing in light of the fact that the schedule in Table 6 runs several months beyond May). Finally, she promised that she soon would mail books and other resources to work team members.

This meeting of the work team provides a glimpse at the beginning of the pilot. Thornton outlined her goals for the project clearly, and while not everything in her very ambitious plan came to fruition, a remarkable amount of work was completed on the pilot by a very busy group of people in a remarkably short period of time.

Credential Project Work Team Meeting June 27-28, 2001

In the six months following the meeting in Austin, the work team had some success on the program that Thornton outlined in January. But as busy lives intervened, not all of the goals of the pilot were met. However, enough was accomplished to get a reasonable idea of the most effective and the most troublesome aspects of the credential model.

On June 27 and 28, 2001, the work team met again with Tamara Thornton; this time they met in San Marcos, Texas. The meeting was to look back on the accomplishments of the previous year and to look ahead at the goals for next year of grant.

Thornton had three main goals for this meeting (1) she reviewed and presented proposed changes in the credential model that had resulted from the work team feedback already, such as the new two-page description of the Instruction Observation (v. Appendix F), (2) she presented a chart of Action Items for the work team members and for the credential staff, and (3) she conducted a "SWOTs" analysis of many of the different aspects of the credential model. SWOTs stands for Strengths, Weaknesses, Opportunities, and Threats. The idea behind a SWOTs analysis is that one is not simply

looking at the strengths and weaknesses of something, but rather being more proactive

and coming up with ways to deal with these strengths and weaknesses. The opportunities

and threats are ways to deal with the aspect in the future--what to build upon to make

something better and what to look out for that could be a hindrance. In other words, it

goes beyond a simple analysis of the way things are and solicits feedback about the way

things might be. Almost one and a half days of the two-day meeting were spent on the

SWOTs analysis.

Credential Model Changes

During the first part of the meeting, Thornton reviewed changes in the credential

model and presented some new forms and procedures to address some concerns that had

arisen during the pilot. One major element in the credential model that changed was the

Instructional Observation. Originally, it was to be conducted by outside observer who

was on a list of approved teachers, and that list was to be maintained by the credential

staff. Now the Instructional Observation was changed to be a self-evaluation. The new

definition of the instructional observation was "a self-study or self-evaluation of your

teaching practice as a credential candidate. The instructional observation required

completion of self-study questions provided by the credential staff and a face-to-face

meeting with a peer mentor."

The new guidelines state that the "self-study MUST be completed during the third

year for full-time credential candidates or the sixth year for part-time credential

candidates." Registration for the instructional observation process was required and must

be done by the beginning of the year for which the adult educator intended to receive her

credential. On several copies of a hand-out outlining these guidelines and distributed at this meeting there were hand written questions from work team members. These questions included, for example, "If a full-time teacher is ready for the instructional observation before the beginning of his or her third year do they need to wait or can they can begin the process earlier?" It is unclear if these questions were addressed during the meeting.

Thornton went on to explain to work team members that candidates must contact the credential staff in order to receive an instructional observation packet. This packet would consist of a credential candidate information sheet, mentor information sheet, copy of self-study questions, and final summary report form. Thornton envisioned this as the last step in applying for the credential. She explained that the order of events would be as follows: "A copy of the completed information sheets and answers to the self-study questions would be submitted to the staff along with the date for which the instructional observation has been scheduled. After the instructional observation peer meeting, the final summary report should be submitted to the Credential staff office. The final summary report should include the signature of the credential candidate, the peer mentor, and the candidate's program administrator. The completed credential portfolio should be submitted with the instructional observation final summary report."

Work team and Credential Staff Action Items

Thornton then presented two charts of action items for the credential staff and action items for the work team members. See Table 6 for credential staff action items and Table 7 for work team action items.

Table 6

Credential staff action items

Action Item	Responsible Party	Support Party	Deadline
Hire Program Asst.	Credential Staff	CIE Staff	8-1-01
Set-up structure with activities and timelines for FY 01-02	Credential Staff	work team	7-15-01
Make changes to draft and send to work team for review	Credential Staff	work team	7-15-01
Schedule webcast	Credential Staff	Inter-ALT	8-1-01
Credential newsletter	Credential Staff	work team supplemental contractors	
Schedule two face-to-face meetings	Credential Staff	work team	6-28-01
Prepare and mail instructional observation packet	Credential Staff	consortium	7-15-01
Web-based course agreements with other states	Credential Staff		8-1-01

Table 7

Work Team Action Items

Action Item	Responsible Party	Support Parties	Deadline
Continue using the model to plan professional development	work team	credential staff	on-going
Turn in portfolios	work team	credential staff	7-15-01
Pair with another work team member for support	work team	credential staff	6-28-01
Search for online courses	credential staff & work team	credential staff	7-9-01
Complete web-based course	work team & credential staff		2 per quarter for FY 01-02
Schedule instructional observation	work team		on-going

The Model Analysis

Then the meeting moved on to the main task at hand—to review the credential model. The work team conducted a thorough analysis of the entire model now that they had been trying to use it for six months and they made suggestions and observations regarding what works and what does not.

First, Thorton and the group brainstormed a list of all of the topics that might require feedback. This list contained about 25 issues. Then they labeled each item a "hot topic" or a "cool topic." Hot topics were defined as topics engendering wide ranging opinions or were viewed as controversial. An example of a hot topic would be Project IDEA as the capstone of the credential process. Project IDEA was controversial for several reasons but mainly the concern was that there would not be enough space in Project IDEA programs to accommodate the need. Cool topics were defined as those issues where there already exists a general consensus. An example of a cool topic was the implementation of the New Teacher Project. The New Teacher Project was a workshop designed to provide a background in adult education theory and practice for teachers new to the field and was universally hailed as a wonderful and worthy introductory program. In other words, there was no debate surrounding the New Teacher Project; therefore, it was a cool topic.

A SWOTs analysis (Strengths, Weaknesses, Opportunities, and Threats) was then conducted for each of the "hot topics." The hot topics were (1) implementation and TEA, (2) point distribution, (3) field participation, (4) administrator transition, (5) instructional observation, (6) fall field test, (7) documentation, (8) Project IDEA, (9) work team duties, and (10) credential in general. The analysis was done in two parts. First, work team members wrote out a SWOTs analysis on their own. They reflected on the topic and wrote comments on a form that was collected by this researcher and reviewed. These analyses did not contain any information to indicate which of the work team members was the author. Second, Thornton led the work team members in a group SWOTs

analysis by asking for opinions and suggestions and consolidating them on a flip chart at the front of the room.

Many of the insights derived from these analyses were incorporated into the next part of this chapter where each part of the credential model was reviewed. However, below is one extended example of the types of responses and comments that were received. This example is the analysis of the credential model in general. There were similar SWOTs analyses conducted on the other nine hot topics.

Some of the strengths listed on the feedback forms included that a wide variety of forms of professional development was accepted, there are reasonable requirements for fulfilling program, the program is achievable and not too much of a burden, it is needed to make the field more professional, and the content areas seem appropriate.

Some weaknesses cited included that the Credential Model was new and unknown and that some teachers will perceive it as additional work. On almost every form, the point distribution was cited as a weakness. However, through discussion, it was determined that this did not mean have points or the requirements of distributing across content areas, but rather the perceived ambiguity of how many points to assign for a particular activity and how to decide how to distribute them across the content areas. Other concerns that were listed as weaknesses included the field work category, instructional observation, and Project IDEA.

Some opportunities cited include 1) implementing the credential, 2) defining professional development activities more clearly, 3) fine tuning the process of receiving the credential, 4) improving skills and receiving recognition for doing so, 5) opening

more full-time jobs, 6) receiving higher pay, and 7) having more trained people in the field. Another work team member wrote that the credential will "make the educator feel more professional... The Credential Project will help make the teacher in adult education feel more a part of a 'profession.'"

Some threats cited include teachers will resist, lack of support from directors and other people in control, Project IDEA cannot handle the load, mandatory implementation, needs a push from TEA whether it is a recommendation or a requirement, mandatory New Teacher Institute, non-support from administrators, confusion on how to complete the process, it is already hard to recruit teachers, this will make it harder, and need TEA to make a bolder statement to get administrative approval. The meeting concluded on the second afternoon.

Summary

These five examples of activities by the credential staff hopefully illustrate the role, objectives, and processes that the credential staff used not only to disseminate information about the credential, but also just as importantly to gather feedback from the field. With each step in the development of the credential model, the staff consciously worked towards both of these objectives in tandem. They valued and listened to the input of the teachers and administrators out in the field.

Analysis of the Data on the Credential Model

The second part of this chapter analyzes the data on the credential model itself. A variety of sources is used to support the findings including interviews with the pilot work team members, interviews with the experts on the development of the credential model, written feedback from the 1999 work team (unrelated to the pilot work team), and notes and transcripts from many meetings and presentations that took place through out the development of the credential model. The organization of this part of the chapter mirrors the organization of Chapter 2, where the credential model is discussed in depth.

<u>Content Areas</u>

The credential model requires teachers to distribute their professional development across six content areas: principles of adult learning; the teaching-learning transaction with adult students; diverse learning styles, abilities, and cultures; integrating technology into adult learning; accountability systems; and field participation. Teachers must accrue a certain number of points in each of these areas in order to receive the credential. The number of points is set out in a formula in the model (v. page 3-2 in Appendix A, the Credential Model).

These content areas are designed to encompass the minimum breadth of knowledge with which an adult educator needs to be familiar. They are each broad categories that allow the individual to tailor a program to a particular interest, while at the

same time, ensuring that every teacher has at least an introduction to an area of adult education. One of the developers of the core content areas discussed the goals in creating these areas during an interview.

> It was to identify the pieces that I think would be important to people…the kind of learning that they would need since a lot of them start without a lot of information. And therefore, professional development becomes very critical and we tried to think about what would be some of the key areas that would be helpful and effective for teachers, primarily, but [also for] some administrators. These people are often teachers and counselors so that is also integrated (Jovita Ross-Gordon, personal communication).

The data and feedback on the core content areas remained consistent from the initial development stages to the final interviews with the pilot work team members. The content areas were widely supported. During the final interviews, participants were first asked if they believed that requiring a distribution across content areas (regardless of what those content areas might be) was integral to the success of the model. All of the work team pilot members said, "yes." For example, one interviewee said,

> I think it's good to have a wide variety, well, not super wide, but a variety. Different teachers have different strengths. I think that teaching in an adult education classroom isn't just one skill, you need to have a variety. It's really important to have that variety of skills (Jennifer Swoyer, personal communication).

Then, the pilot work team members were asked if they thought that the particular core content areas that were outlined in this model were appropriate. Again, the interviewees unanimously agreed. One interviewee elaborated on why she liked the content areas.

> We all have things that we all like doing. It's real easy to go seek
>
> opportunities to learn what we already enjoy and that we find interesting.
>
> But by having required content areas you are kind of pushing instructors to
>
> broaden their horizons and to be a little more well-rounded. Because
>
> truthfully, there are some things that I would not purposefully look for
>
> training in, because, you know, it's the dull stuff. You know, it's not the
>
> stuff that I like. So it does force you to be a little more well-rounded. And
>
> sometimes I think you find these little treasures when you doing that,
>
> "well, this is really cool, very interesting, I'm glad I heard this." You
>
> know and you wouldn't have been exposed to that if you weren't, in a
>
> way, forced to (Karen Maxwell, personal communication).

In 1999, the work team members who provided written feedback also all endorsed the core content areas. Therefore, the content areas were consistently supported by the data.

Field Participation

Despite the overwhelming support that the content areas received in general, one content area proved to be confusing and therefore controversial: field participation. The

credential model says, "New teachers may learn from experienced adult educators as they participate in instructor observations, mentorships, study groups, and web page development" (p. 2-2, Credential Model, Appendix A)

The confusion seems to stem in part from the fact that field participation differs from the other content areas in that only certain delivery options are acceptable to fulfill this requirement. Thus, it is at least in part, both a content area and a delivery mode.

According to the developers, there were several goals in the inclusion of field participation in the list of content areas.

Field participation was basically developed so that we could develop a core of teachers within the state that could act as mentors. That was one aspect of it. That there would be people who have been around in the field for a while who could mentor other people who were let's say new to the field. That was one aspect of the goal of field participation. To get people together maybe by region or maybe by discipline. Or maybe by putting a more experienced person with a less experienced person. That sort of thing (Audrey Abed, personal communication).

Similarly, it became evident that it was important to the developers to ensure that teachers do not receive all of their points for activities that are mainly passive, for example, attending conferences or reading books. Rather, the developers looked for ways to require a balance and ensure that teachers interact with other teachers to accrue at least some of their points.

The confusion remained, however, as the pilot neared its conclusion. During the San Marcos meeting, it became clear that there was still confusion regarding what exactly field participation is. All seven work team members stated that it is not clearly defined. However, they differed about what should be done about this. Some work team members decided to define it for themselves. One respondent during the San Marcos work team meeting wrote,

> I'm not sure how to define exactly what it is, although as I was defining it for myself, I was happy to have a place for the other activities that did not seem to fit into the other content areas. For example, I spent a lot of time on a board, plus I've helped organize many conferences and workshops. I was not able to put points in the content areas for the content of the workshops, but I felt that I should be compensated for the time and effort that went into developing them. Also, I think that the opportunity for interaction with other adult educators is very important—sharing ideas is very reassuring and helpful (SWOTS feedback form, June 2001).

Another work team member argued that field participation should be eliminated from the list of content areas, and also showed that he or she was confused about the requirements for field participation.

> I think this category should be eliminated because it is not a content area essentially, but rather a delivery mode. By eliminating this category, we could allow people who don't have access to formalized professional development an opportunity to complete their other content areas through

study groups, mentoring, etc. I believe that it would be very difficult to develop a meaningful definition for this category. After all, most of our professional development activities require relationships with other educators. Project IDEA, which is a requirement, offers this kind of experience for educators (SWOTS feedback form, June 2001).

From this statement it appears that this work team member does not understand that a study group is a possible means for acquiring points in any of the content areas, not just in field participation.

Three other work team members supported keeping field participation in the model as a content area. Field participation "encourages growth and can lead to and exceed teacher action." Similarly, another work team member wrote, "Other educators are wonderful resources for new teachers as well as experienced ones. I value the time I spend with other people in adult education and believe those friendships enhance my teaching." However, they also advocated a clearer definition. "I support using this category and giving it a clear definition [such as the suggested definition of] 'sustained interaction with other educators about a specific topic related to adult education.'" Another participant wrote that field participation "needs a clear definition...I had it wrong" (SWOTS feedback form, June 2001).

Another view is that "field participation is a content area and a delivery option." This work team member suggests that field participation be eliminated as a content area and that the credential can ensure teacher interaction by requiring a variety of delivery options in the credential process. In other words, this work team member was suggesting

setting up a distribution chart similar to that designated for content areas, except that it would require a distribution of delivery options. She goes on to write, "For example, no one should do all of their credential via on-line learning. It needs to be balanced, and if so, field participation automatically becomes a part." The final work team member reiterates that it is "both a content area and a delivery option." She continues, "I hadn't even gotten this far in my own professional development plan, but I do need a clear, specific definition. With that I can support and work with this content area. I was under the impression this category was like practical application of what had been learned. Instructor observation…would fulfill this obligation. This seems really accessible. I had just overlooked it" (SWOTS feedback form, June 2001).

In interviews, the pilot team members continued to express their support for field participation in principle, but in practice asked for a better definition to help them better understand what exactly should apply. When asked if field participation was appropriate as a content area typical responses were as follows: "Well, it's just the title "field participation" to me doesn't sound like a content area" (Pat Humphries, personal communication) and "I just think that it [field participation] needs to be better defined" (Jennifer Swoyer, personal communication). Another work team member expressed her support and concern this way: "There was really a wide interpretation of that …and I think that's important because it adds reality. I used some projects that I had in progress in my current position. Some things that were needed to continue the current adult education program that we had. I didn't find that difficult" (Beth Thompson, personal communication).

Interviewees who had completed the points for this requirement were asked how they fulfilled them. The activities varied widely. For example, one interviewee said,

I authored a 21st century [grant] for our district—it was a grant application

that was a collaboration between many, many community partners that

had a huge adult education component to it, and it was the foundation and

laying the background to take care of our physical needs so that a program

could happen if funding were granted (Beth Thompson, personal

communication).

Another pilot work team member expressed some concern, however, at the value of one of her choices.

First, I looked at my board experience. That is your actual experience

going out into the field and doing something productive for the field

overall. And then I was reading more about it in the notebook and it

seemed to be saying it was interacting with other teachers or professionals

so I had experience doing that, but whenever I tried to write it up it

sounded . . . I didn't know how to make substance out of it, what exactly I

learned from it. It was vague. I had this experience. I got together with

other professionals and we discussed this or that but I didn't know how to

write it up so it sounded like I got something out of it (Jennifer Swoyer,

personal communication).

As this quote illustrates sometimes even when a work team member thought she understood field participation and decided on an activity to fulfill it, it was still sometimes difficult.

The Delivery System

In order to receive points, teachers must participate in professional development activities. The developers allowed a long list of formal and informal activities to apply. These activities include more traditional activities, such as attending a university course or a conference; newly emerging professional development activities, such as designing a website and participating in a listserv; and less formal activities, such as forming a study group.

The flexibility that this system allowed received widespread support. Teachers were able to receive points even if they were geographically or financially not able to attend a conference or a workshop. This encouraged participants to think more broadly about professional development. Many said that they originally had only thought of professional development as attending a conference, and after working towards their credential they realized that many of the activities that they participate in are actually professional development.

The pilot was organized so that a different type of professional development served as the focus each month over the course of the next year. Some of the innovative professional development options received support from work team members while others were met with frustration. One work team member said that she learned that she

liked study groups where the group read several chapters in a book and then discussed them online.

> We read the book and then we sat down for an online discussion. I found
> that to be useful to get other people's perspective and also for me to
> comment and sit down, and you know, think about what I was reading and
> find ways to think about it and comment. It made me reflect on it and
> comment (Karen Maxwell, personal communication).

Another work team member found that the way one participates in a listserv helps to determine the results.

> My personal experience was that I didn't really like it [participating in a
> listserv] at first. I signed up for an ESL listserv, and I didn't ask any
> questions. And I think that the way a listserv works best is if you ask a
> question and then have people give responses. Because otherwise you are
> walking into a room where all these people are chatting and going back
> and forth about things and you don't know where to start up with it. So
> that was a problem for me. And then when we had the reflections on the
> WebBoard, we all sort of got an idea of how best to use it and how other
> people were using it, it helped out a lot. So that was my basic experience.
> I think you need to do it for a month or so. If you are just doing it at first
> for a couple of days you're not really in sync with what's going on. But
> after about a month or so, you learn who's responding, who's not

responding, and how best to get the information from the listserv" (May

10, 2001 TETN broadcast, Appendix G).

The pilot used a WebBoard to help team members communicate on a variety of

topics. Most team members said that they found the WebBoard to be a useful tool and

would recommend that a WebBoard be maintained for future teachers who are working

towards their credential.

I liked the WebBoard. When I was at work and I was able to access it a lot

I really liked it and I thought it was really neat. And since everybody has

such varied schedules I think it was great that we could just go in there

and check on things at our own convenience. So I think that was a good

idea (Jennifer Swoyer, personal communication).

When asked if a WebBoard for people going through the credential after the pilot was a

good idea, the same work team member replied,

Yes, I definitely do. And even just historically too. You know they could

read questions that I wrote about writing a summary and how to distribute

the points and they can read the answers and use it as a resource to see

how other people handled the same issues…what problems they had or

what frustrations. You might see someone that you know or someone that

you could talk to about your concerns. It would really help answer

questions (Jennifer Swoyer, personal communication).

The only criticism that was seen repeatedly in the data about the delivery system

options was that the list in the credential model needed to be more exhaustive and include

more possible options for professional development so that individuals pursuing their credential would know in advance the number of points that would be earned for an activity. For example, during the San Marcos meeting, one work team member suggested adding more categories to list including book reports, half-day workshops, curriculum reviews and pilots, case studies, and evaluations and reports of classroom projects or activities (SWOTs analysis form, June 2001). However, this is a minor point and most of the feedback on the delivery system was supportive.

Experienced Teachers and Previous Professional Development

As mentioned previously, the credential model is actually four separate models. All teachers have the same requirements; however, experienced teachers who are not new to the field of adult education are allowed to go back and receive credit for previously attended professional development. And part-time teachers, whether new or experienced, are given a longer period of time within which to earn their credential.

It was clear from the initial stages of the development of the credential model that how experienced teachers were credentialed would be a contentious topic. In 1999, the credential staff asked their advisory board work team for written answers to questions about the credential model. One question specifically asked, "Any suggestion on how to measure the skill and knowledge level of 'experienced' teachers in order to credential them?" (written feedback forms from the 1999 credential work team).

All of the 1999 work team members offered lengthy suggestions. Some of the answers were creative and innovative. However, they were not selected for inclusion in

the credential model for a variety of reasons—they were not practical, they did not ensure

that experienced teachers would emerge from the credential process with a solid

foundation of adult education theory and skills, or they added considerably more

bureaucracy to an already complicated system. One work team member offered a list of

options from which an experienced teacher would select a prescribed number in order to

be credentialed without earning any of the points or going through the regular system.

Some options were as follows: (1) a review of professional portfolios for those who may

have them, (2) completion of a series of self-reflective questions, specifically designed to

show the breadth and depth of a teacher's experience, (3) completion of a semester-long

journal designed to show how the individual approaches teaching and why the approach

works effectively with students, (4) mentoring of a new teacher with a journal kept by the

mentor from his or her own perspective of the experienced teacher, or (5) submission of

an original curriculum or materials development project and an explanation of how it was

implemented with students and what results were gained (1999 work team written

feedback).

Another 1999 work team member, suggested developing a second tier of training

to ensure master teachers who might eventually earn a "life-time" credential. This

respondent offers criteria for a "master teacher" to complete after the original credential

is earned. These included an essay test to measure knowledge in the core content areas,

observation and recommendation by Credential Project staff and the teacher's supervisor,

and documentation of staff development presentations in field or action-research projects

completed (1999 work team written feedback).

Another respondent suggested establishing a system of continuing education units (CEUs). These CEUs might include, requiring "experienced" educators to make at least one conference or workshop presentation per year to keep their credential current and to review student evaluations and student portfolios. Another suggestions was to require teachers to keep a journal and a portfolio to help evaluate their continuing progress as teachers (1999 work team written feedback).

During the TETN broadcast in October 2000, Tamara Thornton explained how the model was ultimately changed to accommodate experienced teachers.

We did a lot more research on this—in the literature, from talking with people, through presentations. At first, people suggested that experienced teachers might be automatically credentialed. However, the research does not support this. The consensus was that experienced teachers still need to accrue points. They should not be automatically credentialed and the word "grandfathering" was not a part of the conversation. …The distribution across the core content remains the same. We are allowing teachers to go back five years to get credit for previous professional development. Documentation would be required. Teachers will still need to write a reflection (TETN broadcast, October 6, 2000, Appendix D).

In theory, this seems like a generous and reasonable compromise. In practice, the work team members during the pilot found that it was often harder to go back and reconstruct an activity and write the reflection to get the credit for previous professional

development than it was to simply go to new professional development activities. One work team member said,

> Well, I thought that the amounts of times were a very generous offer, and I did go back on some of mine. But I …but what you are going to find… or what we found in the work team is that to go back and recollect all of your data, information, or notes, from workshops that were 3 to 5 years ago is sometimes more trouble than it is worth. So people didn't always give themselves credit for everything they had done because it was easier to write up things they were doing now (Beth Thompson, personal communication).

Another work team member concurred with this view.

> I think that there is also a limitation on how valuable that is going to be—going back. If you've already done it, it is very difficult….If you did something five years ago and you are trying to remember and especially if you weren't doing it with it in mind that you were preparing for the credential. I think that it is ….It is not really easy to do that. And the other thing is how much can you really remember from going to something five years ago (Pat Humphries, personal communication).

The credential staff subtly encouraged teachers not to try to count everything that a teacher has done in the past five years towards the credential. It seems logical that since there are a limited number of points needed and newer information would most likely be better, it might make sense to focus on receiving credit only on the truly substantive

previous professional development and earning the rest of the points from new activities.

When asked if they would like to place stipulations on what type of activity would count

towards previous professional development. One credential developer responded,

> That would have been my inclination from the beginning. I have no
>
> problem counting courses that you've been to either face-to-face or online.
>
> I have no problem counting institutes. I have no problem with some of
>
> these more extended professional development activities, for example,
>
> there are people who have written curriculum for their district. You know
>
> how have really put a lot of effort into. For those…reach back and count
>
> them if they were credible professional development. If you are trying to
>
> remember a conference session three years ago that left no impression on
>
> you, [then] don't count it. I would think even today, if you go to a
>
> conference and you go to five sessions and only two of them had any real
>
> meat in them, only claim two. I mean make it count for something (Emily
>
> Miller Payne, personal communication).

Overall, however, previous professional development and the allowance for experienced

teachers received support from the pilot work team. One work team member said,

> That [the differences between new and experienced teachers in the
>
> credential model] makes sense to me to. You are really just going in and
>
> giving yourself credit for something you've already done. That makes
>
> sense to me. That seems like a good plan (Karen Maxwell, personal
>
> communication).

Part-time Teachers and Time Limits

The first draft of the credential model was written for full-time teachers who are new to the field of adult education. These teachers are considered the ideal target. However, they are quite rare. The majority of adult education teachers are part-time. After researching the literature, the requirements of adult education teachers in other states, and the requirements of part-time workers in other fields, the developers concluded that part-time teachers must possess all of the skills and knowledge of a full-time teacher. Ultimately, the instruction that students receive must be of comparable quality regardless of how many hours a week their particular instructor is in the classroom. However, because part-time teachers often times have other commitments, it was decided to allow them a longer time frame within which to earn their credential. Full-time teachers were given three years and part-time teachers were allowed six years. This accommodation was widely supported by the data. For example, in an interview one work team member said,

> I think that's good [the different time limits for part-time and full-time teachers]. I think that makes sense. You are not going to lower the bar for somebody who is doing the same job you are just going to give them more time because they put less time into it and they probably have other obligations as well (Karen Maxwell, personal communication).

Time Limits in General

However, having time limits at all, regardless of how long they are and any accommodations for part-time teachers, was one of the most controversial aspects of the credential model. Because the credential model was a work in progress it is natural that there are some areas that are confusing or have conflicting answers to the questions surrounding them. One such area is in regards to time limits. The language in the credential model is clear—full time teachers have three years to complete their credential, part-time teachers have six years to complete their credential. Teachers with previous experience in adult education may write an acceptable reflection and earn points on previous professional development. The teacher must have participated in the professional development activity within the past five years and they may go back as far as seven years for prior graduate course work.

But questions abound, why have limits at all? What happens if a teacher does not earn his or her credential by the time prescribed? Will the time limits prove a disincentive for the teachers (part-time or full-time) who may opt to just change fields or jobs when their time is up, rather than putting in the work necessary towards earning a credential? What is the point of time limits if the credential is not mandatory? What is to prevent a teacher following the "new teacher" model who does not make it in the allotted time to switch to the experienced teacher model and count professional development activities that take place before the deadline as previous professional development? Who will decide the time limit appeals? As these questions were asked at virtually every opportunity during the development of the credential model, the credential staff was able

to provide answers for some of them. However, many of these questions remain unanswered, were answered by the staff with answers that conflicted previous answers, and questions still remained in the minds of every work team member at the end of the pilot. Ultimately, it seems that the staff believe that these questions are largely semantic because the time limits are so generous, the issue will in practice not arise very frequently. When asked about a teacher missing a time limit one staff member said,

> We've agonized a bit over that, as you can imagine. We really think that
>
> the three years is more than sufficient. However, there are one or two
>
> scenarios that I can imagine where you might have to go for an individual
>
> appeal, one would be if you were teaching in adult education then you left
>
> adult education for a short period and came back. I can certainly see that
>
> you'd have very good reason to appeal for an extension. Same if you had
>
> insurmountable problems health or otherwise. Does that make sense?
>
> (TETN broadcast transcript, October 2000, Appendix D).

Another staff member cited other states' plans as justification for having time limits at all. She said,

> According to our research in the field and in other states, most other
>
> states' models put out two or three years for experience needed or allowed
>
> to accrue the experience to become credentialed. Some states however did
>
> give up to five years. So three years is what we came up with in our
>
> flexible model. The state that gave five years wanted 33 hours of graduate
>
> course work or other college classes based on the semester breakdown. So

we decided to give three years and not to require graduate course work as

the only way to become credentialed" (TETN broadcast, October 2000,

Appendix D).

The staff also went on to explain during a TETN broadcast that a teacher applying for his

or her credential will not lose credit for all work towards the credential, but rather only

the points that were earned for professional development before the current three years.

The pilot work team interviews were also equivocal in their support of time limits

and ambiguous about what to do if someone did not earn their credential in the specified

period of time. Two work team members suggested that without some limits many

teachers would not follow through on getting their credential and procrastination would

prevail.

Well, there goes the procrastinator in me. I think that it [having time limits] is an

absolutely wonderful idea, and I would of course need to get myself in gear to

finish it. But I do think that it is a good idea. Because yeah, you've got people like

me that you know get going for a while and kind of lapse off for a while and I

really am one of those people that needs limits and needs a fire lit under me now

and again. So it really is a good idea (Karen Maxwell, personal communication).

Another work team member agreed. When asked if she thought time limits were

appropriate for the credential model, she replied,

Well, yes, because if you don't have time limits then you kind of never get things

done, which may just be my own personal problem. And the other thing is that if

you let it go on forever you don't remember what you did before. It's a valid . . .I

think it just keeps people motivated to complete it. There are always things

offered to complete the credential. And I mean if you're going to do it in 8 years

...I mean. . . I think you need a time limit (Jennifer Swoyer, personal

communication).

Therefore, time limits in principle, the amount of time allowed, and the accommodation

for part-time teachers all seem reasonable and receive support from the data. However,

many questions remain unanswered.

The New Teacher Institute

The New Teacher Institute is a requirement for the credential model. It is a one-

day workshop where the core content areas of the credential are introduced and an

overview and activities in each of the core content areas are demonstrated. It is hands-on

and full of information on many different aspects of adult education. It is also one of the

areas that receive unanimous and overwhelming support in all of the data collected. Some

typical samples feedback on the New Teacher Institute follows:

It [The New Teacher Institute] was wonderful. I thought it was very

helpful. And I think that every new teacher needs to be required to do that

whether they are going to go for the credential or not (Pat Humphries,

personal communication).

Another pilot team member said,

I did [attend the New Teacher Workshop] and I enjoyed it very much. I

truly wasn't a new teacher when I went, although I had been teaching in

the jail for a couple of years at least before that project came to be. But I

enjoyed it, I still felt like I got stuff out of it. I mean that was one of the

first professional developments that I really, truly got something out of.

That is really what I consider to be the beginning of my quality

professional development. I really enjoyed that one, I got some good stuff

out of it, that I still refer back to (Karen Maxwell, personal

communication).

Likewise, a third pilot team member praised the experience.

I thought that [The New Teacher Institute] was excellent. I really liked that. I

think everyone should have to do that. I think that it just gives you that

introduction that you need so you realize that adult education is really

something... not just if you can teach elementary or you can teach secondary then

you can teach adult education. It shows it has a real—its own field (Jennifer

Swoyer, personal communication).

Instructional Observation

Another general requirement in the credential model is to participate in an

instructional observation. At the end of the pilot, during the San Marcos work team

meeting it became evident that there was still some confusion about this requirement. The

confusion related to what the instructional observation is exactly, how it should work,

and what the goals should be. Some of the concerns that arose during the meeting in San

Marcos are as follows: What about the time frame? How much time will be required from

the mentor's schedule? If the mentor is from another program, how is that program reimbursed? What are the meetings with peer mentors supposed to achieve? Do you have to wait until your final year of the credential process? Are you trying to capture a continual relationship, which is what peer mentoring means to me, or should you call it something else? Why isn't there any mention of a classroom observation? Do candidates need to register for an observation only after they complete their points? What about doing an observation at the beginning of the credentialing process and one at the end? How do we know who is "credential-qualified" to serve as a mentor? Can you also try to be more specific on the dates for materials to be turned in? What is the role of the peer mentor? What do they do? What are they looking for? How much time do they need to spend with the credential candidate? What are the qualifications for a peer mentor? What criteria should be used for selection? What happens at the peer mentor meeting? Why not rename it to self-evaluation to avoid confusion with instructional observations as a delivery option for field participation? Can we use other third-year peers for evaluation for observations? (Handouts from the San Marcos work team meeting June 2001).

Solutions were offered by the work team as they considered the questions of the group and some solutions were offered by the credential staff. Solutions that were suggested include eliminating the mentor aspect of the relationship, requiring that the observer be from a different program, having the work team test the new instructional observation procedures so that they can provide more feedback, and making the instructions shorter and more explicit. Many of the work team members stated that they were pleased with the flexibility currently allowed in selecting the peer mentor, in other

words, that they could have someone local or someone sent by the credential office. They also liked the idea of the observation. For example, "I appreciate the interaction with another professional outside of my program. This is a good summarization activity." Similarly, "I like the opportunity to get some feedback on my teaching—the questions are good—critical reflection is important for effective self-assessment" (Handouts from the San Marcos work team meeting June 2001).

In an attempt to answer some of these questions and eliminate some of the confusion, the credential staff changed the original nature of the instructional observation. Instead of simply an observation by someone approved by the credential staff, the new description read as follows: "The Instructional Observation is a self-study or self-evaluation of your teaching practice as a credential candidate. The instructional observation requires completion of self-study questions provided by the credential staff office and a face-to-face meeting with a peer mentor. A credential candidate can select a peer mentor from their local program region. If a local peer mentor is not available, a list of mentors is available by contacting the credential staff office" (Handouts from the San Marcos work team meeting June 2001).

The following guidelines were also added in June 2001 at the San Marcos work team meeting. "The self-study MUST be completed during the third year for full-time credential candidates or sixth year for part-time credential candidates. Credential candidates must register for the instructional observation process no later than the BEGINNING of the third year for full time credential candidates and no later than the BEGINNING of the sixth year for part-time credential candidates. Credential candidates

must contact the credential staff office in order to receive an Instructional Observation Packet" (Handouts from the San Marcos work team meeting June 2001).

The instructional observation packet would contain a (1) credential candidate information sheet, (2) mentor information sheet, (3) copy of self-study questions, and (4) final summary report form. Several self-study questions were proposed. These included, (1) "Summarize the types of professional development activities you have engaged in since becoming a credential candidate," (2) "What activities have had the greatest influence on your instructional practice?" (3) "Which activities have had the least influence on your instructional practice?" (4) "Discuss your strengths as an instructor." (5) "What areas represent an opportunity to strengthen your instructional practice?" For the final report form, there were three suggested questions. (1) "Summarize the feedback received during your peer mentor meeting." (2) "What feedback would you consider incorporating into your instructional practice?" (3) "Discuss your future professional development plans and how their relation to identified opportunities to strengthen your instructional practice? [sic]" (Handouts from the San Marcos work team meeting June 2001).

The new procedures for the instructional observation were well-organized and detailed. There were obviously a few questions that still needed to be answered. However, this was a great improvement in terms of the logistics of the process over the procedures that were outlined less than a year before. At the TETN broadcast in October 2000, the staff suggested the following procedures,

That [instructional observation] would mean to me to observe someone…

Oh wait, I was going to say observe someone else instructing, but it isn't.

That's the one where they are supposed to observe you doing something…

you see, I don't know (Jennifer Swoyer, personal communication).

Project IDEA or Alternative Action Research

The final general requirement for the credential is to participate in a culminating activity—either Project IDEA or an alternative action research project. Project IDEA requires teachers to engage in project-based learning with their students while conducting action-based research. It is a year-long intensive program of education and reflection that encourages teachers to examine many aspects of adult education. It seems to be understood that Project IDEA is the preferred method of fulfilling this requirement, but if that is not possible, because Project IDEA does not have room or because of geographic, financial, or time constraints, then an alternative culminating activity may be substituted. In addition, there was discussion of expanding Project IDEA into levels of expertise. This would allow many more teachers to participate in the program if there were many teachers at that stage of working towards their credential.

During the San Marcos work team meeting in June 2001, some of the concerns regarding this requirement were discussed. The consensus on Project IDEA was that while it is a worthwhile program and that project-based learning in some form should be required, Project IDEA, specifically, should not be mandatory because it is not feasible for enough teachers to participate. "In my opinion, project-based learning is not only a

good way to go, but in many cases it is the only way to reach certain students. Therefore, I believe an activity related to Project IDEA or some other project-based learning experience should be required" (SWOT analysis form, June 2001). All eight work team members agreed that, while Project IDEA is a great program, a teacher should be able to be credentialed without participating in Project IDEA.

There was concern that Project IDEA is intensive and needs to be a small group with intimate interaction and feedback. Therefore, simply expanding Project IDEA to accommodate all of the additional teachers trying to earn their credential would not be feasible and would be detrimental to the program and to the teachers currently enrolled. During the discussion in San Marcos, several suggestions were made. These included conducting Project IDEA partially online or "sending a team of project-based teaching experts into a program (by invitation of course) to facilitate a session to a large number of teachers at once." However, the work team members conceded that it might be hard to find experts who would be willing to take the program on the road (SWOTs analysis form, June 2001).

Another work team member reiterates the consensus and has a similar suggestion. "Project IDEA is a wonderful experience and it should be encouraged as an alternative, but it should not be mandatory, mostly because it is not possible from a financial standpoint for many programs to do this. It should not be a requirement. I suggest we could do a class project (with help from IDEA mentors) with some reflections and a final report for somewhat fewer points than the full IDEA program." Another work team

member gets right to the point. "Money and time are obstacles—We need an alternative" (SWOTs analysis form, June 2001).

Others question the purpose. One wrote, "Is the purpose to teach candidates how to implement project-based learning? Or to teach candidates how to do action-research? Or is the experience intended to let teachers demonstrate implementation of content areas?" Another suggests that project-based learning could be a content area and replace field participation (SWOTs analysis form, June 2001).

This was not the first time questions regarding requiring Project IDEA were broached. At the TETN broadcast in October 2000, one participant asked, "Does this mean that every person who gets a credential will go through Project IDEA?" The staff replied,

> No. Project IDEA is a very convenient way for an experienced teacher or a
>
> teacher gaining experience to have a culminating experience. I imagine
>
> that any number of folks will go through some sort of an alternative
>
> research project. What we will ask is that these teachers sit down and go
>
> through the same kind of planning that you would if you participated in
>
> Project IDEA (TETN broadcast, October 6, 2000, Appendix D).

The participant followed-up, wondering, "If we were to do that, is there not going to be a review process to help determine what is a legitimate action research project?" The staff replied,

> Yes, there will probably need to be a review. Especially on the first few
>
> times. We're learning through this process too and we're trying to

determine what is acceptable and how to approve alternative action

research projects that's something we're going to work though with this

pilot. That's why we're grateful to have this third year just to do a pilot

(TETN broadcast, October 2000).

During the interviews with the work team members, several expressed the lessons

that they learned while they participated. One work team member said, "[Participating in

Project IDEA] makes you practice what you preach. We keep hearing how important it is

to get the students involved, to have a student-centered classroom and this provides a

structured way of doing that" (Jennifer Swoyer, personal communication).

Point distributions and point allocation

Point distribution and allocation are two topics that have been controversial from

the beginning of the credential project. Point distributionwasdefined as how the points

across the content areas, and point allocationwasdefined as how many points each type of

activitywasworth.

During the TETN broadcast in October 2000, there were many questions about

the point distribution system. Participants asked questions that were practical and basic.

Generally, the questions were to clarify how the point distribution system will work for

them and to confirm their understanding of the system. For example, one participant

asked, "On intensive and standard institute [the credential model] says that the point

distribution will be determined by the institute provider. Does that mean when I put on an

institute I determine how many of the points allowed for the institute relate to teaching-

learning transaction, etc. and then I tell you?" The staff replied, "Exactly. For consortium

activities it will be pre-determined. For those activities that are not consortium related we will work with you to determine the point spread across the content areas" (TETN broadcast, October 2000, Appendix D).

Similarly, during this TETN broadcast as Thornton reviewed a sample chart of a teacher's progress on achieving a credential, a participant asked, "So in this example, this person only has one point under accountability. Is that enough to say that they go across the content areas and can be certified?" Thornton replied,

> No, they would need to participate in more professional development to accrue an additional 14 points in accountability. It doesn't matter if they exceed the point requirements in other core content areas and have over 125 points, if they only have one point that relates to accountability they cannot be credentialed. You'll be happy to know that I developed an excel spreadsheet that tracks all of these points for you (TETN broadcast, October 2000, Appendix D).

Earlier in the broadcast, Thornton stated that the point allocation for Project IDEA and other consortium activities would be pre-determined. However, based on a question from a participant she slightly amended this position. A participant said, "I just want to clarify the point distribution on consortium activities can change, right? In other words, Project IDEA is not always going to have exactly this point spread, neither will Project Inter-ALT." Thornton replied, "That is correct. I know that Project Inter-ALT has different focuses [during] different years; therefore, the point distribution may change to reflect that. If the content doesn't change in a consortium activity, then you can count on that point distribution" (TETN broadcast, October 2000, Appendix D).

The work team also expressed confusion regarding the point system during their WebBoard discussion. In April 2001, a work team member wrote, "My confusion in writing the February report was the number of points to assign" (WebBoard correspondence, April 2001). She still did not understand that if you earn five points for attending a conference that these five points can be allocated across different content areas. This had been presented in samples in the Credential Model and at both TETN broadcasts, but the confusion persisted.

Another work team member understood how the process works but still expressed some discomfort at the ambiguity she perceived in it. She wrote, "I think the most challenging part of the reflection process for me, too, was assigning the point values. In some ways it seems to be a judgment call on the part of the participant" (WebBoard correspondence, April 2001).

At the work team meeting in San Marcos in June 2001, point distribution was a hot topic that was analyzed. Overall, the work team members supported the point distribution system as it is. One member wrote, "In general, I feel that the allocation of points for the standardized professional development activities is fairly straight forward. It more or less follows the hour system (1 hour = 1 point). Although somewhat mechanical, it works" (SWOTs analysis form, June 2001). Another member wrote, "I believe the point distribution plan is an excellent method for allocating credit for professional development; however, I think a more comprehensive list must be made containing every conceivable type of activity acceptable for credit" (SWOTs analysis form, June 2001). The need for a more comprehensive list of activities and the

corresponding point value was repeated in three other responses. Other concerns included how the points should be allocated across the content areas. There were also multiple comments, which specifically suggested limiting subjectivity as much as possible, needing more examples of how the distribution will work, and establishing means to limit teachers falsifying the distribution or cheating in other ways.

One of the main issues involving the point distribution system seems to be simply a matter of communication on the part of the credential staff with the potential participants. Confusion resulted that in part had to do with the credential staff giving what appeared to be conflicting answers. The three conflicting views emerged. First, participants were told that eventually there would be a list of TCALL materials that were already labeled with their point value. So if a teacher needs say 3 more points in Adult Learning then he or she can select a 3-hour TETN broadcast for example to watch and write a reflection on to receive the additional points. Second, participants were told that the point distribution for a particular activity across the content areas can change based on the participants' own desire to change them by writing a reflection that focuses more on one content area than another. In other words, two people attending the same institute can decide to divide the points across different content areas. Third, when questions persisted, the staff told the work team members to assign their own points across the content areas and to include their justification for the allocation as part of the reflection. While this at first seemed like a good solution, in practice, work team members took this more literally than it appears the credential staff intended. Work team members did not only assign the allocation of points across the content areas, but they changed and wrote

justification for changing the total number of points that an activity was worth. (No one however assigned themselves more points than was written in the model. Rather, they argued that a particular activity was not as beneficial as they number of points in the model would indicate that it should be, and therefore, assigned themselves fewer points than the model indicated.) However, there was no mention in the credential model that any change in the point value of an activity was allowed. Since the work team members only made changes to assign fewer than the recommended number of points, this may not seem to be an important issue, but it seemed to add another layer of subjectivity in a process that was already criticized for being too subjective. In informal communication with the work team members, it becomes evident that they seemed to take pride in not asking for all of their earned points because they felt the amount of work involved didn't deserve the number of points. "The only problem that I had with points was deciding how much my activities was worth. I think I was harder on myself than Tamara was" (Beth Thompson, personal communication).

This kind of flexibility might ultimately undermine the legitimacy of the credential. It also may prove to make the project too overwhelming for the credential staff. In 1999, a work team member expressed this concern.

Many of our teachers participate in individualized activities through their school districts or other training entities. It would be very time-consuming to assign points to each of these activities on a one-by-one basis. Adult Education programs are already understaffed, and possibly even more so in large urban areas, where there is a great need and demand for services.

In a typical fiscal year, we review/process approximately 200 events and activities. It would be overwhelming to negotiate an agreement on points for each of these on a one-by-one basis. Many of these activities/events relate more directly to the Subject Area Content Specialization areas, which are not yet fully developed by the project (1999 work team feedback).

During a final interview, one pilot work team member concurred with her predecessor's view,

I think it [the current point system] is okay, but I think that it could probably be refined, as I think people go through the process I think it will need some refining in terms of how many points to attach to certain activities. I think that right now it is so new that there is a lot of guess work but I think that over a period of time it will need refining (Pat Humphries, personal communication).

Regarding the inherent subjectivity in the point system, one team member was not convinced this was a valid criticism. She said,

Like I said before, I think that in order for this model to work a person has to be pretty objective, and true to themselves and fair to themselves and has to be truly interested in achieving this. They can't just say well I just have to do this or just go through the methods [motions?]. And I think that having to do this gives people the ability to choose to ...well, I'll be honest with you... even in my credential even some of the numbers that

they gave for certain things if I did not feel like I did not get enough out of

something that I completed but I wanted to get some credit for it I just

lowered the numbers because I just felt that I could do better or that I

could do more. But that is talking from someone who is really passionate

about what she does. I can see where that would be difficult for some

people because some people may not take it the same way (Gaye Horne,

personal communication).

When asked if there was anything she would change about the current point system, the

same participant replied,

When I was working with it, I felt maybe that some of the things were

given higher points than they deserved. I think that like 30 points for a

university class isn't fair. I think that there are some university classes that

you really deserve 30 points for and some that you really don't. Do you

know what I mean? (Gaye Horne, personal communication)

Another team member said, "Well, if it [the point system] were more defined it

wouldn't be as subjective. So I don't think it would be as much of a problem if it were

more defined" (Jennifer Swoyer, personal communication). When asked to elaborate on

what she wanted more defined. The same team member replied,

Well, I still have a problem figuring out how many points something is

worth. …And I didn't know who was going to be the final person to

decide how much something is worth. And if we're going to let it be

subjective where anyone can decide, well not anyone, but if you can

decide for yourself how much you think something is worth then we're

going to have people who are harder on themselves taking five years to

complete this because they are going to say things like, "You know what I

really didn't get that much out of it, I'm only going to give myself a ½

point for that presentation" and then you have somebody else who says,

"Oh no, I got a lot out of that –that's 10." Those people will be finishing it

in a couple of months, while it takes someone else a couple of years

(Jennifer Swoyer, personal communication).

Interestingly, in all of the data collected, there was very little conversation or

concern about the point requirements, neither the total number of points nor the number

of points required for a particular content area was ever the subject of debate. The idea of

having points, the distribution, and the requirements were all tacitly accepted as

appropriate. After reviewing the data repeatedly, looking specifically for questions or

concerns about the points in a general way, only two minor comments were found. And

they both were made in the beginning of the development, in 1999. One comment was, "I

would like to seem more point incentive for Field Participation (20 points). This

dimension of hands-on purposeful observation, research, reflection and practice is most

important" (1999 work team written feedback). Another comment was, "I think more

points should be added to "Principles of Adult Learning" since most of the teachers do

not have an education degree. Points could be switched from the "Teaching-Learning

Transaction" (1999 work team written feedback). Therefore, the general system that was

developed for the credential model in terms of its points was accepted by the field.

Most of the comments about the point system were similar to this comment made by a pilot work team member during an interview:

> Attaining those points is very possible. You have to work for it. And you don't earn those points by sloughing off, you are going to acquire some knowledge when you do what you need to do to earn those points. But if you are active in the field and continue to participate in stuff then you won't have any problem getting those points (Beth Thompson, personal communication).

The Documentation System and Writing Reflections

From the initial phases of the credential model, writing reflections was at the center of the documentation system. It is well-documented that the process of reflecting and writing helps a learner process information (e.g., Erdman, 1987; Imel, 1992; Shannon & Rohrer, 1997). The work team members all supported writing reflections in the interview responses. Despite the increased flow of paperwork and time required for credential staff to read, review, and comment on writing reflections, reflections met with universal support. On the WebBoard on April 8, 2001, Pat Humphrey wrote, "I guess there are some advantages to being a new kid on the block in adult education. Since all of my professional development has taken place within the past year, it was not as difficult to reflect on the experiences because they were still fairly fresh in my mind. Also, it helped to know ahead of time that I would need to do the reflection as part of the credential process, so I took fairly good notes. Writing the reflection however, did serve as a good review. I learned a lot in the institute and reviewing the material helped to

reinforce what I learned" (WebBoard correspondence, April 2001). Another work team member said that a strength of the reflection writing process was "It forced you to think about your application of the material" (Beth Thompson, personal communication).

The staff and the work team members originally agreed that the reflection would consist of two parts: first, a description of the activity, and second, an analysis of how this would be applied to the classroom. Later, the credential staff gave oral instructions to add a third section, which would be a justification of the points allocated across the content areas. Despite the overwhelming support of reflections, in interviews, work team members suggested that other parts of the documentation system required some adjustment. One says, "we need to streamline that. I was turning in my reflections [via email] and then later would mail in my documentation so when we turn in the reflections you don't have ... on email... you don't have the documentation next to you in your hand like that. So I wonder if we should think about making those go together" (Beth Thompson, personal communication).

The paper flow aspect of the documentation system has been a major concern from the beginning of the credential model. The vast amount of bureaucratic paperwork the draft model calls for was daunting. However, there was no obvious solution. One member of the 1999 work team expressed these concerns, "The process of documenting professional development activities, plans, and portfolios is indeed a challenge and a cause for serious thought and planning. If on a local level, the program I'm involved with finds this challenging in dealing with about 300 staff members, how much more so on a statewide level! Without intensive planning and subsequent infrastructure put into place

to handle the sheer volume of activity (especially when part-time staff are included in the credentialing process), I think Credential Project staff could be overwhelmed in keeping up with the process" (1999 written work team feedback).

Another concern regarding the documentation system that was expressed repeatedly was the lack of access to technology for all adult education teachers. The credential staff recognized this problem and actively sought data and feedback on how to address this problem. On every questionnaire that the credential staff distributed there were questions regarding Internet access and computer equipment availability. The credential model stated as its ultimate goal that the documentation system would be "paper-free." Many respondents to the credential at various stages questioned the feasibility of that plan. The credential staff was aware of these concerns. In 1999, one work team member wrote "Professional development options assessed via technology-- this makes the assumption that all staff have access to the Internet and e-mail. Because of budget cuts and changes in the junior college's policies our access to technology is decreasing not increasing" (1999 written work team feedback).

These concerns continued throughout the development of the credential model. During the work team meeting in San Marcos the documentation system was labeled a "hot topic." The consensus from the work team was that documentation was a very important part of the success of the credential project.

It was imperative to require documentation for obvious reasons. Proof of

participation could be as simple as a photocopy of a certificate or even

something like a receipt. If TEA supports the credential process, then TEA

could strongly suggest to the local program that they routinely give 'proof

of participation' in writing to those attending. As this catches on, the

teachers will begin to request their proof of attendance because they will

be collecting them for their portfolios (SWOT analysis feedback form,

June 2001).

Another participant wrote "Documentation is important to the credential. The

documentation counts as an accountability measure that provides proof of attendance as a

resource" (SWOT analysis feedback form, June 2001).

Another concern was differing opinions about what was acceptable

documentation. One work team member wrote, "I think that the ACES list of

attended professional development activities provides a quick and easy summary

of hours and activities …should be enough to provide proof of attendance. In

order to justify the point distribution the reflection should be the primary

documentation" (SWOT analysis feedback form, June 2001). In contrast, another

work team member would like a specific maximum and minimum number of

pages the credential staff requires for each type of activity. A third opinion

suggests keeping flexibility in what was acceptable documentation. While a

fourth work team member agrees with a less restrictive approach by advocating

that the model contain a simple statement of the purpose and examples of what

was acceptable (SWOT analysis feedback form, June 2001).

The staff recognized the documentation problem. During an interview, one staff

member expressed these concerns.

The biggest question mark I still have in my mind is how we are going to document…how we're going to do the electronic documentation of teachers' portfolios as they begin to accrue points toward the credential. That's a huge unknown. We're looking at this software being developed that will allow teachers to do their reflections on any particular topic, plug it in, get credit for it. Get that credit converted into points and have it up there available for them to check, read, do whatever they want and available for us too. I think that it is very viable for the one hundred or so we have coming through the field test. Is it viable for several thousand teachers statewide? Beats me. (Emily Miller Payne, personal communication).

However, there was no confusion or debate on the benefits of writing reflections. The pilot work team unanimously supported this form of documentation. One work team member discussed how writing a reflection affected her professional development experience.

I think it was an educational experience. I think that writing the reflection itself takes you through a process where you really evaluate what you learned and what you gained from the experience. It helps you to recall and then to document so not only do you learn from the actual professional development activity but I think the reflection, going through that process of writing a reflection, is educational in itself (Pat Humphries, personal communication).

Another work team member said,

> Well, I tell you that [writing a reflection] was one of the things that I really
>
> probably liked the best, even though I felt that I probably should have
>
> written reflections all along in my professional development days. What I
>
> think was really important was how much I actually remembered and used
>
> and not realized that I had done that. I found it really, really helpful to go
>
> back and realize that and even to this day ... I go back and I look at things
>
> at other times to bring me back up to speed to remind me what I was
>
> doing. So I really enjoyed it (Gaye Horne, personal communication).

Another work team member was not familiar with writing reflections prior

to participating in the pilot and discussed her learning process with them.

> You know, that was a new one on me. I kind of came into this field and
>
> work from a different environment, I worked at a community college and
>
> some of the other programs that I worked at the jail. And I thought it was a
>
> good thing, but you know, I'm like my students, I don't really enjoy
>
> writing essays and stuff like that but I think that it is good for you to have
>
> to sit down and reflect on what you learned and how you are going to use
>
> it so I think that it was a good thing to do (Karen Maxwell, personal
>
> communication).

Another work team member discussed how the process of writing reflections was in itself

helpful.

It makes you stop and think about what is helpful and what isn't. I can really see what sessions were helpful and what weren't. It's just that making you stop and think and sit down and go through how can I use this? How did it help me? I think that's really important. It puts some personal action into it. Instead of just sitting back and going through the motion and just going to something you have to step back and think well how am I going to use this? (Jennifer Swoyer, personal communication).

Summary

The data available on the various aspects of the credential model are rich and illuminating. Many topics, such as the New Teacher Project, and the content areas met with unanimous support from the beginning of the development of the project until the final interviews. Other aspects were more controversial, like the concerns about Project Idea and the paper flow of the documentation system, while other areas are still ambiguous and continue to require more thought and clarity. These include the Instructional Observation and field participation.

The Data and The Research Questions

The third section of this chapter organizes the data by the three research questions: (1) How is the ongoing debate regarding the professionalization of the field of adult education in general affecting adult education in Texas? (2) How potentially

effective is the Texas Credential Model in improving the quality of professional development of adult education teachers in Texas? (3) What can be learned both in terms of content and format from the results of the pilot and supporting data to help facilitate the establishment of an effective credential?

How is the ongoing debate regarding the professionalization of the field of adult education in general affecting adult education in Texas?

A brief review of the literature related to adult education attests to the debate surrounding the professionalization of the field of adult education (e.g., Foster, 1988; Kazemek, 1988; Imel, 1989, and Perin 1999). There is not only a debate regarding whether the field should be professionalized or how the field should be professionalized assuming it is beneficial, but even what the word "professionalization" means. After reviewing the data the answer to this research question seems to be found by organizing the data into three sub-questions, (1) What is the definition of professionalization? (2) Should the field of adult education be professionalized? and (3) Should the credential be mandatory? Each of these sub-questions will be discussed in turn below.

What is the definition of professionalization?

During an interview, one pilot team member discussed what professionalization of the field of adult education meant to her.

I guess making it more a ...not just a job. Making it more a choice

not something you fall into for lack of something better. Choosing

to enhance your skills through training and through learning and

developing your ideas and honing your skills. And treating it as

basically a skilled profession, not something that you do just

because you want to make a little bit of money (Karen Maxwell,

personal communication).

Another pilot team member tied the credential directly to the idea of professionalization

of adult education. When asked, what "it means to you to professionalize the field of

adult education." She replied,

I think it means to give us a credential that recognizes us as part of

a team of professionals and I think that the actual credential itself

cannot be an ending credential but has to be constantly…we have

to constantly go back to that credential to keep it. Do you know

what I mean? Once it is achieved? I think that once we are

recognized that way, you are just not going to hire anybody off the

streets to teach a class. They are going to recognize that there is a

certain amount of talent that it takes to get in the classroom and

teach (Gaye Horne, personal communication).

Another pilot team member was not familiar with the term,

"professionalization," but discussed what it sounded like to her.

Well, I don't know that term almost …the way that it is worded

almost makes me think of something that is mandatory. I mean, it

almost makes me think we need to… you need to require the

teachers to... you know, it almost sounds like a political term to

me and I could be way off base I just don't know...well, I don't

know how to put it. I just think that there are two different ways to

look at it. I think that if you are looking at from the perspective of

an educator, an educator should become the best that they can be;

on the other hand, if it is something that is done for political

reasons or to make something else happen, then I don't think it is

good, you know to try to make TEA do that or the other do you

understand what I am trying to say? (Pat Humphries, personal

communication).

As was evident from their answers, the work team members had varying degrees

of familiarity with the term "professionalization." This was reflected in the varying

degrees of sophistication in their discussion of the term. Yet, what was most interesting

may be not the discussion itself, but in the work team members' the lack of interest in the

term. Their answers mainly focused on improving professional development for

themselves; and therefore, their perspectives were on a very small scale; the pilot work

team members did not seem to see the initiation of the credential on a broader plane.

Should the field of adult education be professionalized?

Just as there were differing definitions of professionalization, likewise, the

respondents had differing opinions on whether the field of adult education should become

more professional. However, while the same question was asked of every pilot team

member and expert-developer, all of the articulate answers to the question of whether the field should be professionalized were given by the developers and experts in adult education. None of the pilot team members seemed to have considered the question previously. Obviously, the issue of professionalization remains controversial because even this very small sample of experts in adult education had a variety of opinions on the subject.

One developer of the credential model said that while she believes that the field should be more professionalized she disagrees with those who suggest that adult education should model the requirements of elementary and secondary school teachers. Rather she says that she would like to see the field professionalized by being "able to grow and be able to be respected ...and feel like we have some sort of unity because I don't really feel like we have that right now. [A profession is a field] that people can basically make a living and one where people can grow and there can be something established for their professional development. A sense of resolve" (Audrey Abed, personal communication).

Another interviewee was more unequivocally supportive of increased professionalization. She said, "to me professionalization is absolutely critical. There is so much opinion among just people in the public that this a field where this is just a nice little effort if we can afford it, but there is still the business of "Oh, volunteers do that. And I don't have any problem with volunteers, but I think when you get public money for an enterprise it has got to be a professional initiative even if people are volunteers, there needs to be some professionalization" (Deborah Stedman, personal communication).

The same expert tied the credential to funding. She said that having a credential will show the funders that the field is serious about being professional and therefore they need more funding. She explained, Texas has "a serious literacy problem. It is a state that funds human service enterprises very minimally. So with a credential I think that's a way to go to the legislature and say look we're serious about what we do. And they need to fund it as a professional field. Fund it at least as well as K-12 is funded, which isn't going to happen, but it is something to work towards" (Deborah Stedman, personal communication).

Another adult education expert saw the issues of professionalization and adult education as more complicated.

I think that there are different ways to be more professional. I think that people ought to be more professional in terms of having a basis for their decision making and carrying out their job roles in adult education. But I'm not always an enthusiastic supporter of just general credentialing of adult educators just because for me adult education means a lot of different things and I don't know that you can competently come up with a core set of skills and competencies that fit all those different educators across all settings. I think it probably does make sense in select settings. ...And I guess I don't hold on to the definitive goal that there would be some sort of professional certification or credential that would hold across the field of adult education. And I don't think

you can easily do that (Jovita Ross Gordon, personal

communication).

Similarly, another credential model developer suggested that professional

development will help the field of adult education only if it is defined in certain ways.

If professional means that the person [has gone] through a set

standard of training then yes, I mean I do [think the field should be

more professionalized]. Particularly if it means that you can

implement some sort of accountability. I mean yes, I do. Because

[currently] there is no structure, no accountability in terms of what

people are getting, what workshops they are getting, what kinds of

stuff they are exposed to, there is just no standardization. At least if

you compare it to a K-12 system, at least you know they are going

to get...more colleges adopt some commonality in terms of the

content they are going to get. It may not come across the same, the

ultimate outcome may not be the same, but you have that basis so I

guess I do. I mean, yeah (Tamara Thornton, personal

communication).

But whether the adoption of the credential will help professionalize the field of

adult education in Texas remains to be seen. When asked if the credential will effect the

professionalization of adult education, one expert said,

I have no idea. I mean if it's implemented, even if it is used on a volunteer

basis it could. It has the potential to do that. Whether it will, I have no

idea, but that has a lot to do with leadership and how they go forward with the project. But as far as what I've seen with the people who are using the project it has a strong potential to do that—the question is whether that will happen (Tamara Thornton, personal communication).

Should the credential be mandatory?

One important link in the establishment of the credential to the increased professionalization of the field is making the credential mandatory. Having a set of standards that are voluntary seems to undermine the very nature of it being an established and accepted practice and body of knowledge. However, while most of the interviewees believed making the credential mandatory would in theory be beneficial, few forsaw it ever actually happening. "With the present state of adult education I have to say, 'No.' [I don't think the credential should be mandatory.] I think that it is a great idea and I would love to see it happen. But the programs aren't funded to make it happen" (Beth Thompson, personal communication).

Several pilot team members provided similar answers to the question of whether the credential should be mandatory.

Well, in my heart, I would love it if it were mandatory.

Realistically, do I think that it can be mandatory? The situation that programs have funding-wise, I don't know if that is possible. But personally, yes, I think that would be a good idea (Gaye Horne, personal communication).

Another pilot member agreed with the different answers for theory and practice.

> Well, you see, I think it [the credential] should [be mandatory]. But
>
> I don't know how it will ever be able to be. Because you know
>
> you'll have all these credentialed teachers and people can't stay in
>
> adult education forever usually. And then you're always having
>
> new teachers coming in and there's always going to be this
>
> overlap. And teachers that aren't credentialed…but we need
>
> teachers… Then they'll always be in the process of getting
>
> credentialed, but maybe that's just now because we are just getting
>
> started. And maybe later when there is more money. If the perfect
>
> world would happen … (Jennifer Swoyer, personal
>
> communication).

Another team member believed the credential should be mandatory despite the complications.

> If we're going to implement it and do it. Yes, yes I do [think it
>
> should be mandatory]. It's kind of scary. And we'll just have to see
>
> how it goes. And I know that so many people come into the field
>
> of adult education later and oh so many people do it part time so
>
> we'll just need to see how it goes. We would have to see if it was
>
> successful and would provide benefits. But I think that you could
>
> and I think that if you don't make it mandatory it is not going to
>
> happen. People just won't get it done. At least a lot of them won't

if you don't make it mandatory (Karen Maxwell, personal

communication).

Another interviewee did not think having a mandatory credential would be able to be

effective and overcome the obstacles.

Well, I think that ideally everybody should be required to go

through the process, but once you make things mandatory that

throws another element in there. And, I think that it should be

strongly encouraged but I don't think it should be mandatory. But I

think that there should be enough incentive that people should

want to do it (Pat Humphries, personal communication).

The situation becomes even more complicated when one considers the question of

who should be required to be credentialed—only full-time teachers? administrators? part-

time teachers? In other words, should it mandatory for some members of the adult

education field and not others? One work team member considered this issue.

If it is mandatory for anyone, it's got to be mandatory if you are a

full-time teacher. And, well, if you are an administrator, and there

are things you should know, and it shouldn't be hard for them

[administrators] to get [the points for the credential]. So yes to the

administrators. With part-time teachers, well, I almost wonder if

you should already be a teacher for a year before you start the

credentialing process so you know this is what you want to do

before you invest the time. I don't know. It's easy if we try to think

of it like other fields like a secondary or primary credential, but it

is different. It's always changing so I'm sorry I don't know

(Jennifer Swoyer, personal communication).

It seems that the debate regarding whether the credential model

should be mandatory, like the debate regarding the professionalization of

the field of adult education will continue. In other cases, it is hard to

reconcile the desire to work toward the ideal they hope to achieve for

tomorrow with the under-staffed, under-funded, under-appreciated reality

of today. Both the experts and the teachers and administrators in the field

continue to be optimistic, at least optimistic enough to continue striving,

but they recognize that there is a long way to go.

How potentially effective is the Texas Credential Model in improving the quality of professional development of adult education teachers in Texas?

Evidence regarding the potential effectiveness of the credential model can be seen

through two primary approaches: (1) from the work team members' perspective because

they worked with the model throughout the length of the pilot and (2) from the goals for

the credential that the developers had in mind as they created the model. The data used to

answer this second research question: How potentially effective is the Texas Credential

Model in improving the quality of professional development of adult education teachers

in Texas? can be organized into three sub-questions: (1) How did working with the

credential model during the pilot affect the team members' approach to professional

development? (2) How else might the credential model potentially contribute to adult

education? and (3) How did the pilot experience relate to the original survey data?

How did working with the credential model during the pilot affect the team members' approach to professional development?

By using the credential model during the pilot, several work team members

experienced positive changes in their views of professional development. Two changes

were mentioned most frequently. First, work team members developed a more pro-active

approach to professional development. Second, work team members developed a broader

definition of what constitutes professional development.

Both of these themes emerged repeatedly at many different stages of the

credential development. For example, at the TETN broadcast in May 2001, one pilot

team member said,

> This has been a really good experience for me. It has been a really positive
>
> thing. ... I was really more passive in my professional development
>
> [before]. I had a really supportive supervisor, and she sent me to
>
> professional development. But I never initiated it. And now that I've been
>
> participating in this. I've really been looking for opportunities and for
>
> things that I think will enhance my classes and help me develop as a better
>
> teacher. When I took classes before and went to conferences, I always

looked for those sessions that really I thought would directly relate, but I really don't think that I analyzed them as well as I could have. Now that I have participated in this, I think that I've really come along way. I think that I'm really breaking out of the mold (TETN broadcast, transcript, May 10, 2001, Appendix G).

Another team member related a similar experience.

I feel that being a part of the project has helped me to seek out more opportunities for professional development. A lot of opportunities I didn't feel were made readily available to us. I had to do a lot of research to find out about opportunities and I feel that being part of the project has encouraged me to do that. And I think it's good to be a part of it because it does help you to be more active in seeking out professional development opportunities (TETN broadcast, transcript, May 10, 2001, Appendix G).

A third work team member concurred.

I've been in adult education for almost 2 years and most of my professional development has been provided for me, in that, my director will tell me go to this conference or this workshop, and I go. As a result, I didn't have much of a sense of control over what I was doing until I started with the project and I realized that most of my professional development has been in one area, accountability, well, not most but a good portion of it. I realized

working through the credential model that I need to have more

variety, and I have been working to find ways to fill some of the

gaps in my professional development (Eduardo Honold, personal

communication).

Working with the credential model also fostered a new, broader definition of professional

development in many of the work team members. One work team member said,

The way I understood professional development before is through

conferences and workshops and now I have a much broader sense of what

is available through the web and listservs, well, not listservs, but through a

variety of means that can be very helpful and useful (May 10, 2001 TETN

broadcast, Appendix G).

Another team member agreed.

I also thought of professional development as just going to

conferences and workshops as well. I never, ever dreamed that

doing a listserv or any other type of thing, mentoring or reading

books or sharing ideas like that would be professional development

but I see now, very much so, how doing this project, how it really

effects how I teach and what I do in the classroom (May 10, 2001

TETN broadcast, Appendix G).

Similarly, another team member said,

I realize that there is more than just going to a conference and just

taking a class in order to get professional development. For

example, the listserv, which I had some trouble with too...for

example the listserv and book discussion, I see those now as better

opportunities to expand my experience and my teaching ability

(May 10, 2001 TETN broadcast, Appendix G).

The data in response to this question are encouraging not only in

the fact that working with the credential model helped teachers gain

agency in their own growth as teachers and better appreciate how many

activities they ordinarily participate in without understanding that they are

directly contributing to their development as professionals, but also simply

in the enthusiasm which these pilot members expressed about professional

development.

How else might the credential model contribute to adult education?

In addition to encouraging a more proactive approach to

professional development and fostering a broader concept of professional

development, three other potential benefits emerge from the data: (1) an

increased sense of self-worth for adult education teachers, (2) an increased

sense of respect and legitimacy by outsiders on the field of adult

educators, and (3) an increase in the standardization of skills and

knowledge of adult education teachers. These three benefits are evident

from the interviews with the pilot work team members and from an

analysis of the original goals of the credential model developers.

First, one team member discussed how having the credential in and of itself is an incentive to adult education teachers because there is a certain boost to one's pride and a sense of legitimacy in simply being credentialed. The team member explained,

Well, I think that there is incentive in being able to say...even if there is no monetary rewards involved in getting a credential, even if it means that ultimately you aren't going to get paid more. I think that there is an incentive for some people at least to have a certain level of accomplishment and professionalism so for me at least that is an incentive to say, "Well, I am a credentialed teacher." And then I think ...I think it will...it should, whether it will or not, put people in a better position for employment. And make them better at what they do (Pat Humphries, personal communication).

In other words, a higher sense of self-worth may develop in teachers simply because they worked towards the goal of attaining their credential and they achieved that goal. In a field that seems to be constantly shown that it is unimportant, a higher sense of self-esteem among educators can be particularly valuable.

Secondly, experts discussed more specifically how they see adopting the credential as encouraging more respect and legitimacy for the field of adult education.

Yes, [I think that there should be a credential for adult educator]

because I think that no matter how little respect the budget writers

have for the adult education students in the state of Texas, and they

show that lack of respect, that every student deserves to have some

kind of standardized instruction, something that looks a little more

like a program that legislatures care about and by the way I do

think that they should spend more money on it (Emily Miller

Payne, personal communication).

Another expert made more explicit the link she hopes to see between adopting the

credential and increased funding.

So with a credential I think that's a way to go to the legislature and

say look, we're serious about what we do. And they need to fund it

as a professional field. Fund it at least as well as K-12 is funded,

which isn't going to happen, but it is something to work towards.

… I see a big link between funding and accountability. And we've

put some accountability procedures into place. They are not the

world's best, but they are there. And last session the legislature sat

up and took notice of that. Unfortunately, there were a few things

that happened and the funding didn't make it, but we were on the

road. And I think that accountability is some of the reason that we

were on the road. And so I hope that next session, next go around,

there will be a lot more attention to the fact that there is an

accountability system that is taking place and that includes the

whole issue of professionalizing the workforce (Deborah Stedman,

personal communication).

Third, both the pilot team members and experts expressed the belief that

establishing the credential also provides for standardization for the requirements of the

adult education instructors. One team member said,

Well, it [the credential model] addresses that if you want to be in

this field this is where you start. It addresses that these are the

basic principles that you need to understand and that would be

helpful to you to become a strong teacher. And it opens up to you a

network of other adult educators. I've tried things from a staff

development perspective that I probably wouldn't have tried on my

own (Beth Thompson, personal communication).

Likewise, one developer saw this improved standardization as one of the original and

most important goals for the credential model.

Well, from the beginning I think that the goal is and should have

been standardizing professional development so that we have one

consistent early training, mid-training, late-training for teachers

going into adult education. For early... and the way I envisioned it,

it would keep it standardized through the whole model. So of

course you start small, with the New Teacher's Institute, which

covered six or seven topics, but only briefly. You know for the

next phase you would maybe round out one or two of those, with

maybe a course or a long-term institute. Followed by doing some

of the experiential stuff, watching someone else teach. Getting out

and doing some of these projects in their own classes. Doing some

of the application stuff. And then culminating it with some kind of

action-research. And to me that sort of standardization, both in

how you access the information and the experience and the

information that you access…what teachers are able to do in the

classes [is key] (Emily Miller Payne, personal communication).

Another developer expressed the original intent of the credential model this way:

Basically, to develop a core content area or a credentialing process

that would be adaptable for the states, looking at both rural and

urban settings and looking at the delivery of professional

development for all teachers in the state. Something that would be

realistic, something that would be worthwhile to the instructors,

considering that we have part time teachers and positions that are

paid. That sort of thing. I guess just that it be feasible. And that it

be well-balanced. And that it needs futuristic-aspects too. That it

be not short-sighted. That it take into consideration what is coming

in terms of professional development (Audrey Abed, personal

communication).

A third developer elaborated on the underlying goals of the credential.

Ultimately it [the goal of the credential model] is to improve professional quality. I mean a lot of people want it to be about money. But I personally think it should be about improving instruction. For students. Period. If you get more money, you do, but that's just my personal philosophy about professional development and teaching. What drives me most often is instruction improvement for students because I personally have seen the benefit of it in my own practice as an adult educator and just the feedback that I've been hearing about how when they've been using the model how they really grab hold of it and the impact it has had especially with this one field test program of… in just a matter of six months. So I mean that's really what I think the focus should be on (Tamara Thornton, personal communication).

It is interesting to note that these three additional benefits of establishing the credential if they translated to the entire field of adult education would help make great strides towards making it more professional. Viewing one's own tasks as professional, being viewed by outsiders as professional, and requiring a certain accepted standard of knowledge and skills are all hallmarks of a profession.

How did the pilot experience relate to the original survey data?

Originally, surveys were distributed to adult educators in Texas to gather feedback on the field's perspective on the potential advantages and disadvantages of establishing a credential. The disadvantages that emerged fell into four categories. Each of these disadvantages relates directly to the ongoing discussion on the effectiveness of the credential model. The pilot work team members and the expert-developers of the model recognized these disadvantages and the data reflects their proactive attempts to move beyond them. Analyzing these four original disadvantages in comparison with the state of the discussion on these topics at the end of the pilot offers insight to understanding the problems that the credential model still faces.

The first disadvantage was that a credential may eliminate good teachers or discourage potentially good teachers from entering the field. Specifically, respondents wrote, "Might exclude or discourage some wonderfully gifted teachers." "May eliminate some that are good teachers if they feel that they have this information already." "It would keep many experienced persons (without degrees) from fulfilling eligibility requirements." The pilot team members expressed concerns about this too, although there was not a definitive answer on this issue.

The second disadvantage that emerged was that obtaining a credential would be too expensive and time-consuming. Specifically, respondents write, "Not much time available and many people are part-timers with other professional demands." "Need additional time and funds to obtain credentials." "Administrative discouragement, funding/costs, time and energy (demands other than teaching)." Again, a definitive

answer to this question did not emerge after the pilot and in fact many pilot team members and experts raised this question again at the end of the pilot. However, they all agree that the credential model is reasonable and doable with administrator support. The question remains if there is time and funding available for the administrator support.

The third disadvantage that originally emerged was that teachers have no motivation to pursue a credential at present. Examples of comments related to this disadvantage include, "What is teacher motivation at this time?" "If you make the teachers go back to school they are going to be very unhappy." "A lot of credentials are not necessary." Again, this disadvantage was thoroughly discussed in the various forums for work team members. And they considered several areas of motivation including, pride, competency, improved student instruction, and financial rewards.

The fourth disadvantage that emerged from the original survey results was that the professional development leading to a credential would be too standardized, narrow, or theoretical." Specifically, respondents wrote, "Standards are normally set by non-practitioners in the field [with] limited experience." "Too structured." This was directly disputed by the evidence in the pilot. To the contrary, the pilot members found that they left the pilot with an expanded definition of professional development, a more pro-active approach to professional development and one of the assets of the credential model most frequently cited as the credential model's greatest strength was its flexibility.

Summary

Five ways in which the credential model is potentially effective in improving the quality of professional development for adult educators in Texas emerged from the data. The first two relate specifically to professional development. Pilot team members found that pursuing professional development while using the credential model helped them become more pro-active in their professional development, and second, helped them expand their definition of a professional development activity. Two of the other potential benefits related to the internal and external image of the field. That is, establishing the credential model would potentially lead to an increased sense of intrinsic self-worth by adult educators and an increased sense of legitimacy of the field by outsiders, particularly in the legislature and other funders. Finally, and perhaps most obviously, adopting a credential would potentially improve the quality of adult education in Texas by better standardizing the requirements of the field and providing benchmarks of knowledge and skills required for adult education teachers.

What can be learned both in terms of content and format from the results of the pilot and supporting data to help facilitate the establishment of an effective credential?

The question of what can be learned from the pilot and other data to facilitate an effective credential is in large part found in the second section of this chapter, where the data on each individual aspect of the credential model is discussed at length. However,

five overarching questions on the credential model and the pilot may be used to gain a broader understanding of this the third research question: What can be learned both in terms of content and format from the results of the pilot and supporting data to help facilitate the establishment of an effective credential? The five questions to organize this discussion of this research question are as follows: (1) What was the greatest strength of the credential model? (2) What was the greatest weakness of the credential model? (3) To what extent was the pilot a success? (4) To what extent was the credential model effective? and (5) To what extent was the credential model viable?

What was the greatest strength of the credential model?

There was a nearly unanimous answer to this question by pilot team members and developers alike. Most respondents agreed that the greatest strength of the credential model was its flexibility. The credential model itself stressed its flexibility by pointing out the following:

> This is a flexible model in three important ways. First, any professional
> development activity may involve one or more content area, and therefore,
> the points for that activity may be divided among the appropriate content
> areas for that activity. …Second, educators may choose which
> professional development activities they wish to engage in. One educator
> may opt to take two university courses, while another educator may attend
> several workshops and participate in study groups to earn the same
> number of points. The key is to earn the points across the content areas…

Third, it is recommended that adult educators pursuing the Adult

Education Credential attend professional development activities that relate

to the subject area in which they teach (Credential Model, Appendix A, p.

3-9).

Many of the pilot team members agreed with the benefits of this flexibility. One

team member said,

I think that this model is flexible enough that they can work it

within their own circumstances and need. It is not something

where you have to do this and you have to do that. It is flexible

enough that people can fit it into their own schedules, their own

geographic location, and they can tailor it to their specific needs.

And I think that is good (Pat Humphries, personal

communication).

Another team member gave a very similar response.

Its flexibility [is the greatest strength of the credential model]. I

think that if you really took it seriously it was a challenge to work

on, but at the same time, it gave you great flexibility to use a lot of

different types of experience to make that a part of your portfolio

(Gaye Horne, personal communication).

Team members who cited flexibility as the greatest strength of the credential

model often referred to the fact that this flexibility would help teachers trying to earn

their credential to overcome the many prevalent and pervasive obstacles they face in

obtaining quality professional development—such as program availability in their

geographic area and in their area of interest, time constraints, and financial constraints.

One pilot member expressed these benefits this way:

> It doesn't have to be just a conference, or a seminar that you would
>
> have to pay for out of your pocket, that some of the opportunities
>
> for professional development are less costly and more flexible and
>
> also I think that part of that was opening your mind that …well, I
>
> guess we all knew, that that is professional development, reading a
>
> book or having a discussion with another group of teachers
>
> certainly is professional development in that it does give you ideas
>
> on how to do your job better, but we don't always, or I don't
>
> always at least …I hadn't thought of it, I had a very narrow
>
> definition of what professional development truly was. And so I
>
> think I see beyond that now (Karen Maxwell, personal
>
> communication).

A couple of respondents, however, did suggest other strengths for the credential

model and participating in the pilot. One said,

> I think that the greatest strength is the opportunity to discuss things
>
> with other professionals. That's what I got the most out of it from.
>
> You start to realize how important it is what we are doing, finding
>
> out that we have the same problems, same issues and how

important professional development really is to these essential

programs (Jennifer Swoyer, personal communication).

This same pilot member went on to explain,

I got most of my energy from the weekend meetings that we had

during the year. You know we were all so excited and just hearing

other people's reaction and talking. I always felt very motivated

after those sessions. I felt like we were getting somewhere and

hashing out some important issues. We were able to determine

what was really important, and what wasn't really important. It

made me feel like we were really getting somewhere. I think that

this interaction is really important. It's a difficult thing because

adult education is different. We want to be credentialed like others

and we want to be the same like others and yet we can't because

we're so different (Jennifer Swoyer, personal communication).

What was the greatest weakness of the credential model?

The answers to the question of the greatest weakness of the credential model,

often did not have to do specifically with the credential model. For example, one team

member suggested that the greatest weakness was lack of support from the state (Gaye

Horne, personal communication), while another team member suggested that the greatest

weakness of the credential model related to her own personal experience in the pilot. She

said that it would have been a better process if she had felt more connected and had a

local contact to answer questions about her progress on working towards the model (Pat Humphries, personal communication). A third work team member stated that the greatest strength and the greatest weakness were actually one and the same.

> Well, this is funny, but in a way, sometimes it was the flexibility.
> For me at least, I'm one of those people…I'm a procrastinator. I
> really, really am. So if I know I have a deadline, if I know I have
> something that has to be done, then I get it done. But if it's real
> open ended, then sometimes, I'll push it off and push it off so it has
> also been real easy for me…I mean, when you go to a class, you go
> to the class and that's it, you're done, but when you're, you know,
> doing a book report or something else that provides that flexibility
> then it really does require a certain amount of self-discipline to get
> it done and to get it taken care of (Karen Maxwell, personal
> communication).

To what extent was the pilot a success?

All of the interviewees—experts and pilot team members alike—agreed that the pilot was a success. However, their answers varied widely in terms of their reasons, how they defined success, and the degree of specificity to their answers. Many work team members, while on one hand, agreed that the pilot was a success, on the other hand, were unable to elaborate on how and why and only provided extremely vague answers.

However, during the work team meeting in San Marcos in June 2001, the work team conducted a SWOTs analysis of the pilot overall and specifically on the their own role and duties. SWOTs stands for Strengths, Weaknesses, Opportunities, and Threats. The documents from this exercise provided some insight into the work team's evaluation of the pilot experience overall.

Some of the strengths cited included "It has caused me to take my professional development more seriously" and "the opportunity to make professional development applicable [was a strength]. I saw relevance of activities in my professional life." Also for the pilot, work team members pointed out that participation helped make the credential staff "aware of which areas need additional development, such as field participation." Similarly, another work team member wrote, "I found the process of having the work team go through the credentialing process as a team offered opportunities for discussion and questions ultimately helping in refining the process. The questions that arose naturally out of the process will help to streamline the process for those to follow."

Another work team member felt that some of the strengths of the pilot format included the resources available, such as the WebBoard, its small group size, the organized forum for discussion, the balanced and planned approach, the added focus on professional development, and its efficiency. Another work team member reiterated the value of the resources available. "WebBoard was great; materials were well-organized and input from the participants was accepted and encouraged."

Some of the weaknesses listed included, "the lack of support from other educators" and the lack of a local contact person with which to discuss the details of the

project. Other work team members would have preferred to have a more realistic idea of the time commitment involved, a more clear game plan from the beginning, and more lead time on some of the activities, like the book review exercise.

Some of the opportunities cited included, training on the WebBoard, buddy system, website, increasing staff, webcasting. Another work team member wrote, "The work team gives you real input from professionals. It will keep you realistic. Keep the work team. Give us lessons in managing the WebBoard." Another work team member suggested defining a yearly plan from the beginning and stick to it, providing more specific guidelines on using the WebBoard for book discussions, and providing clearer guidelines for submitting material. Another wrote, "As people go through this process I think mentoring others though it will be very important. They will need more support on a consistent basis to keep up motivation and complete [the credential] effectively."

These views from the San Marcos meeting SWOTS analysis were backed up from the evidence given during the interviews. One work team member said during an interview,

> I think it [participating in the pilot] was a positive experience—
> being able to interact with other adult educators to hear their
> perspectives their particular situations, their needs, their
> experiences, their frustrations, their successes. I think that that
> process of getting together and the meetings, which we didn't have
> that many, but the two that we had…I found that to be a very
> helpful and encouraging experience. We did some other things

online, however, that was not as successful as I think it was

intended to be. I think that just fell apart (Pat Humphries, personal

communication).

One of the developers of the credential said that she believed that the pilot was successful

because she learned some lessons that she can apply to making the model more effective

and viable in the future and that was one of her main goals from the pilot.

The main thing that I learned from the pilot was the administrator

is key if it is going to be implemented successfully and effectively.

And that is truly what I believe is the most...beyond changing

forms and getting more points and arguing about points and all that

that I needed administrator buy-in from the beginning (Tamara

Thornton, personal communication).

Another of the developers of the credential expressed concern that the portfolios

produced by the pilot were not consistently better. After all, she reasoned, if these

participants, who volunteered and were highly motivated, were compensated monetarily

for their participation, and were given many opportunities for individual attention, were

still confused and frustrated by some aspects of the credential, how can the credential

hope to be effective for teachers in a much less favorable situation.

It was a success in the same way an awful lot of pilots are. The

people who volunteered for the pilot are the ones who were going

to succeed and get their credential anyway, no matter. And we saw

some interesting and maybe a little spotty results. We saw

spectacular portfolios from some, we saw middle of the road and certainly credible ones from the majority of them, and from a couple we just saw trash. I think we saw the range of what is out there. The scary part is that all of these are people who volunteered. Granted they were compensated somewhat for participating but they were singled out, treated specially, given every opportunity to ask questions, voice their opinions. These also tended to be folks who came to everything we did on the credential model so they had a pretty good idea … a pretty good understanding from the get-go of what was required. Not that they agreed with it all but they had a pretty clear understanding I think that what we learned was what we learned from an awful lot of pilot projects, especially small ones. I think that we got a lot of opinions and ideas about the credential model that we not necessarily tested out in the pilot. There were people who still had a lot of beef with too much coursework or too much theoretical work instead of the application. I think that there is still some confusion or misunderstanding about what the capstone is the action research project. There is still a fair amount of confusion about that. What is required, what the goal is, probably as structured or as loose as whoever administers the credential wants to make it (Emily Miller Payne, personal communication).

<u>To what extent would the credential model be effective if implemented?</u>

When the interviewees were asked if they believed the credential model would be effective if implemented, they were told to define effective as "able to achieve its goal of improving the process of professional development for adult education and ultimately improving student instruction." Most respondents said that they believed that the credential model would be effective at achieving those goals if implemented, although many suggested that the credential model still need modifications before it would be effective and they offered other caveats to effectiveness.

One developer said, "Yes, I think it will be effective. But it will only be effective if it's sold well to teachers—if they can see some incentive to doing it" (Emily Miller Payne, personal communication). Another developer firmly believed it will be effective.

> Absolutely. I mean I really see that in the teachers that I work with.
> I am getting emails from people, phone calls, just after my TALAE
> presentation I got two teachers...I got two emails over the
> weekend from people who were using it in their programs who
> were waiting for me to find out when I'd get back down there
> when am I going to do more with it. [A colleague] just came back
> from a training and she said that teachers were so excited about it. I
> definitely think it can be effective and it is being effective in the
> small field test. If programs do certain things I don't see it as being
> a problem at all (Tamara Thornton, personal communication).

Another developer pointed out that while we can speculate on its effectiveness based on the data from this very small and specialized pilot, it is definitely too early in any responsible way to determine if there will be any effect on instruction.

Effectiveness is a tough issue, how are you going to measure that? Until it is implemented I'm not sure you even can, without coming to some conclusions that might be erroneous, I think we'll probably want to wait to evaluate it until it has been fully implemented somewhere so that we can fairly evaluate it. There have been other endeavors. The evaluation of Head Start is the classic example. When Head Start got going, it just barely got rolling and smack here came a big full scale evaluation they discovered no significant differences in the kids who had been in Head Start, but probably because they had evaluated way too early. So I think that we need to avoid that. But effectives is the bottom line so at some point we need to address that. Yeah, I think it's got a lot of viability and I think that if we make the decision to offer it to other states, both the model and the process the interest of other states will be a measure of that. So there is lots still to be learned about it (Deborah Stedman, personal communication).

To what extent was the credential model viable?

In the end, this is the hardest question of all—wss the credential model viable? Viable was defined during the interviews as whether it is possible for the credential model to be implemented. Embedded in this definition were the assumptions that this referred to the model as it was currently written and considering the state of the field of adult education as it currently stood in Texas. The question of viability ultimately underscores all of the other previous questions and analysis in this case study. It stands to reason that if the credential model cannot or will not be implemented then whether it will be effective and the other questions are moot. Likewise, none of the specific details of the credential model continue to be significant if the model is not implemented. Unfortunately, in final review, it did not matter, because the funders took the question of viability out of the developers' hands. However, the answers to the question of viability that were offered by the pilot members and developers were still knowledgeable insights and may provide help for some unknown entity or organization who might want to learn from this experience in the future.

As previously mentioned, some of the experts who were interviewed believed that one of the biggest obstacles to viability relates to administrators. At the meeting in San Marcos, the work team expressed many reservations about administrators supporting credentialing their teachers. One concern that was mentioned several times was about funding. How are administrators going to find the money to pay for additional professional development for their staff? The work team also suggested some solutions. For funding, work team members suggested encouraging teachers to pursue a wide

variety of options for professional development, especially some of the ones that don't cost money. Also, a work team member suggested that each program form a committee for professional development that would be actively seeking opportunities and requiring teachers to write a professional development plan (SWOTs analysis feedback forms, June 2001).

Similarly, work team members discussed the pros and cons of whether administrators should be required to be credentialed themselves. Most of the work team members believed that this would be beneficial. Several reasons were listed including, "so that [administrators] will support outcomes," and "because otherwise the administrator will think that the credential is not important." One work team member was not certain about administrators being credentialed, "I think that they'll be more empathetic if they've done this, but [they won't] see it as necessary" (SWOTs analysis feedback forms, June 2001).

One member of the work team was currently a full-time administrator and she added another concern regarding administrators—time. She said,

> As an administrator I can tell you that I don't have the time to track staff
> points and all that other stuff. It needs to come from each individual adult
> educator. Each individual adult educator would have to be responsible for
> their own portfolio (Beth Thompson, personal communication).

But she feels confident that this would not be a final deterrent. When asked if she thought that the scenario of each teacher being responsible for their own progress toward the credential is possible, she stated, "It works that way in all other areas, I don't know why

it couldn't work for us" (Beth Thompson, personal communication). This team member went on to explain,

I do think it is viable. The time limits are generous enough to

where you would have enough time to accrue all the staff

development you need to. The program is well laid out, you know

it from the beginning. It is easy to follow. It is kind of systematic. I

like that it covers several content areas (Beth Thompson, personal

communication).

Another work team member placed a different stipulation on the likelihood of the credential being viable.

I think in small groups it will be [viable], but as it is now, I just don't know. There

are always so many new people coming in. I just don't know if a new person will

be able to handle it. I don't know if it will be overwhelming and they will have

the patience to figure things out. And if they'll even know what questions to ask

(Jennifer Swoyer, personal communication).

One developer provided a more optimistic response.

I certainly hope [that the credential is viable]. I think that there are

a lot of states that are looking at this issue. And they are addressing

it in a lot of different ways. I think that the model that has been

developed here is a very practical one, but it is also one that has

managed to incorporate a lot of what we've learned about teaching

in the adult realm so I mean I think it's a very doable model that

also has a lot of integrity to it in terms of its content (Deborah

Stedman, personal communication).

Another developer had several concerns regarding finances and one of the

requirements in particular.

The credential model ...I think it's viable from the standpoint of

working in programs. Fiscally viable? There are questions about

being fiscally viable about certain portions of it. I mean Project

Idea...there are questions about whether it will be fiscally viable. It

will have to be modified because of the state...because of the size

of the state and so forth. As a whole, I think that it is viable with

modifications. But fiscally viable that will have to come from state

leadership. I mean the money is there. I mean it could be fiscally

viable the question is will it be (Tamara Thornton, personal

communication).

When asked to elaborate on the modifications needed, she replied,

Well, you'd have to address Project IDEA. Requiring everyone to

have it is feasible if you have people who are certified or who have

gone through the training and can replicate that in their program. If

you build local capacity for that. Project IDEA, if you want to keep

it in its purest form, you know, I mean, I've talked to people about

that and the director of Project IDEA of maybe putting in some

kind of ... maybe developing some kind of different track or online

or something, I mean it's just not... right now, for example, thirty

teachers right now are going through the field test in El Paso, who

need to go through Project IDEA and Project IDEA only serves 20

teachers per year and in just one program I've got at least 25-30

...and then there's another one in Victoria and so forth. So from

that standpoint Project IDEA is ...I mean I'm just being honest

Project IDEA is the weakest link to it [the credential model] being

implemented in this form...in its present form (Tamara Thornton,

personal communication).

Finally, another developer offered this view.

I think it will be viable because I think programs will buy into the notion that they

can demand that teachers have some standardized professional development.

Once that becomes available they'll buy into that and they'll press for teachers

who can do that (Emily Miller Payne, personal communication).

Summary

The data on the third research question, What can be learned both in terms of

content and format from the results of the pilot and supporting data to help facilitate the

establishment of an effective credential? can be found in large part in the second section

of this chapter where each individual aspect of the credential model is critiqued for its

potential effectiveness. However, by looking at the five more general sub-questions a

broader view of the results of the pilot can be formed. The first sub-question asked for the

greatest strength of the credential model and the answer was unanimously its flexibility.

The second sub-question asked for the greatest weakness of the credential model and it can be seen as further evidence of the support for the model that most of the answers were not specifically tied to the model. For example, one weakness cited was a lack of support by the state. While the short answer to the third sub-question was, yes, the pilot was a success, after delving further into the interviewees' opinions on the nature of the success, it became clear that the definition of success in this case, varied widely. Likewise, many respondents answering the fourth sub-question, which was is the credential model potentially effective, said "yes." But upon deeper reflection they added caveats about finances and administrator support that may mitigate its effectiveness. The final sub-question was "Is the credential model viable?" Unfortunately, the question was taken out of the hands of the field and the developers when funding on the project was cut.

Conclusion

This chapter attempted to organize the vast amount of data on the development and piloting of the Texas Adult Education Credential Model into a scheme that would not only address the three research questions underlying this case study, but also help the reader understand the process of the development of the credential model and appreciate the insights gained from presenting the model to the field and from conducting a pilot study. To that end, the chapter was divided into three major sections: an in-depth reconstruction of five activities during the development of the model, an analysis of the particular requirements and structure of the credential model, and a discussion of the three research questions in relation to the data collected.

CHAPTER 6

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is three-fold. First, a summary of the research study is presented by recapping the background, objectives, and research design. Second, this chapter presents the conclusions drawn from the data analysis. Finally, recommendations for practice and research are discussed.

Discussion

While the benefits of professionalizing the field of adult education continue to be debated, progress by those who support professionalization is being made. One of the most common and effective ways to professionalize any field is to establish a credential or a certification process. It is effective because it allows critics and supporters alike a starting point for negotiation of what a practitioner of a field needs to know and to be able to do. By setting up standards of competency, even if all parties do not agree that these are the final test of effectiveness, a measure of professionalization is achieved.

The Credential Model, written and piloted by the Center for Initiatives in Education at Southwest Texas State University and funded as a special project of the Texas Education Agency, is such a starting point for negotiation and thereby helped move the field closer to being a recognized profession. In its four years of development, there were several changes in the draft that reflect the negotiation that took place among teachers, administrators, and policy makers.

The Credential staff highly valued feedback from the field and went to great lengths to solicit feedback at each stage of the development. They understood that ultimately it is the teachers who have to use the model and take the responsibility for not only working towards their credential but much more importantly using the professional development opportunities available to them to improve the quality of their teaching. The credential staff was mindful that the ultimate goal is not to professionalize the field for the sake of better recognition, career security, or even increased compensation, but rather to provide better service to the students. By helping teachers become better teachers by offering them a system, guidelines, and opportunities to increase their knowledge and skills, the credential, hopefully, ensures that eventually students will be taught by teachers whose competency is assured. The Texas Education Agency chose not to continue funding for this project, I hope that the goals behind it are not forgotten.

Limitations

The biggest limitation on this study of the viability and effectiveness of the Credential Model is, of course, that the model is not going to be implemented. The pilot showed that the model had great potential and with a few minor adjustments helped teachers organize and revitalize their professional development activities. However, without requiring or even sanctioning the further development of the model professional development in Texas will not continue along the path that the model helped start. Another major limitation was that the researcher took much longer than originally planned to finish this thesis. Therefore, there was a problem with the memories of some

of the interviewees about the specifics of the history of the project and the model at the

time of the interviews. It is recommended that if a similar project is conducted in the

future that interviews of the principles be conducted immediately following the end of the

pilot. Also, it would have been helpful to measure any change in the skills and knowledge

of the pilot participants between before and after using the model to guide their

professional development. It is recommended in the future that a measure be developed

for assessing participants skills before and after using a similar developmental tool.

Conclusions

The following conclusions have been based upon the findings resulting from the

data collected through the focus groups, presentations, and interviews conducted during

this research study. These conclusions are not generalizable beyond this particular study.

The conclusions are organized according to the three research questions in this study: (1)

How is the ongoing debate regarding the professionalization of the field of adult

education in general affecting adult education in Texas? (2) How potentially effective is

the Texas Credential Model in improving the quality of professional development of

adult education teachers in Texas? (3) What can be learned both in terms of content and

format from the results of the pilot and supporting data to help facilitate the establishment

of an effective credential?

Conclusion for Research Question 1: How is the ongoing debate regarding the professionalization of the field of adult education in general affecting adult education in Texas?

There is widespread support from teachers throughout the state for the establishing of a credential. By making a few presentations at conferences, the credential staff gathered hundreds of names of teachers who were interested in participating in the pilot. While these teachers would of course not necessarily support every aspect of this particular credential model, many of them had only a ten minute oral overview of the requirements and procedures of this credential, simply the fact that they were interested in helping to pilot the credential shows their support in theory of moving towards professionalization and establishing a credential.

As Shannon et al. (1994) point out, in studies of the needs of the field of adult education, there is often a consensus that the quality of professional development needs to improve. The many debates emerge in the details--what exactly improving professional development should entail, how it would be funded, whether it should be mandatory, what skills and knowledge are required by a good adult education teacher....the list of questions with debatable answers is endless. But as shown in the vast numbers of adult education teachers in Texas who signed up to receive more information about the proposed credential or participate in it in some way, most teachers believe that improving professional development in some way is essential.

Conclusion for Research Question 2: How potentially effective is the Texas Credential

Model in improving the quality of professional development of adult education teachers

in Texas?

Many teachers have a narrow definition of professional development until they

begin working towards their credential. Once they have begun the credential process,

their definition expands. This was shown not only through the pilot team member

interviews, but also during the TETN broadcasts, when the pilot team members shared

their experiences with their colleagues in adult education. Several pilot team members

said that they had never considered such activities as being in a study group professional

development. In retrospect, they said that it seems obvious, but without the credential

model pointing it out to them, they would have never realized how much can be gained

from informal professional development opportunities, nor would they have realized how

prevalent these opportunities were.

Imel (1989) points out that when adult literacy becomes a national issue, the

public begins to acknowledge that there are inadequate institutional and financial

resources to support the development of professionalism in the field. These inadequacies

have in the past been a major stumbling block towards a credential or other means of

professionalization of the field. For example, in New Jersey and several other states

previous plans for certification of adult educators required teachers to earn a certain

number of graduate or undergraduate semester hours in adult education as the only means

for achieving certification. This reliance on semester hours is expensive and time-

consuming even if a college offering the courses is in a practical distance; however, in

many areas of Texas it is simply impossible as the resources are simply not there. Since, the Texas Adult Education Credential Model takes advantage of both formal and informal professional development opportunities this problem is greatly alleviated. Teachers participating in the pilot realized this when they began to take advantage of such non-traditional professional development activities as study groups and listservs.

Working towards the credential helped teachers become more proactive in their approach to professional development. Pilot members stated that in the past they attended the professional development activities that their administrators recommended, without much forethought or a clear plan. They found that working through the credential encouraged them to have a more balanced approach to the types of activities that they did and to create their own when one was not readily available in the particular discipline that they required.

Three ancillary benefits of working with the credential model emerged from the data. Teachers working through the credential model also stated that they felt an increased sense of self-worth in their professional lives, they recognized an increased sense of respect and legitimacy outside the field, and they expected an increase in the standardization of skills and knowledge of adult education teachers.

Conclusions for Research Questions 3: What can be learned both in terms of content and format from the results of the pilot and supporting data to help facilitate the establishment of an effective credential?

The concerns of teachers supplying feedback on the credential model are remarkably consistent throughout the four years of development. From the focus groups in 1998 to the research interviews in 2002, the same issues were being debated. Three areas of concern emerged to be most prominent: the documentation system, the point distribution system, and time limits on earning the credential. Likewise, several areas were received wide-ranging and consistent support from the beginning of the project: the content areas, the flexibility, writing reflections, and the New Teacher Institute.

James (1992) asserts that in order for certification to be effective in any field some basic assumptions must be met. These include an identifiable core of knowledge and skills, the establishment of an agreed upon level of competence, a viable plan for the process of certification and an entity to oversee it, and "certification and teacher effectiveness are demonstrably interrelated" (p. 125). Many of the initial concerns about the credential model that remained consistent throughout the project relate to the precursors of an effective credential that James outlines. It seems that a broader consensus on these basic assumptions needs to be established before a credential can be truly successful.

The New Teacher Project was consistently seen as a valuable tool for teachers not only new to the field but all teachers. Every interviewee who participated in the New Teacher Institute viewed it as extremely valuable and as a good tool for the beginning of their professional development. Even the work team member who participated in the New Teacher Institute after participating in Project IDEA said that she learned a great

deal from the workshop and would recommend participation to any teacher in adult education.

Several items in the credential model still need more thought and more details worked out. Primarily there are four issues that still need to be resolved. Field participation is still unclear to the participants. Project IDEA is not capable of admitting the number of teachers that would need to participate. The Instructional Observation is still vague. The time requirements are contradictory.

Despite these issues, the credential received overwhelming support from the pilot participants. Every work team member and expert asked said that he or she thought that the pilot was a success. All of the major components of the credential model remained in tact after the pilot was concluded and the changes required were only minor. During the final interview, one pilot member discusses the credential in general:

> "Well, even if it doesn't become a mandatory thing that everyone has to
>
> have, I think it's a very good process to have to go through--with some sort
>
> of personal accounting for what you've done. That way you know what you
>
> did and why you did it and how it is helping you. So I think the idea of it is
>
> really good and I think there are a lot of good things in place already. It's
>
> just there are little kinks that need to be worked out to make it user friendly
>
> for everyone."

Participating in the pilot contributed to the participants understanding of the field of adult education. All of the interviewees stated that they learned from being in the pilot program. Although there was a wide variety regarding the lessons. One pilot team

member talked about how she planned her professional development in the past, how she

does it now, and any effect of the work team on her classroom.

"This has been a really good experience for me. It has been a really

positive thing. I have to admit that one of the things that I talked about

with Tamara even earlier this week is that before I was really more passive

in my professional development. I had a really supportive supervisor, and

she sent me to professional development. But I never initiated it. And now

that I've been participating in this. I've really been looking for

opportunities and for things that I think will enhance my classes and help

me develop as a better teacher. When I took classes before and went to

conferences, I always looked for those sessions that really I thought would

directly relate, but I really don't think that I analyzed them as well as I

could have. Now that I have participated in this, I think that I've really

come along way. I think that I'm really breaking out of the mold. I realize

that there is more than just going to a conference and just taking a class in

order to get professional development. For example, the listserv, which I

had some trouble with too…for example the listserv and book discussion,

I see those now as better opportunities to expand my experience and my

teaching ability" (May 10, 2001 TETN broadcast).

Without teacher, local administrator, and state-wide bureaucratic support,

the credential will not be viable or effective. Each of the three main groups needs

to believe in the value of the credential in order for it to work. Without teachers

diligently accruing points by finding and participating in quality professional

development, the credential will stagnate. Without local administrators helping

teachers not only to find the time and resources to attend professional

development, but also to believe in the value of what they are doing by motivating

teachers to improve their teaching even without external rewards, the credential

will be meaningless. And without state-wide support by the bureaucracies that

develop the system, the credential will simply not exist.

Shanahan et al. (1994) argue that if stakeholders believe that good education is

dependent on good teachers, then stakeholders will work harder at ensuring better

teaching. In other words, if good teachers are not considered the key to a good education,

then doing whatever is necessary to foster better teachers, for example requiring a

credential, becomes less important. Obviously, stakeholders not only need to believe that

well-trained teachers are better teachers, but also that there is value and a verifiable

connection between better teachers and student achievement. Several researchers (e.g.

James, 1992; Perin, 1999; Shannon, 1994) believe that no such connection has been

firmly established in adult education between quality teachers and student achievement.

Recommendations for Practice

1. The New Teacher Project should continue to be offered to teachers new *and*
experienced throughout the state. With its overwhelming support, the New Teacher

Project is universally hailed in the data as being beneficial to everyone—new and experienced teachers alike.

2. <u>The Credential Project should not end, but rather the viability and effectives of this model should continue to be explored.</u> One credential model expert talks about the lack of funding support for the credential model:

> Yeah, you know, this is a project that I think has a lot of potential and I
>
> regret very much that the agency hasn't seen to continue it. I think that is
>
> short-sighted. And I think to some extent I think it is foolish. I understand
>
> very well that special projects is a way to put your mark on a field. In fact,
>
> I did that, there was no question that was something that was a strategy of
>
> mine for many years. But I'm sorry that at this point, the agency feels that
>
> it has to throw out the baby with the bathwater. Because this baby is
>
> strong and could really be beneficial to the field. By not choosing to
>
> support it, I think that they are sending a message to the field. And I think
>
> the field says in response well we've participated in its development and
>
> we think it should be ongoing and we are going to continue to endorse it
>
> (Deborah Stedman, personal communication).

3. <u>Local programs establish a requirement for teachers to be proactive in securing and documenting their own professional development activities.</u> The data is clear that one of the most fundamental ways that pilot participants were effected by using the credential

model was in their new-found feeling of autonomy in professional development. Whereas in the past, most of the pilot participants had attended professional development activities as they presented themselves, by using the credential model, they found that there were many other rewarding activities readily available. One way to establish this requirement might be to include a reflection component as part of the documentation system. By writing reflections, the teachers will better process their experiences and might be more likely to actually use their new knowledge and skills in the classroom.

Recommendations for Research

1. Students of teachers who have a credential should be compared with students of teachers who do not have a credential. Ultimately, the only real value in improving the education of teachers is in improving the education of students. The measure of that improvement, however, will need to be carefully considered. Adult education students in particular are enmeshed in the outside world in a way that younger students are not. One of the basic tenets of the theories behind the teaching of adults is that as a teacher one cannot forget that the students are adults with responsibilities and experienced in many areas of life that younger students do not usually have to be concerned with.

2. A long term study should be conducted regarding the ancillary benefits of the credential. In other words, does the credential lead to achieving some specific benchmarks toward professionalization? As this research shows, professionalization of a

field is not easily defined. However, there are a few aspects that consistently were mentioned. These included having an agreed-upon and established foundation of knowledge that is agreed upon, having an agreed-upon and established career ladder, and having an association or other organization serve as a governing body or accreditation mechanism. Therefore, the study could look at whether in the long-term having a credential led to the achievement of any of these hallmarks of professionalism for the field of adult education.

3. A study should be conducted on the comparable knowledge of the teachers with a credential. In other words, once credentialed, do all teachers have a minimum base of knowledge that is the same? Is it important that they do? One of the main points of praise from outsiders and pride from insiders of this credential model is the remarkable flexibility that is built into it. However, with all this flexibility is it possible that teachers who are credentialed might not receive knowledge that is fundamental to adult education? And, of course, a corollary to that question is does that make the teacher not as good a teacher?

Summary

An early brochure for the Adult Education Credential Project states, "In order to serve the needs of adult students, practitioners require systematic, standardized, and meaningful professional development from the time they begin their teaching careers. This project is coordinating the development of an adult education credential model

based on accepted foundations of theory and practice and designed to allow flexibility.

The model will address both the delivery and documentation of staff development." The

Credential Model and the Credential Project did exactly what it set out to do. It fulfilled

all of the goals it stated in this brochure. Yet, the future of the credential model is

doubtful because of the lack of funding. The only thing that is certain is that the debate

which began the project will continue on; hopefully, both sides will have gained a little

more understanding simply from participating in the discussion.

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Appendix A

The Texas Adult Education Credential Model

Texas Adult Education
Credential Model

**Draft
May 4, 2001**

Adult Education Credential Project
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Adult Education Credential Model

Table of Contents

Project Description
and Objectives

Section 1

Credential Project Description and Objectives

Texas adult educators, like adult educators in most states, have no credentialing process to recognize their specialization as a bona fide field, to offer a standardized system for professional development, and to ensure program quality to clients and taxpayers. The State Board of Education Task Force on Adult Education and Literacy in its report, *Adult Literacy, A Texas Priority*, and the Texas Legislature in Section 29.252 of the Education Code mandate that the Texas Education Agency (TEA) "prescribe and administer standards and accrediting policies for adult education; prescribe and administer rules for teacher certification for adult education." Workforce literacy needs and quality of life issues for clients demand that adult educators be trained in theory and in the practice of andragogy in a manner that is systematic and consistent across the state.

The development of the Credential Model was done in collaboration with the New Teacher Project also funded by the Southwest Texas State University (SWT) Center for in Education. The New Teacher Project developed a standardized, preservice training model and toolkit for less than two years of experience teaching adults. The Credential Model and the New Teacher Institute share the same core content areas. (See Section 2.)

The Credential Model was reviewed in the February 2000 issue of FOCUS Bulletin by the Pennsylvania Department of Education. The FOCUS Bulletin highlights exemplary special projects for Pennsylvania and other states. The Texas Credential Model was rated superior + for Innovation and Effectiveness, good + for adaptability and an overall rating of excellent as a final report. The full article can be reviewed in the appendix.

In 1994, the state of Texas developed Indicators of Program Quality and Instructor Proficiencies for Adult Education and Literacy Programs. The Credential Model used these proficiencies in developing the core content areas. A chart detailing the IPQs and their relation to the Credential Model can be found in Section 2.

The primary objective during the three-year funding cycle of the Adult Education Credential Project at the SWT Center for Initiatives in Education was to consider the nature of the adult education workforce. During this time we have proposed a credentialing process that has the support of the field. In addition, the project has recommended procedures for the implementation of a credential, which includes alternative means of delivering professional development to adult educators and a plan for evaluating and documenting their participation.

During the first year of funding, the focus was on a credential model for full-time instructors who are new to the field of adult education. The Adult Education Credential Project established an advisory board and a work team to facilitate the implementation of the project. The role of the advisory board was to act as a liaison throughout the state, to review the credential model draft, to provide feedback, and to help coordinate the six regional focus groups. The draft was presented to adult educators primarily through focus groups conducted in Houston, Dallas, McAllen, Austin, Lubbock, and El Paso. In addition, the draft was presented at the 1999 TALAE and AAACE conferences. The role of the work

team was to review the credential model draf and to respond with in-depth written
feedback.

The project focus for the second year of funding was two-fold. First, the project developed
a modified credentialing process for new part-time educators and for both full-time and
part-time educators with more than three years of adult education teaching experience.
Second, the project selected a group of adult educators to participate in the first pilot
cohort of the proposed Texas Credential.

The third year was a continuation year. It has focused on both a formal and an informal
pilot of the Credential Model. A TETN broadcast was held in the fall of 2000 to discuss the
proposed method of using the Credential Model in planning professional development for
adult educators. Currently, eight teachers representing the major regions of the state are
formally piloting the Credential Model. The pilot cohort represents both full-time and part-
time instructors and administrators. The preliminary results of the formal pilot period will
be disseminated in May 2001. A follow-up dissemination will be in the fall of 2001.

SWT is a member of the Adult Education Professional Development Consortium that worked
collaboratively to produce the State Board of Education Task Force report on Professional
Development, Indicators of Program Quality, Instructor Proficiencies, Performance
Measures Assessment System framework, and Project IDEA. Because Consortium members
plan and deliver professional development to Texas' adult educators, these Consortium
alliances will play an important role in making the Adult Education Credential Project a
workable model.

The purpose of this document is to familiarize readers with (1) the objectives and purposes
of the project, (2) the proposed credential model including content areas, delivery system,
and documentation system for new and experienced educators, (3) the research findings of
this project including a reference list, credential models in other states, and Texas adult
educators' views on a credentialing process.

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***three instructors representing workforce training
will be joining the workteam for the fourth year of
continuation funding***

Content Areas for the Texas Adult Education Credential Model

Section 2

Overview of Core Content Areas

This section provides an overview to the core content areas for the Credential Model. Teachers seeking the credential are required to accrue points across these content areas. The point distribution requirements and the delivery options are discussed in detail Section 3.

These content areas were developed after an extensive research process. Data were gathered through surveys, extensive library research, consultant feedback, and dialogue with new and experienced adult educators. Also, the U.S. Department of Education's Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs (February 1999) and Texas' Indicators of Program Quality were reviewed. A correlation chart highlighting the connections between the Texas Adult Education Instructor Proficiencies and the content areas can be found in this section.

These content areas were also developed in collaboration with the New Teacher Project, which serves as a standardized, consistent, and accountable orientation to the field of adult education for pre-service teachers. The New Teacher Toolkit was developed as a guide for the orientation and as a resource for teachers to refer to during practice. The content areas required in the Credential Model correlate with sections of the New Teacher Toolkit. A correlation chart highlighting these connections is contained in this section.

Content Areas

Principles of Adult Learning
A theory-based framework helps us better understand adult learners. Principles of adult learning include characteristics of adult learners, activating prior knowledge and life experience, and facilitating meaningful learning.

The Teaching-Learning Transaction with Adult Students
This is the key to success of both the adult learner and the adult educator. Teaching the adult learner requires an ethic of caring and knowledge of successful teaching and learning practices that motivate the adult learner and promote a community of learning.

Diverse Learning Styles, Abilities, and Cultures
Appreciation of learning styles, knowledge of learning abilities, and a sensitivity to multicultural and socioeconomic issues assist the adult educator in selecting and in modifying appropriate teaching and learning strategies.

Integrating Technology Into Adult Learning
Current trends indicate that knowledge of technology will continue to play an increasingly significant role in our society. Adult educators must be prepared to help learners utilize this resource. Core proficiencies are being developed for adult educators in Texas by Project Inter-ALT, a special program funded by the Texas Education Agency.

Accountability Systems
Currently there is a focus on accountability for adult education services in Texas. The challenge lies in the documentation of successful adult education. Documentation may be formal or informal. It includes the mandated assessment, authentic assessment (such as portfolios), teacher proficiencies, recruitment, and retention.

Field Participation
New teachers may learn from experienced adult educators as they participate in instructor observations, mentorships, study groups, and web page development.

Subject Area Content Specialization
This is an option for those adult educators interested in focusing on a specific subject area in adult education. This option is an add-on to the core credential, which covers the six content areas. An adult educator may choose to pursue a subject area content specialization after the core credential has been completed.

Adult Education Credential Model Core Content
& New Teachers Institute/Toolkit Matrix

The Core Content Areas of the Adult Education Credential Model have been developed in conjunction with the New Teacher Project. The New Teacher Project designed a six-hour institute that serves as orientation to teachers new to adult education in Texas. In addition to the institute, the project designed a toolkit that serves as a resource manual for new teachers. The core content categories in both the Credential Project and New Teacher Project have been coordinated to provide consistency in professional development across Texas.

Core Content Categories	New Teachers Institute	New Teachers Toolkit	Credential Model
Principles of Adult Learning A theory-based framework helps us better understand adult learners. Principles of adult learning include characteristics of adult learners, activating prior knowledge and life experience, and facilitating meaningful learning.	Segment 1	Chapter 1	Core Content Area
Teaching-Learning Transaction This is the key to success of both the adult learner and the adult educator. Teaching the adult learner requires an ethic of caring and knowledge of successful teaching and learning practices that motivate the adult learner and promote a community of learning.	Segment 2	Chapter 2	Core Content Area
Diverse Learning Styles, ~oilities, and Cultures Appreciation of learning ~tyles, knowledge of learning abilities, and a sensitivity to m ~ral and socioeconomic issues assist th~ adult educator g and in modifying appropriate ~~ and learning	Segment 3	Chapter 3	Core Content Area
Integra~~~ ~ into Adult Learning Cur~~~ ~~re that knowledge of :hnol~ to ~ ~~ng.y significant role in ~acie educ ~t be prepared to help lear ~~ ~ ~2 Core prori~ ~cies are being devel~~ Texas by Project Inter-ALT, ~ ~e Texas Education Agency.	~2	~ion w~thin Chapter 2	Core Content Area
Accou~ ~~s ~ ~ .accour~ ~y for ~ad~r educ~tion ~s in Texas. ~ne cnallenge lies ~ the do~ ~+ ~uccessful adult education. Documentation may informal. It includes the mandated assessment, auth assessment (such as portfolios), teacher profi~ ~s, ~ment, and retention.	Segment 4	Chapter 4	Core Content Area
~ ~+~eams ~ ~ultiple age or~ ~~ry of literac ~oy~ Topic~ place ~ational adult education picture and fur,			
Continuin ~nal Development Adult ec ~~ ors s. ~ :ontinue to grow and learn about the field. Topics include profess~~ ~al development opportunities and developing a plan for meaningful professional development.	Segment 6	Chapter 6	Initiate Credential Process in New Teachers Institute

Core Content Categories	New Teachers Institute	New Teachers Toolkit	Credential Model
Local Program Information Your local program information including a description of your local literacy community.	Segment 7	Chapter 7	
Subject Area Content Specialization This is an option for those adult educators interested in focusing on a specific subject area in adult education. An adult educator may choose to pursue a subject area content specialization after the core credential has been completed.			Specialization in addition to core credential.
Field Participation New teachers may learn from experienced adult educators as they participate in instructor observations, mentorships, study groups, and web page development.			Area of participation to count towards credential.

The Texas Adult Education Instructor Proficiencies Indicators of Program Quality (IPQs) were developed by the Adult Education Professional Development Consortium Committee. The Core Content Areas of the Adult Education Credential Model have been developed to coordinate with the Indicators of Program Quality. The matrix below illustrates how to correlate the content areas with the IPQs.

Texas Adult Education Instructor Proficiencies	Adult Education Credential Model Core Content Areas				
	Principles of Adult Learning	Teaching-Learning Transaction with Adult Students	Diverse Learning Styles, Abilities & Cultures	Accountability Systems	Subject Areas
Learner Outcomes Instructor focuses curriculum and instruction on learner outcomes to address academic competencies needed for transition to further education, workforce and personal development, and life-long learning.			Demonstrates sensitivity to, and an appreciation of, sociocultural diversity and uses that diversity in providing effective learner-centered programs	Academically prepared to implement a program which fosters achievement of student outcomes	
Curriculum & Instruction A Instructor facilitates learning using processes consistent with how adults learn, and supported by research and knowledge of effective practice.	Articulates a rationale for the choice of holistic instructional strategies based on informed educational practice. Understands the processes people draw on to acquire and refine the use of a language	Builds the instructional program on the language, experience, and prior knowledge of the learners. Uses flexible grouping for learner collaboration and interactive learning			Integrates holistic, learner-centered instruction in language and mathematics
Curriculum & Instruction B Instructor develops and implements curricula consistent with an understanding of how adults learn, and supported by research and knowledge of effective practice.	Selects and uses materials that support a holistic, learner-centered approach to instruction	Develops lessons using materials directly from, or related to, the adult learner's environment or culture	Uses the goals and needs of the learner to develop learner-centered plans, lessons and materials that address prior knowledge, experience, learning goals, culture, and environment		
Curriculum & Instruction C Instructor uses approaches which the learner actively participates in developing and which are centered around the learners' goals and needs	Bases curriculum and instruction decision on continuous learner-centered instruction	Involves the learners in flexible multilevel groups to encourage the development of teamwork and interpersonal skills through cooperative learning		Assists learners in setting both short and long-term goals	
Curriculum & Instruction D Instructor uses holistic instructional practices based on meaningful life situations that reflect learners' needs and interests.		Uses authentic language sources including those found in every day life and learner generated text. Uses story maps, data retrieval charts and other graphic organizers to facilitate learning. Uses meaningful interaction with and among learners which integrates listening, speaking, reading, and writing	Provides instruction to learners with diverse levels of proficiency		Develops numeracy using strategies for mathematical estimation, manipulation of data, problem solving, and computation in meaningful life situations

Texas Adult Education Instructor Proficiencies	Adult Education Credential Model Core Content Areas				
	Principles of Adult Learning	Teaching-Learning Transaction with Adult Students	Diverse Learning Styles, Abilities & Cultures	Accountability Systems	Subject Areas
Curriculum & Instruction E Instructor facilitates the development of independent problem solvers and thinkers.		Teaches strategies that promote life-long learning			Teaches strategies for learning language and mathematics Uses concrete, pictorial, and abstract activities to develop language and mathematics understanding and problem-solving ability
Curriculum & Instruction F Instructor develops and adapts curricula and instructional decisions based on ongoing holistic, learner-centered assessment.				Uses student collaboration in assessment procedures Assesses learner progress holistically using a variety of valid and reliable strategies directly related to the curriculum and learners' needs and goals Uses a curriculum, which is meaningful to the learners and which, evolves and changes with the learners' needs Makes instructional decisions based on learner needs Assesses learners' progress using authentic language that is clear and meaningful to the students	
Program Planning Instructor facilitates collaborative program planning processes based on needs assessment and program evaluation results			Considers community demographics, workforce development needs, perceived needs of learners, available resources, and barriers to access in program planning	Encourages active learner involvement in program planning Provides input, which reflects institution concerns, needs, and improvement Uses timely evaluation data and collaborative input from interested or involved individuals and organizations	

Texas Adult Education Instructor Proficiencies	Adult Education Credential Model Content Categories				
	Principles of Adult Learning	Teaching-Learning Transaction with Adult Students	Diverse Learning Styles, Abilities & Cultures	Accountability Systems	Subject Areas
Recruitment Instructor contributes to student recruitment using appropriate strategies based on identified needs				Communicates to the community and learner the value and purpose of the program Uses personal contact to encourage participation Encourages learner involvement in recruiting	
Student Retention Instructor facilitates learner retention in the program to achieve goals and make successful transition.			Provides an encouraging and supportive learning environment	Assists learners in setting realistic personal goals and in attaining these goals Coordinates services to enable learners to make timely transitions among programs Recognizes learners' accomplishments and achievements Involves learners in planning retention activities	
Support Services Instructor is knowledgeable of community resources and support services and assists students in accessing these services	*Embedded throughout Core Content Areas*				
Professional Development Instructor participates in planning professional development. This planning is based on a set of instructor proficiencies and the stated program outcomes.	*Adult Education Credential Professional Development Plans to be initiated at New Teacher Institutes and continued as instructors complete the credentialing process*				

Delivery System for the Texas Adult Education Credential Model

Section 3

Overview

The delivery system for the Texas Adult Education Credential Project was developed with flexibility and current professional development resources in mind. Considering the nature of the adult education workforce in Texas, the need for flexibility of delivery options is crucial. The following characteristics of the delivery system should help the reader understand the **four credential models** outlined in this section:

- The **first** delivery system is for adult educators **new to the field** and who have made adult education their career choice and plan to work as **full-time instructors**;

- The **second** delivery system is for adult educators **new to the field** and who have made adult education their career choice and plan to work as **part-time instructors**;

- The **third** proposed delivery system is for adult educators with **more than 3 years of teaching experience** and who have made adult education their career choice and plan to work as **full-time instructors**;

- The **fourth** proposed delivery system is for adult educators with **more than 3 years of teaching experience** and who have made adult education their career choice and plan to work as **part-time instructors**;

- A bachelor's degree in any field is the pre-requisite for initiating the credential process. A system for assisting adult educators without a bachelor's degree with their professional development plans is being developed;

- The delivery system plan is flexible in that professional development options may be added to the system per review by the Credential Project;

- The delivery system will offer structure and standardization to the current professional development systems in Texas; and

- Options for delivery will be posted on the Internet and available in printed form, for easy access to the adult education field in Texas.

The credential model builds on the strengths of the current professional development framework in Texas. It provides a system for organization and standardization of professional development by offering:
- Professional development options accessed via technology
  - On-line courses
  - Study groups via email or electronic discussion lists
  - Mentoring via email or electronic discussion groups
- Options for extensive, focused research
  - Project IDEA or alternative action research
  - Study Groups
  - Mentoring
  - University or on-line courses
- Options for the introduction or overview of topics
  - Institutes
  - Workshops
  - Conference sessions

Texas Adult Education Credential Model
Delivery System for New Full-Time Teacher

Completion of 125 points in the following content areas is required for a new full-time adult educator to be awarded a credential in Texas. Acquisition of 100 points should be completed within two years of attending the New Teacher Institute. Participation in Project IDEA or a Credential-Project-approved, alternative-teacher-action research activity in the third year completes the 125 points.

The points should be distributed across the content areas as follows:

<div style="border:1px solid">

Content Areas
- Principles of Adult Learning (25 points)
- The Teaching-Learning Transaction with Adult Students (30 points)
- Diverse Learning Styles, Abilities, and Cultures (20 points)
- Integrating Technology into Adult Learning (20 points)
- Accountability Systems (15 points)
  Field Participation (15 points)

</div>

Examples of Delivery Options:

Below is a list of some of the activities a candidate for the credential may select in order to accrue the points to earn the Credential. The point values for these activities are also shown. The activities in italics are mandatory.

Years 1-2 (100 points)	*New Teacher Institute* = 10 points
	University Course (3 semester hours) = 30 points
	On-line Course (3 semester hours) = 30 points
	Intensive Institute = 25 points
	Standard Institute = 15 points
	Instructor Observation = 15 points
	Mentorship = 15 points
	Study Group = 15 points
	2-Day Workshop = 10 points
	1-Day Workshop = 5 points
	Conference sessions (5 sessions w/documentation) = 5 points
	Presentation at Conference = 5 points
	Web page development = 5 points
End of Year 2	*Instructional Evaluation by Project-approved team member*
Year 3 (25 points)	*Project IDEA or Teacher Action Research Externship = 25 points*

This is a flexible model in three important ways.

First, any professional development activity may involve one or more content area, and therefore, the points for that activity may be divided among the appropriate content areas for that activity. For example, a three-semester-hour university course, which is valued at 30 points, may cover topics that relate to three content areas. The Credential Project will determine the point allocation for that activity, which in this example may be Principles of Adult Learning (15 points), Teaching-Learning Transaction (10 points), and Diverse Learning Styles, Abilities, and Cultures (5 points).

Second, educators may choose which professional development activities they wish to engage in. One educator may opt to take two university courses, while another educator may attend several workshops and participate in study groups to earn the same number of points. The key is to earn the points across the content areas according to the distribution requirements outlined above.

Approved options for professional development and point distribution for each professional development activity will be pre-determined by the Credential Project.

Third, it is recommended that adult educators pursuing the Adult Education Credential attend professional development activities that relate to the subject area for which they teach. For example, adult educators who teach English as a Second Language (ESL) are encouraged to choose professional development options that incorporate the core content areas into the context of teaching ESL.

Texas Adult Education Credential Model
Delivery System for New Part-Time Teachers

Completion of 125 points in the following content areas is required for a new part-time adult educator to be awarded a credential in Texas. Acquisition of 100 points should be completed within five years of attending the New Teacher Institute. Participation in Project IDEA or a Credential-Project-approved, alternative-teacher-action research activity in the sixth year completes the 125 points.

The points should be distributed across the content areas as follows:

Content Areas
- Principles of Adult Learning (25 points)
- The Teaching-Learning Transaction with Adult Students (30 points)
- Diverse Learning Styles, Abilities, and Cultures (20 points)
- Integrating Technology into Adult Learning (20 points)
- Accountability Systems (15 points)
  Field Participation (15 points)

Examples of Delivery Options:

Below is a list of some of the activities a candidate for the credential may select in order to accrue the points to earn the Credential. The point values for these activities are also shown. The activities in italics are mandatory.

Years 1-5 (100 points)	*New Teacher Institute = 10 points*
	University Course (3 semester hours) = 30 points
	On-line Course (3 semester hours) = 30 points
	Intensive Institute = 25 points
	Standard Institute = 15 points
	Instructor Observation = 15 points
	Mentorship = 15 points
	Study Group = 15 points
	2-Day Workshop = 10 points
	1-Day Workshop = 5 points
	Conference sessions (5 sessions w/documentation) = 5 points
	Presentation at Conference = 5 points
	Web page development = 5 points
End of Year 5	*Instructional Evaluation by Project approved team member*
Year 6 (25 points)	*Project IDEA or Teacher Action Research Externship = 25 points*

This is a flexible model in three important ways.

First, any professional development activity may involve one or more content area, and therefore, the points for that activity may be divided among the appropriate content areas for that activity. For example, a three-semester-hour university course, which is valued at 30 points, may cover topics that relate to three content areas. The Credential Project will determine the point allocation for that activity, which in this example may be Principles of Adult Learning (15 points), Teaching-Learning Transaction (10 points), and Diverse Learning Styles, Abilities, and Cultures (5 points).

Second, educators may choose which professional development activities they wish to engage in. One educator may opt to take two university courses, while another educator may attend several workshops and participate in study groups to earn the same number of points. The key is to earn the points across the content areas according to the distribution requirements outlined above.

Approved options for professional development and point distribution for each professional development activity will be pre-determined by the Credential Project.

Third, it is recommended that adult educators pursuing the Adult Education Credential attend professional development activities that relate to the subject area for which they teach. For example, adult educators who teach English as a Second Language (ESL) are encouraged to choose professional development options that incorporate the core content areas into the context of teaching ESL.

Texas Adult Education Credential Model
Delivery System for Experienced Full-Time Teachers

Completion of 125 points in the following content areas is required for a **experienced full-time** adult educator to be awarded a credential in Texas. Acquisition of 100 points should be completed within two years of attending the New Teacher Institute. Participation in Project IDEA or a Credential-Project-approved, alternative-teacher-action research activity in the third year completes the 125 points.

Experienced educators will have the opportunity to receive credit for prior professional development activities over the last **5 years** and prior graduate course work over the last **7 years.** The professional development and graduate course work must be related to the credential core content areas. Instructors must provide written documentation of participation in the activity (i.e., dates, location, syllabi, and college transcripts) and a summary of how this professional development activity effected their practice in the classroom in order to receive credit.

The points should be distributed across the content areas as follows:

Content Areas
- Principles of Adult Learning (25 points)
- The Teaching-Learning Transaction with Adult Students (30 points)
- Diverse Learning Styles, Abilities, and Cultures (20 points)
- Integrating Technology into Adult Learning (20 points)
- Accountability Systems (15 points)
  Field Participation (15 points)

Examples of Delivery Options:

Below is a list of some of the activities a candidate for the credential may select in order to accrue the points to earn the Credential. The point values for each activity are also shown. The activities in italics are mandatory.

Years 1-2	*New Teacher Institute = 10 points*	
(100 points)	University Course (3 semester hours) = 30 points	
	On-line Course (3 semester hours) = 30 points	
	Intensive Institute = 25 points	
	Standard Institute = 15 points	
	Instructor Observation = 15 points	
	Mentorship = 15 points	
	Study Group = 15 points	
	2-Day Workshop = 10 points	
	1-Day Workshop = 5 points	
	Conference sessions (5 sessions w/documentation) = 5 points	
	Presentation at Conference = 5 points	
	Web page development = 5 points	
End of Year 2	*Instructional Evaluation by a Project-approved team member*	
Year 3	*Project IDEA or Teacher Action Research Externship = 25 points*	
(25 points)		

This is a flexible model in three important ways.

First, any professional development activity may involve one or more content area, and therefore, the points for that activity may be divided among the appropriate content areas for that activity. For example, a three-semester-hour university course, which is valued at 30 points, may cover topics that relate to three content areas. The Credential Project will determine the point allocation for that activity, which in this example may be Principles of Adult Learning (15 points), Teaching-Learning Transaction (10 points), and Diverse Learning Styles, Abilities, and Cultures (5 points).

Second, educators may choose which professional development activities they wish to engage in. One educator may opt to take two university courses, while another educator may attend several workshops and participate in study groups to earn the same number of points. The key is to earn the points across the content areas according to the distribution requirements outlined above.

Approved options for professional development and point distribution for each professional development activity will be pre-determined by the Credential Project.

Third, it is recommended that adult educators pursuing the Adult Education Credential attend professional development activities that relate to the subject area for which they teach. For example, adult educators who teach English as a Second Language (ESL) are encouraged to choose professional development options that incorporate the core content areas into the context of teaching ESL.

Texas Adult Education Credential Model
Delivery System for Experienced Part-Time Teachers

Completion of 125 points in the following content areas is required for an **experienced part-time** adult educator to be awarded a credential in Texas. Acquisition of 100 points should be completed within five years of attending the New Teacher Institute. Participation in Project IDEA or a Credential-Project-approved, alternative-teacher-action research activity in the sixth year completes the 125 points.

Experienced educators will have the opportunity to receive credit for prior professional development activities over the last **5 years** and prior graduate course work over the last **7 years.** The professional development and graduate course work must be related to the credential core content areas. Instructors must provide written documentation of participation in the activity (i.e., dates, location, syllabi, and college transcripts) and a summary of how this professional development activity effected their practice in the classroom in order to receive credit.

The points should be distributed across the content areas as follows:

Content Areas
- **Principles of Adult Learning** (25 points)
- **The Teaching-Learning Transaction with Adult Students** (30 points)
- **Diverse Learning Styles, Abilities, and Cultures** (20 points)
- **Integrating Technology Into Adult Learning** (20 points)
- **Accountability Systems** (15 points)
   Field Participation (15 points)

Examples of Delivery Options:

Below is a list of some of the activities a candidate for the credential may select in order to accrue the points to earn the Credential. The point values for each activity are also shown. The activities in italics are mandatory.

Years 1-5	*New Teacher Institute = 10 points*
(100 points)	University Course (3 semester hours) = 30 points
	On-line Course (3 semester hours) = 30 points
	Intensive Institute = 25 points
	Standard Institute = 15 points
	Instructor Observation = 15 points
	Mentorship = 15 points
	Study Group = 15 points
	2-Day Workshop = 10 points
	1-Day Workshop = 5 points
	Conference sessions (5 sessions w/documentation) = 5 points
	Presentation at Conference = 5 points
	Web page development = 5 points
End of Year 5	*Instructional Evaluation by Project approved team member*
Year 6	*Project IDEA or Teacher Action Research Externship = 25 points*
(25 points)	

This is a flexible model in three important ways.

First, any professional development activity may involve one or more content area, and therefore, the points for that activity may be divided among the appropriate content areas for that activity. For example, a three-semester-hour university course, which is valued at 30 points, may cover topics that relate to three content areas. The Credential Project will determine the point allocation for that activity, which in this example may be Principles of Adult Learning (15 points), Teaching-Learning Transaction (10 points), and Diverse Learning Styles, Abilities, and Cultures (5 points).

Second, educators may choose which professional development activities they wish to engage in. One educator may opt to take two university courses, while another educator may attend several workshops and participate in study groups to earn the same number of points. The key is to earn the points across the content areas according to the distribution requirements outlined above.

Approved options for professional development and point distribution for each professional development activity to be pre-determined by the Credential Project.

Third, it is recommended that adult educators pursuing the Adult Education Credential attend professional development activities that relate to the subject area for which they teach. For example, adult educators who teach English as a Second Language (ESL) are encouraged to choose professional development options that incorporate the core content areas into the context of teaching ESL.

Description of Options for Professional Development Activities
& Documentation Procedures

Professional Development Activity	Points	Description & Documentation Procedures
New Teacher Institute	10	Description: The New Teacher Institute is six-hour orientation for teachers new to adult education. Documentation: Participants will submit a reflection of their experience in the institute and how they have implemented what they learned in the classroom. Attendance record. Format for reflection will be provided by the Credential Project. Participants will initiate the credentialing process and their professional development plans at the New Teacher Institute.
University Course	30	Description: University course either at the post-graduate or graduate level. Three semester-hour course. Credential Project will provide a list of approved courses. Other courses will be accepted with appropriate documentation. Documentation: Official transcript and reflection. Format for reflection will be provided by the Credential Project.
On-line Course	30	Description: On-line course offered by a university. Equivalent to a three semester-hour post-graduate or graduate level course. Credential Project will provide a list of approved on-line courses. Other courses must be pre-approved. Documentation: Official transcript or other documentation to be pre-determined and reflection. Format for reflection will be provided by the Credential Project.
Intensive Institute: One Week	25	Description: 3-5 full days (minimum of 6 hours per day) related to one or more core content area. Hands-on lesson planning and teaching should be incorporated into the institute. Documentation: Participants will submit a reflection of their experience in the institute and evidence of how they have implemented what they learned in the classroom. Format for reflection will be provided by Credential Project.
Standard Institute	15	Description: 2-3 full days (minimum 6 hours per day) related to one or more of core content area. Hands-on lesson planning should be incorporated into institute. Documentation: Participants will submit a reflection of their experience in the institute and evidence of how they have implemented what they learned in the classroom. Format for reflection to be provided by Credential Project.
Instructor Observation	15	Description: Observe 5 adult education classes. Minimum of three different instructors. A list of approved adult education instructors will be maintained by the Credential Project. Other instructors must be pre-approved by Credential Project. Documentation: Complete an observation form for each visit. Submit a reflection of how observations have effected teaching. Observation form and format for reflection will be provided by Credential Project.

Professional Development Activity	Points	Description & Documentation Procedures
Mentorship	15	**Description:** Meet 5 times with an experienced (3 or more years teaching) adult education instructor to discuss, strategize, plan, etc. regarding an area of interest. List of approved instructors will be maintained by the Credential Project. **Documentation:** Document discussion/outcomes of each of the 5 meetings. Submit a reflection of how observations have effected teaching. Format for reflection will be provided by Credential Project.
Study Group/Discussion Listserv	15	**Description:** Meet 5 times with at least 2 other adult educators to research a topic by reading sources and by contributing information to the group through either email, listserv discussion, or in writing. Credential Project will maintain a list of approved readings. **Documentation:** Document discussion of each of the 5 meetings. Submit a reflection of how discussion has effected teaching. Format for reflection and documentation of discussion will be provided by Credential Project.
2-Day Workshop	10	**Description:** 2 full days (at least 6 hours per day) of professional development related to one or more core content area. **Documentation:** Attendance record and reflection of how experience has effected teaching. Format for reflection will be provided by Credential Project.
1-Day Workshop	5	**Description:** 1 full day (at least 6 hours) of professional development related to one or more core content area. **Documentation:** Attendance record and reflection of how experience has effected teaching. Format for reflection will be provided by Credential Project.
5 Conference Concurrent sessions	5	**Description:** 5 (1-2 hour) concurrent conference sessions related to one or more core content area. Documentation: Copy of conference agenda and a reflection on how the presentation in each session has effected teaching. Format for reflection will be provided by Credential Project.
Conference Presentations	5	**Description:** Present a 1-2 hour presentation at TEA, TALAE, COABE, AAACE or other pre-approved conference. **Documentation:** Copy of conference agenda with presenter's name and abstract of session. Copy of handouts distributed at presentation. A reflection of how the presentation will effect teaching. Format for reflection will be provided by Credential Project.

Professional Development Activity	Points	Description & Documentation Procedures
Web page development	5	Description: Develop a web page either as a resource for adult educators in Texas or with students in order to share student work. Guidelines for the development of web pages will be provided by Credential Project. Documentation: Send Internet address to Credential Project staff for review. A reflection of how the web page will effect teaching. Format for reflection will be provided by Credential Project.
End of Year 2 Classroom Visit	No points	Description: Credential Project approved team member will observe instructor in the classroom setting and meet to discuss previous professional development experiences and future plans. Documentation: Observation form to be filled out by Project-approved team member. Evaluation of professional development experiences and future plans.
Project IDEA	25	Description: Participation in Project IDEA Institutes, attendance at TETN broadcast and other IDEA presentations, and completion of acceptable project. Documentation: Final product and attendance records. A reflection of how participation will effect teaching. Format for reflection will be provided by Credential Project.

Examples of Professional Development Options and their Point Distribution across the Core Content

The Credential Project will be responsible for providing a list of professional development options to the field. Each professional development activity will have points allocated to it. Professional development options, point distributions, and documentation forms and guidelines will be available via the Internet and in hard copy.

This is only a short list of possible professional development options for the delivery of the credential model. Instructors will select from an expanded version of this list to complete their individual professional development plan. This list will be continuously updated as professional development options in the state and nation expand or diversify. All approved professional development options will be reviewed by the Credential Project. Points for each professional development activity will be distributed across the content areas as appropriate.

Professional Development Activity	Facilitated by	Total Points	Principles of Adult Learning	Teaching-Learning Transaction	Diverse Learning, Abilities, & Culture	Integrating Technology into Adult Learning	Account -ability Systems	Field Participa -tion
New Teacher Institute	Local Program	10	3	3	2	0	2	0
University Course: The Under-prepared Learner	Southwest Texas State University	30	15	10	5	0	0	0
On-line Course: Adult Learning and Development	Southwest Texas State Univ.	30	10	10	10	0	0	0
Project IDEA	Project IDEA	25	7	10	5	3	0	0
Standard Institute	UTSA ESL Project	15	3	7	3	2	0	0
2-Day Workshop	Region XX	10	0	5	5	0	0	0
1-Day Workshop	North Harris Comm College	5	0	3	0	2	0	0
Conference: 5 Concurrent sessions.	TALAE	5	0	1	1	1	2	0
Instructor Observation: Observe 5 classes.	Individual Instructor	15	0	0	0	0	0	15
Mentorship: Meet 5 times to develop skill.	Individual Instructor	15	0	0	0	0	0	15
Study Group: Meet 5 times to discuss topic.	Individual Instructor	15	0	0	0	0	0	15

Texas Adult Education Credential Model 3-13

Subject Area Content Specialization

Subject Area Content Specialization = 70 points

An adult educator may choose to become specialized in a specific subject area of adult education. Once the core credential is obtained, adult educators may pursue a Subject Area Content Specialization by continuing their professional development in a specific area.

Sample Professional Development Plan

Name: Participant's Name

Subject Area Specialization: Technology

Initiated: September 2002

Professional Development Activity	Facilitated by	Dates	Points	Principles of Adult Learning	Teaching-Learning Transaction	Diverse Learning, Abilities & Culture	Integrating Technology into Adult Learning	Accountability Systems
On-line Course: Information Literacy: Skill for Lifelong Learning	Emporia State University	Sep 02-Dec 02	30				30	
2 Day Workshop	Project Inter-Alt	Feb 03	10				10	
Mentorship	Self-study & Credential Project staff	Feb 03 - May 03	15				15	
3 Day Technology Institute	Project Inter-Alt	Jul 03	15				15	
Total Points			70				70	

Examples of Subject Area Content Specialization include:

- Integrating Technology into Adult Learning
- English as a Second Language
- Teaching Math to Adults
- Teaching Writing to Adults
- Workforce Literacy
- Critical Thinking

Documentation System
for the Texas Adult Education
Credential Model

Section 4

Documentation System

The process of documenting professional development activities of individual professional development plans and of maintaining professional development portfolios in order to credential professions in adult education in Texas will be a challenging task. To facilitate the development of an individual instructor's unique professional development plan, information should be maintained in the following areas. All of the following information will be available to adult educators in Texas via the Internet and in printed form.

1. Professional Development Options
    - Adult Education Professional Development Consortium (AEPDC) activities
    - Locally produced professional development activities
    - Approved on-line and university courses
    - List of approved instructors in Texas to serve as models for "Instructor Observation" and "Mentorship" activities
    - List of approved readings to serve as stimulus for the "Study Group" activity

2. Point Distribution System
    - Points may be distributed across the core content for each professional development activity
    - The point values for each core content area will be completed by the Credential Project in joint effort with the provider of the professional development activity. Agreement of point distribution between both parties is the goal
    - For example, participation in the New Teacher Institute is worth 10 points. These points are distributed across the core content areas in the following manner: Principles of Adult Learning (3 points), Teaching-Learning Transaction (3 points), Diverse Learning, Abilities, and Cultures (2 points), and Accountability Systems (2 points).

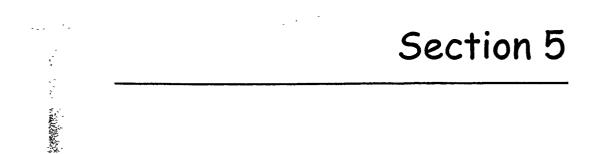3. Documentation Forms, Guidelines, and Processes
The Credential Project is committed to using technology efficiently and effectively. Towards that end, wherever possible forms, portfolios and communications will be maintained electronically. Eventually the project would like to develop the following forms, guidelines, and process for maintaining the documentation of the Texas Adult Education Credential.
    - A system for professional development providers to report attendance records electronically to the Credential Project
    - A system to obtain transcripts electronically from universities
    - Guidelines for the submission of conference agenda and presentation of information for the "Conference Presentation" activity
    - Guidelines for End of Year 2 Instructional Evaluation activity
    - Guidelines for alternative teacher action research project

- Electronic forms including
  - A format for teacher reflection of professional development activities
  - A format for demonstrating integration of professional development information into teaching
  - Observation form for "Instructor Observation" activity
  - A format for documenting discussion/outcomes of "Mentorship" activity
  - A format for documenting discussion of "Study Group" activity

What does the literature say about credentialing for the field of adult education?

Section 5

Section 6: What does the literature say about credentialing for the field of adult education?

The Literature on Adult Education 265

The literature supporting professionalizing the field of adult education is clear. Implementing teacher certification programs has been the primary way states have responded to this emphasis on professionalization. The support for professionalization is predicated on two major movements in the field. First, there has been increased federal, state, and local attention to accountability and standards in all areas of education. Second, there is a constant stream of new research validating the differences in learning between adults and children. This research in adult learning theory has many implications that need to be incorporated into effective and appropriate methods for teaching adults (National Institute for Literacy State Policy Update, 2000).

While there is some documentation in the literature regarding concerns about establishing a credential (e.g., James, 1992), the advantages seem to outweigh these concerns. The advantages most commonly suggested include: instilling uniform and higher standards of quality, improving learner outcomes and teacher working conditions, increasing the field's credibility, and attracting more funding (e.g., Cervero, 1998; Ismat, 1996; Perin, 1999).

One example of the call for professionalization is indicated by a recent survey by the National Adult Education Professional Development Consortium (NAEPDC). The results reveal that roughly half of all states require certification for adult education instructors (Perin, 1999). However, most of these states do not base their certification requirements on the theory and practice of adult education. Rather, many states require a K-12 teaching certificate or some other requirements that do not entail instructors learning about the special needs and practices that are most effective for teaching adults.

However, there has been an increased call for the implementation of standards that do require special training in the field of adult education. For example, the National Literacy Summit (2000) met to establish goals for increasing the literacy rate in the United States and a plan to achieve those goals. The summit agreed upon three main priorities for adult education and literacy in the United States: resources, access, and quality. The priority of quality is defined as creating "a system of high quality education and support services that helps adults meet their goals as parents, workers, and community members" (National Literacy Summit, p. 7). Outcome D under quality calls for staff to be involved in varied professional development activities to upgrade their knowledge and skills. This in turn leads to Action Item 1 which states, "Ensure that all states establish a certification process for instructional staff based on standards that value both academic knowledge and life experiences, and include alternative assessment methods such as portfolios" (National Literacy Summit, p. 8).

Like the research supporting professionalization, the research supporting the differences in learning between adults and children is extensive. Theorists such as Malcolm Knowles and Stephen Brookfield are leaders in the field and have helped establish a core of principles that adult education teachers can incorporate into their curriculum, their approach, and their attitude. These principles include an emphasis on prior experience, critical reflection, transformative learning, and internal motivation (e.g., Knowles, 1980; 1984; Mezirow, 1991; Brookfield 1986, 1990). The research has shown that adults tend to have preferences and opinions about the topics that they will learn and using their themes and incorporating their needs into the classroom constitutes part of effective practice (e.g. Cromley, 2000; Dirkx, et al. 1997; Merriam & Caffarella, 1999).

The list of references below is a preliminary list of the documentation on topics related to the Texas Education Credential Model. This list will be updated and expanded throughout the credential project. It is divided into four themes: (1) The field of adult education, (2) Professionalization and credentialing, (3) The principles of Adult Learning and the teaching-learning transaction, and (4) Methodology.

Section 6: What does the literature say about credentialing for the field of adult education?

266

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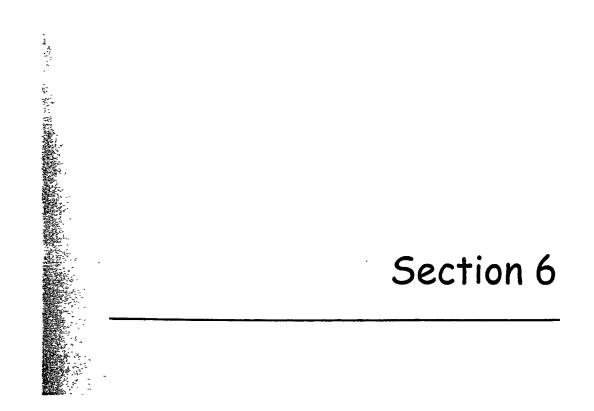

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How are other states dealing with
the issue of credentialing?

Section 6

Section 6: How are other states dealing with the issue of credentialing?

275

Overview

The purpose of this section is to familiarize the reader with adult education credential models in other states within the United States. Each state has taken a unique approach towards the professional development of its adult education staff. Some states have no mandatory guidelines for hiring adult educators while other states have developed more stringent certification processes that mirror the K-12 experience.

This section provides an overview of what is happening in other states in regard to the issue of credentialing adult educators. Information in this section includes a matrix of the credentialing process for all 50 states as reported by Pelavin Associates, Inc. in their 1991 *Study of ABE/ESL instructor training approaches.*

A survey was sent to all 50 directors of state education agencies. The survey was sent through the "State Directors" listserv. An attachment of the data on state credential models, as shown in the matrix on pages 6-2 through 6-3, was included in the survey. A copy of the survey can be found in the appendix. Six states responded to the survey. Alaska, California, Missouri, Rhode Island, and Utah indicated that there has no change in the credentialing process of adult educators in their state since 1991. Kansas has developed a credentialing process for adult educators since the Pelavin study was conducted and is the only state that indicated a substantive change since that 1991 report.

Analysis of this data indicates that only eleven states have developed a credentialing process for adult educators. The other 39 states have either no required set of criteria for hiring adult educators as mandated by their state education agency, or rely on criteria that is not based on the theory and practice of adult education. States are distributed in the categories below based on what is required by their state education agency according to the Pelavin study and the survey of state directors, although hiring institutions in some states set their own criteria for recruiting adult education staff.

- 20 states have no mandatory criteria for hiring adult educators.
- 4 states require a bachelor's degree in any field (including Texas).
- 15 states require a bachelor's degree and a K-12 teaching certificate.
- 11 states have developed a system for credentialing adult educators.

Texas is among the few states currently exploring the possibility of developing a statewide system for credentialing the field of adult education. The experiences of other states that have developed a model for credentialing adult educators have proven to be invaluable to the process for developing a system for adult educators in Texas.

Montana	Montana has no adult education certification requirements for ABE instructors; however, all teachers in ABE programs are certified elementary/secondary teachers.
Nebraska	There are no state requirements for instructors. Local programs set their own standards and requirements for ABE instructors.
Nevada	Adult education teachers must hold a K-12 or secondary license, with endorsements in the disciplines they teach or in related disciplines. For ESL teachers, the required endorsement is in TESL.
New Hampshire	There are no state credential requirements for adult education instructors in New Hampshire, although most have a bachelor's degree and many also have a teaching certificate in elementary and secondary education.
New Jersey	Adult basic education teachers in New Jersey must have a current elementary or secondary teaching certificate.
New Mexico	There are no certification requirements for adult education teachers in New Mexico; however, postsecondary institutions, where most adult education programs are located, require professional development plans for adult education instructors.
New York	According to current practices, adult education teachers must have certification in elementary/secondary education if they are employed by a school district: certification is not generally required for teachers employed by community-based organizations or other non-profit agencies. The State Education Department has proposed an adult education-specific certificate, which may be adopted within the next year. The Department has proposed that all adult education teachers complete in three years - in addition to either a bachelor's degree or K-12 certification - at least 180 clock hours teaching adults and either 90 hours of staff development in adult education, six semester hours of collegiate study in adult education, or a combination of staff development and coursework. Currently, teachers must receive a minimum number of staff development hours each year, including 10 hours for part-time experienced teachers; 15 hours for part-time inexperienced teachers; 20 hours for full-time experienced teachers; and 30 hours for full-time inexperienced teachers.
North Carolina	The state has no requirements for adult education certification but adheres to guidelines established by the Southern Association of Colleges and Universities. These regulations require that an instructor have a bachelor's degree, with appropriate experience as determined by each community college.
North Dakota	There are no certification requirements for adult education teachers; however, most ABE and ESL instructors are certified as elementary or secondary teachers.
Ohio	Adult basic education teachers in Ohio must have a current elementary or secondary teaching certificate.
Oklahoma	Adult education teachers in Oklahoma must have an elementary or secondary teaching certificate.
Oregon	Oregon has no statewide certification requirements for ABE/ESL teachers. Such criteria are set by hiring institutions. However, the state is in the process of developing certification requirements for literacy tutors.
Pennsylvania	ABE teachers are encouraged to be certified in some areas of education.
Rhode Island	There is no state certification for ABE instructors. Preference is given to those that have completed a three-credit course in either methods and materials or adult methodology. Preference is also given to those instructors that are certified in reading or mathematics at the elementary or secondary level.

Kutner, M., Herman, R., Stephenson, E., Webb, L., Tibbetts, J., and Klein, M. (1991). Study of ABE/ESL instructor training approaches. Office of Vocational and Adult Education, Pelavin Associates and San Francisco State University. (ERIC Document Reproduction Service No. Ed 338 605).

South Carolina	Adult education teachers in South Carolina must have earned an elementary or secondary teaching certificate.
South Dakota	There are no certification requirements for adult education teachers in South Dakota.
Tennessee	ABE instructors are required to have a valid Tennessee teaching certificate.
Texas	Adult education teachers must have at least a bachelor's degree and a valid Texas teaching certificate and must receive at least 12 clock hours of staff development training annually. Those without a teaching certificate must receive an additional 12 clock hours of training until they have completed either six semester hours of adult education college credit courses or have attained two years' teaching experience. New teachers must receive at least six clock hours of pre-service training before teaching.
Utah	Teachers of courses for high school completion must have K-12 or secondary certification in the subject areas taught. This requirement is waived in some rural communities. Teachers of other ABE/ESL courses have no formal requirements.
Vermont	Almost all instructors have a bachelor's degree. Hiring is focused on a variety of factors such as the ability to work effectively with adults in a highly independent fashion.
Virginia	ABE and ESL teachers must be certified in elementary or secondary education or have appropriate experience as determined by local adult education programs. A new teaching endorsement for adult education teachers is under proposal.
Washington	Requirements are set by the hiring institutions. Generally, the 27 community colleges in Washington require their teachers to hold master's degrees. The state's five vocational/technical institutes require teachers to hold elementary/secondary certificates. A few private non-profit agencies have less stringent requirements.
West Virginia	Adult basic education teachers in West Virginia must hold either a professional teaching certificate or an adult education license.
Wisconsin	Adult education teachers in Wisconsin must have earned a degree in linguistics, ESL, or teaching to ESL students.
Wyoming	Wyoming does not require certification of ABE teachers. Most of the state's adult education programs operate through the community college system, which specifies "qualified" faculty but not necessarily state certified personnel.

Kutner, M., Herman, R., Stephenson, E., Webb, L., Tibbetts, J., and Klein, M. (1991). Study of ABE/ESL instructor training approaches. Office of Vocational and Adult Education, Pelavin Associates and San Francisco State University. (ERIC Document Reproduction Service No. Ed 338 605).

What do adult educators in Texas say about credentialing?

Section 7

Section 7: What do adult educators in Texas say about credentialing?

279

Overview

One of the main objectives of the Adult Education Credential Project is to develop a credentialing system for adult educators, based on the characteristics of the adult education workforce in Texas and with significant input from the field. The process of data collection and information dissemination throughout this project is grounded in the desire to truly discover the professional development needs of Texas adult educators and to create a model that will respond to these needs.

Several areas of the field were consulted prior to the development of the draft credential model. These areas include a review of academic and professional literature published in journals, posted on the Internet and found through ERIC (Educational Resources Information Center); a review of credential models in other states of the United States and in other countries; and discussion of the issue of certification of adult educators through electronic mail lists at the state, national, and international levels.

In addition to this research, input from practitioners in Texas was gathered through several areas of data collection including:
- a written survey, which has been disseminated in hard copy and as an online survey;
- conference sessions at the Texas Education Agency (TEA) annual conference and the Texas Association for Literacy and Adult Education (TALAE) conference;
- creation of an advisory board and ongoing interaction with board members;
- work teams that provided written feedback about the draft model;
- informal conversations with adult educators through email, phone conversations, or in person;
- facilitation of focus groups in six locations throughout Texas; and
- practitioner input on the draft model available on our web page.

Summaries of responses from the conference sessions are included in this section.

Besides gathering data and consulting research, the Credential Project staff also tried to introduce the model to as many adult practitioners across the state as possible. The Credential Project disseminated this information in various ways including:
- formal and informal presentations at staff development function around Texas;
- conference sessions at the TEA Annual Conference and TALAE Conference;
- communication with the advisory board and work team;
- email posts to electronic mailing lists (including CATAPULT, the Texas Adult Education Administrators listserv, the Adult Education Professional Development Consortium (AEPDC) listserv, Project IDEA listserv, and the Corrections listserv);
- individual emails to people who expressed interest in the project; and
- flyers were mailed to 385 adult education programs to encourage participation in focus groups.

The primary focus of this research was to build a model that was reviewed by the field at each stage of development. A copy of a survey on professional development for adult educators can be found in the appendix. A summary of the results of 280 responses follows.

Texas Adult Education Credential Model 7-1

Section 7: What do adult educators in Texas say about credentialing?

280

A Summary of the Results

In its ongoing effort to consult the field of Texas adult educators for information about their professional development needs, the Adult Education Credential Project surveyed 280 adult education professionals in Texas. They also conducted six focus groups across the state and solicited responses at the TEA and TALAE conferences. The educators were asked about their background and current job situation, about their opinions on the professional development opportunities currently in Texas, about the advantages and disadvantages of an adult education credential, and what the content and delivery methods of a credential should be. The results of the surveys can be found on page xx of the appendix. A summary of the results is below.

Adult Educators in Texas

A majority of the respondents were paid staff (93%) and instructors (72%). However, some respondents were also administrators (10%) or coordinators (13%). Very few were volunteers (6%). Many respondents had more than six years or more of experience in the field of adult education (45%) or less than one year experience (22%). A majority of the respondents taught part-time (57%) and held at least a bachelor's degree in any field (86%).

Professional Development Preparation and Opportunities

230 of the 250 who answered the question of "How have you prepared yourself to teach adults?" said that they participated in professional development events in Texas. In response to a question asking what other activities (not listed) have helped prepare you to teach adults there was a wide variety of answers. These included reading professional journals, working in public education, observing classes, volunteering, attending conferences, and working in corrections.

An Adult Education Credential—Advantages and Disadvantages

When asked the open-ended question of what would be the advantages of an adult education credential, seven main categories of answers emerged. Respondents suggested that a credential would accomplish the following:

- Improve the status and credibility of adult educators in the field,
- Improve the teaching skills and profession-related knowledge of teachers,
- Standardize teacher preparation and professionalize pre-service and inservice,
- Improve compensation of teachers and potentially increase the number of full-time teachers,
- Benefit the adult students,
- Increase program grant funding opportunities and potentially increase state funding, and
- Offer better opportunities for professional development and for career advancement.

Five general disadvantages emerged from the data.

- A credential may eliminate good teachers or discourage potentially good teachers from entering the field;
- Obtaining a credential would be too expensive and time-consuming;
- Teachers have no motivation to pursue a credential at present;
- The professional development leading to a credential would be too standardized, narrow, or theoretical; and
- Adult education programs too poorly funded to make the advantages (such as full-time employment and higher salaries) viable.

An Adult Education Credential—Content and Delivery

When asked what activities should lead to an adult education credentials, many respondents suggested conference workshops, observation of other teachers, college and university classes, on-line professional development, and teacher-action research. When asked what a credentialed adult education instructor should know, respondents answers with a wide variety of answers. These included adult learning theory, instructional strategies for active learning, how to work with multi-level groups, written and oral assessment tools, cultural diversity, flexibility, and people skills.

Additional Documentation

Appendix

FOCUS Bulletin

Featured Projects: Pennsylvania's ATCS: Adult Teacher Competencies Study—p.1 • Texas' Adult Credential Project—p.2 • Ohio's Indicators of Program Quality Resource Guide—p.3 • West Virginia's Directions to Planet MARS—p.4

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education and rated according to the following criteria:

INNOVATION:
• Addresses major priorities.
• Creative use of resources.

EFFECTIVENESS:
• Objectives and outcomes are clearly stated.
• Materials are linked to results.
• Content is appropriate for the target audience.

ADAPTABILITY:
• Reports and/or curricula are clearly written.
• Little staff training is needed.

FINAL REPORT:
• Complete description of all products included.
• Readable, well-organized and well-presented.

ON A FIVE-POINT SCALE:
5 / Excellent • 4 / Superior • 3 / Good

PENNSYLVANIA PROJECTS MAY BE BORROWED FROM:

• AdvancE
Pennsylvania Dept. of Education
333 Market St. 11th Fl.
Harrisburg, PA 17126-0333
Phone (from PA): (800) 992-2283
Out of state: (717) 783-9192
Fax: (717) 783-5420

• When requesting a project, please refer to its name and number.

• Out-of-state projects may be requested from the project director or State Literacy Resource Center as listed in the contact.

Sherry Royce
Focus Editor

Tana Reiff
Focus Format

Program Improvement Project of Special Note

ATCS: Adult Teacher Competencies Study

Date: 1999   **AE Project #98-99-9003**
Agency: Royce & Royce, Inc., 1938 Crooked Oak Dr., Lancaster, PA 17601
Contact: Sherry Royce   **Phone:** 717-569-1663
E-mail: sjroyce@earthlink.net

DESCRIPTION OF PROJECT

Unlike some other states, Pennsylvania's Adult Teacher Competencies Study (ATCS) was not mandated as a precursor to teacher certification. Rather, it was based upon the belief that informed teaching drives practice and that quality programming is dependent upon quality teaching.

The intent behind establishing adult teacher standards, performance indicators, and competencies was to lay the groundwork for a statewide system of self-directed staff development utilizing Professional Development Center resources and teacher training modules, embodying peer mentoring and review, and lodged in local programs as part of their program improvement plan. Its goal was the development of a continuum of practice leading from the basic competencies expected of teachers at entrance level to the proficiencies demonstrated by practitioners at effectiveness and excellence levels.

DESCRIPTION OF PRODUCT

The ATCS study developed a set of five standards that describe high-quality adult teacher behavior, namely: Adult Theory in Practice, Instructional Expertise, Community Interaction, Professional Development, and Program Operations. These five standards incorporated 13 units, 29 performance indicators, and a three-tier checklist of 139 instructor competencies. The following is a list of basic units that appear under each standard and form the framework for the performance indicators and competencies;

Adult Theory in Practice Standard

1. Creates and Sustains a Positive Adult Learning Environment
2. Promotes Independent and Lifelong Learning

Instructional Expertise Standard

1. Exhibits Command of Content
2. Designs and Plans Instruction
3. Assesses and Monitors Learning

Community Interaction Standard

1. Utilizes Community Resources
2. Encourages Adult Learner Involvement in the Community
3. Understands Relationship between Program and Community

Professional Development Standard

1. Participates in Formal Professional Development Activities
2. Models Lifelong Learning in Own Professional Development

Program Operations Standards

1. Understands Goals, Policies and Procedures of Agencies
2. Exhibits Accountability
3. Functions as an Effective Team Member

THE RESEARCH PHASE

In FY1997-98, the Bureau of Adult Basic and Literacy Education took the first step in the process of establishing adult teacher standards by funding Project APEX, which developed criteria for identifying ABLE practitioners whose characteristics, skills, techniques, strategies, and

Teacher Competencies, from p.1

core knowledge base represented high-quality adult education practice.

Three APEX award recipients served as members of the ATCS task force along with state staff, program directors, Professional Development Center coordinators, and university-based researchers. A literature review was prepared for the task force, along with a review of APEX criteria and an examination of teacher competency models as developed by Kentucky, Massachusetts, Minnesota, California, and Pro-Net

THE DEVELOPMENT PHASE

After the standards were agreed upon, the task of identifying performance indicators and competencies was assigned to three working groups of the task force representing expertise in the areas of Literacy, ESL, and ABE/GED. The working groups' recommendations were synthesized, revised, and prepared for review by focus groups of ABLE teachers.

A training protocol was written; entrance, experienced, and expert levels were defined; and administrators were asked to recommend experienced practitioners as focus group participants. Between November 1998 and February 1999, focus groups of 59 practitioners met at seven sites throughout Pennsylvania and at the PAACE Midwinter conference to review and revise a matrix of performance indicators.

THE FINAL PRODUCT

Following their recommendations, the 15-member task force simplified the struc-ture, cleaned the language, and clarified definitions of the competency levels as:

- **Trainee Level:** An adult educator who may not have mastered core competencies but meets program requirements for employment.
- **Entrance Level:** An adult educator who is engaged in core competency training as part of carrying out a Professional Action Plan.
- **Experienced Level:** An adult educator who has effectively demonstrated 90% of entrance-level core competencies, is engaged in a Plan to master experienced-level proficiencies, and has taken a leadership role at the program or regional level.
- **Expert Level:** An adult educator who has effectively demonstrated 90% of experienced-level proficiencies, is engaged in a Plan to master expert-level proficiencies, and has taken a leadership role at state or national level.

The Practitioner Action Plans allow for individual differences. The core competencies provide a foundation for professional development. The differentiation among levels of leadership affirms adult education's belief in service to the field and its concept of growth through teaching and learning.

FOCUS RATING

This project was rated EXCELLENT across the board. The Focus panel rated it as an important addition to the field and praised its "increased credibility" in that practitioners were part of the panel that created the competencies. Pennsylvania's adult teacher competencies can be accessed on the Web at ABLEsite, *paadulted.org.* ○

ADULT EDUCATION CREDENTIAL PROJECT

Year: 1999
Agency: Center for Initiatives in Education, College of Education, Southwest Texas State University, Education Building, Rm. 1002, San Marcos, TX 78666
Contact: Tamara Thornton **Phone:** 512-245-9046
E-mail: tt09@swt.edu

DESCRIPTION OF THE PROJECT

In Texas, Section 29.252 of the Education Code mandates that the Texas Education Agency "prescribe and administer standards and accrediting policies for adult education; prescribe and administer rules for teacher certification for adult education." The Adult Education Credential Project at the Southwest Texas State University was established to address this charge.

Project staff were determined to establish a credentialing process based upon an accepted foundation of theory and practice, one that would be both systematic yet flexible, and one that would have the support of the field.

Toward this end, they established an Advisory Board to act as liaison for their regional area and help coordinate regional focus groups that would review the credential model and provide feedback. In addition, a work team was set up to review the credential model draft and provide in-depth written feedback.

DESCRIPTION OF PRODUCT

A draft copy of the TAE Credential Model was completed in September 1999 and details the study in the following sections:

1. What are the project's description and objectives?
2. What does the literature say about credentialing for the field of adult education?
3. How are other states dealing with the issue of credentialing?
4. What do adult educators in Texas say about credentialing?
5. Proposed content areas for the TAE Credential Model.

★★★ Focus on the Nation ★★★

The Focus Professional Development Project is funded not only to review and feature Pennsylvania's outstanding 353 projects in Focus Bulletins but to highlight exemplary special projects from other states as well. Areas pertinent to adult education practitioners featured in Focus 2000 Bulletins are: Workplace, Program Improvement, Professional Development, ESL, and Special Populations.

This year 21 projects from 13 states including Pennsylvania and the District of Columbia were selected as exemplary based on a five-point scale for Innovation, Effectiveness, Adaptability, and quality of Final Report. The criteria used to determine these ratings are listed on page 1 of this Bulletin. The highest rating attainable is 5—Excellent, followed by 4—Superior and 3—Good. Two projects with outstanding components but less than superior scores in any one category were accorded an Honorable Mention. ○

6. Proposed delivery system for the TAE Credential Model.
7. Proposed documentation system for the TAE Credential Model.

The review of literature, which will continue throughout the project, cites 32 references, ranging from Pro-Net's reports on instructor competencies to focus group guides to books and research articles on professional development and certification.

CREDENTIALING ISSUES

Section Three, detailing the 50 state requirements for teaching adult education, reports that 44% of the states have no certification requirements for adult education teachers. It proceeds to cite five different examples of credentialing procedures in Arkansas, California, Kansas, Minnesota, and Missouri.

Section Four includes a copy of Texas' *Professional Development Survey for Adult Educators* along with responses from 280 educators. It provides examples of content expected of a credentialed adult educator and activities that can be used to deliver the content needed, as well as comments on the advantages and disadvantages of the system.

THE TEXAS MODEL

Section Five presents a model of the proposed core content categories. These include: Principles of Adult Learning; Teaching-Learning Transaction; Diverse Learning Styles, Abilities and Cultures; Integrating Technology into Adult Learning; Accountability Systems; Adult Education Programming and Funding Streams; Continuing Your Professional Development; Local Program Information; Subject Area Content Specialization; and Field Participation.

While the delivery system proposed is naturally geared for Texas, the proposed documentation system would be of interest to any state.

FOCUS RATING

This project was rated SUPERIOR+ for Innovation and Effectiveness, GOOD+ for Adaptability, and EXCELLENT for Final Report. The survey and needs assessment could be adapted for any agency. **O**

The Indicators of Program Quality Resource Guide

Year: 1999
Agency: Center on Education and Training for Employment, College of Education, The Ohio State University, 1900 Kenny Rd., Columbus, OH 43210-1090
Contact: Lynn Reese **Phone:** 614-688-3720
E-mail: reese.121@osu.edu

DESCRIPTION OF PROJECT

The *Resource Guide for the Indicators of Program Quality* was created in 1999 to serve as a reference for ABLE consultants and program directors involved in the improvement of program performance. This collection of effective practices being used in Ohio ABLE programs "provides a context for using the Indicators and can act as a springboard for developing creative and unique solutions to program concerns."

Materials presented in this 428-page Guide were compiled from practitioners' promising practices and information gleaned from current adult education research. They are introduced as they relate to each of Ohio's seven Indicators:

1. Student Achievement
2. Physical Environment
3. Program Planning and Administration
4. Curriculum and Instruction
5. Professional Development
6. Support Services
7. Recruitment

DESCRIPTION OF PRODUCT

The introductory section provides an excellent overview. It can be used effectively either as a complete training manual or as individual modules.
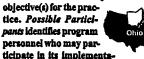
Each module contains: a) table of contents, b) the indicator with its measures and standards, c) an overview of the indicator, d) a brief description of each practice, e) ideas and practices with accompanying handouts, f) references and resources, and g) a correlation chart cross-referencing the practices.

Focus has made a commitment to report on exemplary ABLE projects available on the Internet. You can access this project online at the OLRC site: http://literacy.Kent.edu.

PRESENTATION OF PRACTICES

Each practice is presented in a standard context. The *Purpose* states the objective(s) for the practice. *Possible Participants* identifies program personnel who may participate in its implementation. *Materials* list the handouts, forms, and charts provided. *When to Use* ranges from specifics such as "at intake" to "as needed." *Documentation Methods* stipulates recording methods. Additional information is included under *Other Considerations* and *Impact* relates the results to student or staff actions.

While the organization is to be admired, it is the content that should be valued. The *Curriculum and Instruction* module is extremely varied while the *Recruitment* section includes Marketing and Retention checklists.

Program Planning and Administration is split among Elements of the Written Program Plan, Implementing the Program Plan, and Program Administration. The module on *Physical Environment* not only provides checklists for compliance and safety factors but examines practices such as working with the natural environment and creating learning stations.

FOCUS RATING

This project was rated EXCELLENT across the board. This is a project that could be of value to any state, to any trainer, and to any program director. It not only offers examples of effective professional development activities, it encourages a dialogue about best practices. **O**

DIRECTIONS TO PLANET MARS

Date: 1996
Agency: RESA III, 3942 39th St. E, Nitro, WV 25143
Contact: Kathy Winter   **Phone:** 800-642-2670
E-mail: kwinter@access.k12.wc.us

DESCRIPTION OF PROJECT

Adult educators often look upon themselves as catalysts aiding learners to confront their assumptions and through education and understanding select alternative goals. *Directions to Planet Mars* turns the tables.

This marketing plan, researched and written by Kathy Winter, asks adult educators hard questions about the role of ABE programming in the 21st century. It challenges them to reexamine their mission, their potential participants, and the image they want their program to project about the ability, procedures, and effectiveness of their organization.

DESCRIPTION OF PRODUCT

The booklet, *Directions to Planet Mars*, is subtitled a "PLAN to Empower Teachers with Marketing and Retention Strategies." This 40-page guide is accompanied by a booklet of activity worksheets and

sample forms that can be duplicated. A two-session PLAN workshop is presented to help adult education professionals:

1. Learn the importance of conducting a needs assessment.
2. Learn the value of evaluating your current program.
3. Discover that academics is not always enough in an ABE classroom.
4. Develop a retention plan that can work for your students.
5. Find a way to fit all this into your already overcrowded schedule.

The presentation involves some lecture but consists mainly of discussion and hands-on activities. Follow-up is provided for implementing the retention plan and evaluating it.

THE MARKETING APPROACH

This small booklet is actually a well-documented treatise that backs up its precepts with references from a bibliography of books, periodicals, videocassettes, and training seminars by experts in the fields of adult education and marketing.

Questioning the time-honored concept that "people come to our (ABLE) programs for skills and knowledge" and that adult education is a service, *Planet Mars* holds that "adult education is a business" and in order to respond to opportunities the future presents, we need to shift from mar-

keting our program to programming our market.

RECRUITMENT AND RETENTION

Directions to Planet Mars defines customers as individuals, community organizations, and businesses that access adult education services and products to assist in meeting personal, career, or corporate goals and promotes market analysis to research the needs of potential customers. Recommendations include: "Marketing is not separate from the quality of the program—it is integral to the quality of the program."

Retention is billed as dependent upon customer relations, the perceptions and impressions of service resulting from the participants' accumulation of experience. Under this area are statements such as: "instruction is not enough" ... "students may not care how much you know until they know how much you care" ... "provide a service that students want and need badly enough to persevere over minor and major roadblocks."

FOCUS RATING

This project was rated SUPERIOR+ for Innovation and Effectiveness, GOOD+ for Adaptability, and EXCELLENT for Final Report. **O**

The FOCUS panel consists of:
Ilsa Powell Diller, *Southeast Professional Development Center, Lancaster;* Carol Goertzel, *WAWA, Inc., Swathmore;* KayLynn Hamilton, *Central-Northeast Professional Development Center, Lock Haven;* Joan Leopold, *Harrisburg State Hospital;* Jamie Preston, *Mayor's Commission on Literacy, Philadelphia;* and Jeffrey Woodyard, *Tri-County OIC, Harrisburg.*

The following is a survey sent to all 50 directors of state education agencies. This survey was sent through the "State Directors" listserv. An attachment of the data on state credential models, found on pages 3-2 through 3-5, was included with the survey. So far, five states have responded to the survey including Alaska, California, Missouri, Rhode Island and Utah. All five states indicated that there has been no change in the credentialing process of adult educators in their state since 1991.

Survey for State Director's Listserve

1. Is the information in the Pelavin report (see attachment to this message) still current for your state? If no, please go to question 2. If yes, please go to question 3.

2. If it is not, does your state have a credential or certification process for adult educators?

    2a. If yes, is it mandatory?

    2b. If yes, please briefly describe the process:

    2c. Who can we contact in your state for more information about an adult education credential or certificate?

        Name of contact:
        Phone number:
        Email address:

3. If your state does have a credential or certification process for adult educators, does it include adult education teachers in community based organizations or volunteer literacy organizations within this credential or certification process?

    3a. If yes, who can we contact in your state for more information about an adult education credential or certificate and CBOs?

        Name of contact:
        Phone number:
        Email address:

4. Does your state have a standardized process for training teachers new to adult education?

    4a. If yes, who can we contact in your state for more information about new teacher training?

        Name of contact:
        Phone number:
        Email address:

5. Does your state have a "toolkit" or guide containing a curriculum of core content knowledge used for training teachers new to adult education?

    5a. If yes, who can we contact in your state for more information about the toolkit?

        Name of contact:
        Phone number:
        Email address:

Professional Development Survey for Adult Educators

List 2 strengths you bring to the field of adult education:

Are you a volunteer or paid staff? (Circle One)   Volunteer   Paid Staff

Position: (Circle One)   Administrator   Coordinator   Instructor   Instructor's Asst.

How many years have you worked in adult education?

_____ 0-1 yr.   _____ 2-4 yrs.   _____ 6 - 8 yrs.

_____ 1-2 yrs.   _____ 4-6 yrs.   _____ 8 + years

How many hours a week do you work in your adult education position? _____

What would you recommend a standard "tool kit for new teachers"   should include?

What type of adult education classes do you teach/administer?
(check all that apply)

_____ GED/ASE   _____ Lifeskills

_____ ESL   _____ Workforce Development

_____ ABE/Basic Literacy   _____ Computer Literacy

Other Classes: _____

What is your educational background?

_____ BA or BS not in education   _____ Bachelors in Education

_____ Some College   Area of specialty _____

_____ AA degree   _____ Masters Degree

_____ High School Diploma/GED   Area of specialty _____

_____ Other: _____

How have you prepared yourself to teach adults/administer adult ed programs?

_____ Attendance at professional development events within Texas

(e.g. conferences, staff development workshops, Project IDEA,
or other training in the field of adult education)

_____ Credential or certificate from another state for adult education

_____ Bachelors in education w/specialty in adult education

_____ Masters in education w/specialty in adult education

_____ Other: _____

How do you or your program discover the needs of your adult learners?

What would you help you or your program deliver instruction to adult learners? (training, materials, instructional strategies, etc.)

Texas Adult Education Credential Model A-6

How many hours (approximate) of staff development training in adult education have you had?

_____

What activities should lead to an adult education credential? (check all that apply)

_____ College/University Courses   _____ On-Line Professional Development

_____ Conference Workshops   _____ Observation of other Teachers

_____ Teacher Action Research Initiatives (such as Project IDEA)

Other: _____

In your opinion, what are the *advantages* of a credential for instructors of adult education?

In your opinion, what are the *disadvantages* of a credential for instructors of adult education?

Does your worksite have access to a computer?

_____ No   _____ Yes, computer   _____ Yes, computer w/Internet Access

Do you have daily access to computer technology?

_____ No   _____ Yes @ worksite   _____ Yes @ home _____ Yes @ other job

What kind of computer do you use?   _____ N/A _____ Macintosh

_____ PC (check all that apply) ___ DOS ___ Windows 3.x ___ Windows 95/98 _____ Windows NT

Please indicate your level of experience with technology:

_____ Little or no computer knowledge

_____ Some word-processing and some knowledge of computers

_____ Use a computer daily--e-mail, internet, computer applications (word-processing, spreadsheet, database, etc.)

_____ Advanced use of technology--troubleshoot connectivity/printing problems, install utilities/internet plug-ins, etc

Results from 280 Adult Education Professional Development Surveys
Adult Education Credential Project

Question							Left Blank
How many volunteers & paid staff?	Volunteers	Paid Staff					23
	17	240					
What is your position?	Administrator	Coordinator	Instructor	Inst Asst			10
	28	34	197	11			
How many years in Adult Education?	0-1 yr	1-2 yrs	2-4 yrs	4-6 yrs	6+ yrs		16
	59	27	31	27	120		
How many hours a week do you teach?	< 8 hours	8-16 hours	17-24 hours	25-39 hrs	40+ hours		23
	50	42	37	24	104		
Educational Background?	High School Diploma	Some College or AA Degree	BA or BS not Education	BA Education	Masters	Ph.D.	4
	16	22	82	57	94	5	
How have you prepared yourself to teach adults?	PD events in Texas	Adult Ed Credential From Other State	BA in Adult Education	Masters Adult Education	Ph.D.	Other Activities	30
	230	19	6	31	5	90	
Does your worksite have access to a computer?	No	Yes, computer	Yes, computer w/ Internet				30
	41	95	114				
Do you have daily access to a computer?	No	Yes @ worksite	Yes @ home	Yes @ other job			65
	19	147	118	25			Question not on 40 surveys
Level of experience with technology?	Little or no knowledge	Some Word-processing	Use computer daily	Advanced Use			28
	21	93	119	19			

What Activities Should Lead to an Adult Education Credential?	
Conference Workshops	199
Observation of Teachers	148
College/University Courses	127
On-line Professional Development	89
Teacher Action Research (such as Project IDEA)	87
Other Activities Which Should Lead to a Credential	51

Examples of activities that should lead to a credential:

Flexible-could be a mix of activities. As people have different demands on time, curriculum could be a blend and while having specific requirements as to content, should have different routes for attaining goals.

Combination of all (the above choices).

An evaluation of how one learns as an adult and how one personally relates to theory or not.

Any activity that improves a teachers performance - include self-teaching w/videos, books, interviewing, etc.

College courses and workshops for full-time personnel and workshops and observation for part-time personnel.

Approved teaching/research projects.

Specific workshops and specific online professional development aimed at adult credentialing.

State certification with an internship of 7 years.

Creating reports, leading workshops.

College degree.

College degree and TX teachers certificate.

Apprenticeship/Mentoring programs.

Collaborative inquiry.

Observation and experience.

Classroom experience.

Hands-on workshops.

Credit for on-the-job training and experience.

Self-study, books, journals, videos and audio.

Active participation thus practicum.

Involvement in EFF.

New teacher kits.

Comp-time/mini-college courses.

Essay on personal experience such as previous volunteer work or helping neighbors learn, or living in another culture, or other related activity in the past. Book reviews.

Regional/local multi-day institutes.

A minimum of 12 college/university semester hours of adult education coursework at the undergraduate or graduate level.

I have a concern about college/university courses - access may be limited.

More observation and doing than sitting in a classroom.

Series of cell courses that address professional development.

Past experiences.

Specific workshops and specific online professional development aimed at adult credentialing.

Observations of adult education candidates by other teachers.

**Contribution of Ideas for the Content of the
Adult Education Credential Model in Texas**

TEA Conference Session – Adult Education Credential Project
November 5, 1998

What should a credentialed adult education instructor know?

- Instructional strategies for active learning
- Adult learning theory
- Knowledge & practice of adult education theory
- Characteristics of adult learners
- Techniques/methodologies
- Knowledge of learning styles/differences
- Knowledge of latest technology/skills
- Multi-level groups
- Multi-subject
- ESL – language acquisition
- SCANS competencies
- Interpersonal skills
- Performance standards
- Written/oral assessment tools and evaluations
- How to motivate students
- Knowledge of population – culture
- Cultural diversity
- Knowledge of community resources and collaboration
- People skills
- Education background (i.e. BA)
- Experience in adult education
- Experience in teaching w/teaching strategies
- Broad experience in different teaching environments
- Experience in specific areas
- Have a portfolio/vita
- Formal academic training from an accredited institution
- Apprenticeship
- See balance between teacher side/administrator side (not too heavy in either)
- Have they worked with special populations
- Do they possess leadership/presentation skills
- Flexibility
- Resourcefulness – "think on your feet"

Contribution of Ideas for the Delivery of the
Adult Education Credential Model in Texas

TEA Conference Session – Adult Education Credential Project
November 5, 1998

How will we deliver professional development in an adult education credentialing system?

- A menu of options
- Must be flexible
- University/Community College
- TEA, local/state conferences
- Field observations
- Independent contractors
- TETN (teleconferences)
- Portfolios – life experience
- Internet – professional organizations/research
- Focus group
- Study groups
- Task force for standardization of competencies
- Adult educators
- ISD & private schools
- Retirees
- A student literacy conference (*In Corpus Christi – new teacher orientation conducted by students who graduated from adult education programs*)
- We need certificates for documentation
- How many in-service hours does a teacher have, who keeps track of it, how does a teacher know?
- Past experiences should be verified and approved
- Stay away from college courses?
- There should be more than just one level of credentialing
- Need recognition for all that teachers do
- Conferences should be documented: Topic, who was the presenter, how many hours
- How is it applicable to your class situation?
- Teachers need personal attention
- Life-long learning should be implemented
- Community based organizations
- Offer BA in adult education

Contribution of Ideas for the Content and Delivery of the
Adult Education Credential Model in Texas

- Have objective outside observer to conduct classroom evaluations of teaching (must train evaluators)
- Need a standard teacher evaluation model
- Don't cut out teachers whose first field is not teaching (e.g. tradespeople, etc.)
- Don't lump adult learner instruction in with K-12
- Find accountability model that allows flexibility for teachers from varied settings.
- Pay attention to what employers are saying
- Least disruptive way to implement credential, such as multi-level certificates as teacher builds us professional development hours
- Don't let flexibility turn into loose standards
- Use other state models in developing Texas plan
- Use the state plan competencies (program & teacher)
- Concerns about logistics of core content areas that will probably require coursework (principles of adult learning)
- Concern about who came up with the core content: will it change over time?
- Concern that this plan won't be designed by teachers ("grandiose ideas of administrators")
- Maybe develop a credential for administrators
- What will we do with teacher who don't have a bachelor's degree: other concern about letting under educated teachers teach (why not require those non-degree to go to college & help with tuition)

- Recommendations for Delivery:
    - Observations by trained evaluators
    - Teacher portfolios to document competencies/proficiencies
    - Tie teacher evaluations to student outcomes
    - Build a ladder for non-degreed teachers
    - Make technology an integral part of the credential
    - Train on-line and have tech experts at hubs
    - Must be firm with teachers who resist professional development efforts.
    - Get technology and tech skills integrated into adult education programs.

Input from Advisory Board Members

- Interest in how the credential mandate will change hiring practices
- Interest in "grandfather" rule
- Interest in how this will impact volunteers & CBO's
- Should there be a laundry list of skills that a person can bring to prove competency in key areas? (not unlike non-traditional portfolio credit at college level)

Appendix B

Timeline of Selected Events in the Development of the Texas Adult Education Credential Model

Timeline of Selected Events in the Development of the
Texas Adult Education Credential Model

April 18, 1998. El Paso Learner Conference. Presentation.

May 1, 1998. COABE Reactor Panel on Credentialing for Texas Adult Education. Panelists: Victoria Huffman, Deborah Stedman, Do Seaman, Barbara Lyman. Moderator: EMP.

October 3, 1998. Kingsville ESL Professional Development Project meeting in San Antonio.

October 8, 1998. Adult Education Professional Development Consortium (AEPDC) meeting at Aquarena Springs.

October 10, 1998. Presentation at 10-County Co-op In-service and gathered written surveys from adult education instructors.

October 24, 1998. Workshop for Kingsville ESL Project at Laredo Community College. Distributed written surveys on the Credential Project to workshop participants.

November 5, 1998. TEA Conference session was conducted soliciting ideas for the content and delivery of the Adult Education Credential Model in Texas. Emily Miller Payne and Audrey Abed presented. They gathered information from the participants on primarily two questions: (1) What should a credentialed adult education instructor know? and (2) How will we deliver professional development in an adult education credentialing system. Presenter notes, handouts, and conference materials analyzed.

January 6-7, 1999. Workshop for Kingsville ESL Project at Austin Community College. Distributed written surveys on Credential Project to workshop participants.

January 28-30, 1999. Texas Association for Literacy and Adult Education Conference was conducted soliciting ideas for the content and delivery of the Adult Education Credential Model in Texas. Presenter notes and conference description analyzed.

January 28, 1999. Credential and New Teachers Project Advisory Board Meeting. A list of the fourteen member board, which is same for both projects, is all that is available for analysis.

February 18, 1999. Presentation at pre-conference institute on teacher research professional development activities for adult educations at the NADE Conference in Detroit, Michigan.

March 5, 1999. AEDPC action advisory group meeting in San Antonio. Met with AEDPC members to discuss progress of Credential Project and to elicit feedback on proposed core content areas and research on delivery and documentation systems.

Summer 1999. Focus groups were held to gather feedback from practitioners on the first draft of the credential model. They were held throughout the state:

> **June 11, 1999** -- Houston
> **June 19, 1999** -- Austin
> **June 25, 1999** -- Dallas/Ft. Worth
> **June 26, 1999** -- McAllen
> **July 17, 1999** -- Lubbock
> **July 23, 1999** -- El Paso

July 1999. The 1999 workteam/advisory board (not to be confused with the pilot team members in 2000-2001—there is no overlap of participants) responded in writing to five questions. (1) Do you think that the content areas proposed in the draft are adequate to prepare instructors to teach adults? (2) Do you think the time frame and point system for the delivery model proposed is reasonable? (3) Any suggestions on how to measure the skill and knowledge level of "experienced" teachers in order to credential them? (4) Please make recommendations for changes to the current format of the Credential Model draft once we present this model to the field. (5) How would you market this proposed credential model to the field of adult education in Texas.

July 1, 1999. AEPDC retreat to plan coming year. Make presentation to members on proposed credential model.

July 11-16, 1999. Presented Credential Model to participants of the Texas A&M Kingsville ESL Summer Institute in Austin.

September 1999. The first draft of the Credential Model was completed and printed.

September 16, 1999. Formal presentation to Texas Education Agency on the proposed credential model. Dr. Pavlos Roussos, Dr. Deborah Stedman, Dr. John Beck, Dr. Sharon Hirschy for University of North Texas, Dr. Victoria Hoffman, and TEA Adult and Continuing Education staff in attendance.

October 14-16, 1999. Attended AAACE Conference. Facilitate workshop on the standardization of Professional Development Model including the Credential Model.

February 2000. The Focus on Professional Development Project at the Pennsylvania Department of Education rated adult education special projects and selected the Texas Credential Model as one of its 21 exemplary projects nationwide.

February 17, 2000. Presentation at the Texas Adult Literacy and Adult Education (TALAE) conference in Houston on the credential model.

April 9-12, 2000. Texas Distance Learning Association Conference attended workshops and dialogued with experts in the delivery of distance learning and the development of distance learning courses.

May 31-June 5, 2000. Attended the Adult Education Research Conference in Vancouver.

June 13-18, 2000. Attended the Adult Literacy and Technology Conference in Washington, DC. Participated in round table discussion on professional development and credential models for adult educators.

August 2000. The second draft of the Credential Model was completed and printed.

September 2000. The pilot officially begins.

October 6, 2000. Tamara Thornton, Project Coordinator, conducted a TETN broadcast "Professional Development Planning Using the Texas Adult Education Credential Model" which introduced the formal and informal pilots to the field of adult educators in Texas. Seventy-five teachers and administrators from around Texas registered for this session.

October 13, 2000. Credential presentation at Houston-READ.

October 21, 2000. Credential presentation at the San Antonio Coalition of Literacy Providers.

November 12-16, 2000. Attended AAACE Conference. Met with key staff members from Massachusetts, Ohio, and Iowa about the Texas Adult Education Credential Model.

November 29, 2000. Credential presentation at the UT/TEA Symposium in Austin.

January 4, 2001. Credential presentation in El Paso.

January 31, 2001. The credential staff met with the workteam members in Austin to discuss the pilot.

February 3, 2001. Credential presentation at the Texas Association for Literacy and Adult Educators (TALAE) in Austin.

May 2001. The third draft of the Credential Model was completed and printed.

May 10, 2001. Tamara Thornton conducted a TETN broadcast "Piloting the Texas Adult Education Credential Model" which reviewed the credential model, suggesting levels for the credential which would allow non-degreed teachers to be credentialed, a status report on the pilot program, and an explanation and a call for volunteers for the field test.

June 27-28, 2001. The workteam meets in San Marcos, Texas to review the first year of the pilot project and make plans for the upcoming year.

August 2-3, 2001. Regional Credential Registration Workshop was conducted.

January 24, 2002. Credential Workshop at San Antonio Field Test site.

January 30, 2002. Presentation at Texas Association for Literacy and Adult Education (TALAE) in Fort Worth.

March 15, 2002. Conducted a credential workshop at the Houston Field Test site.

April 16, 2002. Conducted a credential workshop at the Houston Field Test site.

May 15, 2002. Conducted a credential workshop at the Houston Field Test site.

June 14, 2002. Conducted a TETN Broadcast to disseminate results of the field test.

June 2002. Funding ended for the Credential Model project.

Appendix C

Focus Group Agenda
for Houston

[handwritten margin notes: Introduce Emily —7 / Sheel give historical perspective]

9:30 - 9:35   Introductions, Agenda & Background Survey
- Introduce ourselves – *presenters + participants*
- Draft is meant to be framework for a credential system for Texas – many of the details have not been worked out. Gives us the opportunity to hear from adult educators prior to fleshing out the details.
- Plans for today
- Background survey is only form with your name on it – the rest of the focus group will be done in a way that will not have individual names attached to comments – hopefully feel free to speak your mind.

9:35 - 9:50   Overview of Draft
- Show transparencies:
  - What we used to develop draft
  - Texas Content Areas
  - Other states delivery system ·
  - Texas delivery (model, options & plan) → *for new teachers*
  - Texas documentation system — — *years to develop grandfathering*

9:50 - 9:55   Transition to Focus Group
- Want this to be a safe environment, no discussion after today of individual's comments. Feel free to discuss the group's sentiments but don't single out people. Maintain confidentiality.

9:55 - 10:00   Opening Question
[Everybody to introduce themselves briefly]
"What brought you to the field of teaching adults?"
(discuss with partner)

10:00 - 10:15   Make a Date (3 o'clock & 6 o'clock)
"What was your first impression of the Credential Model Draft?"
"Do you think this model is feasible for adult educators in Texas?"

10:15 - 10:20   Give instructions for the paired interview activity
- Sit face to face with a partner
- Each person to have a question numbered 1-3
- Interview person in front of you with your question and write down their response on your sheet of paper. This is an oral interview please do not allow your partner to write down their response.
- Some of you have the same question and that's ok – need to answer your own question.
- Once you have interviewed each other I will ask one row to move over one seat.

10:20 – 10:50

1st question is based on the content

How to do with determining the skill level of experienced teachers.

Paired Interview Activity
"Do you think the content areas proposed in the draft are adequate to prepare instructors to teach adults?"
"Do you think the time frame and point system for the delivery model proposed is reasonable?" *+ Knowledge*
"Any suggestions on how to measure the skill level of "experienced" teachers in order to credential them?"

10:50 – 11:00   **Break**

11:00 – 11:20   **Synopsis of Questions**
(16 people = 2 groups of 6 & 1 group of 4)
- Are there any patterns
- Any common themes
- Any comments stick out

11:20 – 11:30   **Group Reports (3 groups 3 minutes each)**

11:30 – 11:40   **Reflection (ask participants to write for 5 minutes)**
"*If you could change one thing about the credential model, what would you change, and what's the main reason that one thing needs changing?*"

"*What would you tell a co-worker about this proposed model?*"

11:40 – 11:45   **Discuss with partner**

11:45 – 11:50   **Summarize key questions and big ideas**
Ask about the adequacy of the summary:
"*Did I correctly describe what was said?*"

11:50 – 11:55   **Final Question (please write for 5 minutes)**
"*Is there anything that we should have talked about but didn't?*"

Appendix D

TETN Broadcast Transcript
October 2000

PROFESSIONAL DEVELOPMENT PLANNING: USING THE TEXAS ADULT

EDUCATION CREDENTIAL MODEL

TETN OCTOBER 2000

Emily Miller Payne introduces Tamara Thornton coordinator of the Credential Project

and graduate student in the Master's program in Adult Education at Southwest Texas

State University. Payne explains that Thornton will be leading today's TETN.

Thornton begins by providing an overview of the agenda. The first part of the broadcast

will review the credential model. All three proposals will be outlined. After the break,

Thornton will explain how the model can be used as a tool for planning your professional

development. Finally, Thornton will identify some of the numerous professional

development opportunities that are available to adult educators in Texas and give some

brief information about the pilot.

Thornton then asks that participants complete the evaluation form and explains how

important participant input is to this program. The pilot registration form is also

explained and participants are asked to fill this out and send it in to Thornton.

Next, background and history of the project are explained. The project has been funded as

a competitive grant for two years with a one-year continuation from TEA. The model was

developed based on mandates from the state legislature for certification of adult

educators. The first year was focused on developing a model of certification for full-time

instructors new to the field of adult education. That was the ultimate goal since hopefully

ultimately there will be more full-time instructors in the field. During that first year, the

project developed a model that they believe is viable that will meet the needs of the

diverse population of adult educators in Texas. Currently, most professional development

is based on hours or seat time and the project wanted to move away from that structure.

Rather, the project hopes to focus on substantive professional development that

emphasizes the effect on the classroom. In the age of accountability in Texas, this is very

important.

The second year of the project a proposal was developed for part-time teachers that were

new to the field as well as a proposal for experienced teachers who were part-time or full-

time. The project and the proposals were developed from extensive input in the field. The

project is very proud of this and they received an overwhelming response of support from

the field. Changes were made to the proposal based on suggestions and concerns of

teachers in the field. Focus groups and presentations at state, national, and international

conferences were used to disseminate the proposal. In 1998, the first year of funding, the

proposal was presented at the TEA conference. In the spring of 1999, the proposal was

presented at TALAE. That same year, six focus groups were conducted. They were held

at Austin, Houston, Dallas-Fort Worth, McAllen, Lubbock, and El Paso. Many of the

registrants for this TETN participated in those focus groups in some capacity. In the fall

of 1999, the proposal was presented at the AAACE meeting. In 2000, presentations were

made TALAE and an international conference of TCALL. The model that Texas has

developed is of great interest to other states. Numerous states that do not have credential

models have contacted the project, and it has been looked over thoroughly.

The proposal was also sent to the Pennsylvania Department of Education. They reviewed

21 programs in 13 states. The proposal received an excellent rating. It was cited for its

flexibility and adaptability. This all goes to help support the notion that this proposal was

not developed in an office, but rather it was developed in conduction with educators

around Texas, the nation, and internationally.

Next, the core content areas will be discussed. One of the questions that was asked of the

focus groups was what do you think would be important for teachers in adult education to

know. Also, professional consultants and an extensive review of the literature were used

to help answer that questions. Six core content areas emerged from this process. The first

is principles of adult learning. The second is the teaching and learning transaction. This is

actual hands-on methods in the classroom. The third area is diverse learning, styles, and

cultures. In this area, learning disabilities, learning styles, multiple intelligences, and

multiculturalism are covered. The next area is integrating technology into adult learning.

This focuses on developing both teacher and student skills in technology. The fifth area is

accountability systems. This is of great interest to administrators in Texas today. This

includes TABE and BEST and performance indicators. Finally, field participation looks

at mentoring, study groups, and teacher observations. Another part of the model is a

specialization. Upon completion of the credential, a teacher can earn a specialization in

whatever field they are interested in. For example, a specialization may be earned in ESL, corrections education, technology, etc.

Question: Do you have any numbers or percentages on how many full-time adult educators there are in Texas.

Thornton: I do not have these numbers at this time. However, I do know that there are over 2000 adult educators in Texas and the percentage of them that are full-time is very small. This has come up before. I can find out and put it up on our website for you. This relates to the model because being a full-time teacher is the ideal situation. We want to send the message that this is what we are striving for. But we recognize that the majority of teachers are not full-time and we do have a part-time proposal to deal with that majority population.

The proposed delivery system is actually three proposals, one for new, full-time teachers, one for new part-time teachers, and one for experienced teachers who are either full-time or part-time. It is important to understand that we did a whole new extensive literature search when we began working on the experienced teacher proposal. We looked at Canada and other educational systems to see how they handled teachers who already had experience in the field.

The basic model for all three models involves accruing 125 points. A new full-time teacher has three years to accrue these points. It is important to remember that these points need to be accrued across the core content areas according to the numbers set out

in the model. Principles of adult learning is 25 points; the teaching-learning transaction with adult students is 30 points; diverse learning styles, abilities and cultures is 20 points; integrating technology is 20; accountability is 15; and field participation is 15. Options for professional development with their corresponding point values are listed in the model. Teachers have two years to complete the first 100 points. At the end of the second year, teachers will participate in an instructional evaluation. This will include a self-study and an observation by an approved credential project member. During the third year, candidates for the credential will participate in the year-long Project IDEA, which is a special project funded by TEA or an alternative approved teacher action project. This is the culminating activity in the credential process.

Question: Would today's TETN count towards the points for the credential.

Thornton: Yes, absolutely. Participation in today's TETN broadcast will allow you to earn 3 points towards your credential. If you look at the model, you will see that teachers can earn one point for each hour of a TETN broadcast. Therefore, since most TETNs are 2-3 hours, participation will allow teachers to earn 2-3 points. In the event that a teacher wants to watch a previously broadcast TETN, that teacher can check it out from the clearinghouse and still accrue those points. It is important to note that attendance at a professional development activity is not the only thing required. Teacher must submit a written reflection of the professional development activity and how you are going to use it in the classroom.

Question: Who do you send to for approval and how does it work?

Thornton: Currently, since this is a pilot all approval will go to the credential staff. The disk in your binder has forms for the documentation. I'll be talking more about that later.

Question: If you are currently involved in Project IDEA will that count?

Thornton: Yes, I will be discussing how to get credit for previous professional development when I review the experienced teacher proposal.

Question: On intensive and standard institute it says that the point distribution will be determined by the institute provider. Does that mean when I put on an institute I determine how many of the points allowed for the institute relate to teaching-learning transaction, etc. and then I tell you?

Thornton: Exactly for consortium activities it will be pre-determined. For those activities that are not consortium related we will work with you to determine the point spread across the content areas.

Question: Just to clarify, Project IDEA participation is retroactive. Anyone who participated previously can get credit for that participation, correct?

Thornton: Yes, and we have a point spread for Project IDEA in your portfolio.

The only difference between the new part-time delivery system and the new full-time delivery system is the number of years to complete the credential. Teachers still need to accrue 125 points in the same distribution across the core content areas and participation in Project IDEA is still the culminating activity. Teachers, however, are given five years

to accrue the first 100 points. This is based entirely on input in the field and what is happening in other states. There was no support for part-time educators to have to learn any less, rather they just need more time to achieve the requirements.

Question: Let's say I develop a local workshop, do I need to have the content of that workshop approved by you before I give the workshop in order for the participants in the workshop to receive credit towards their credential?

Thornton: No. You are free to develop any content you want for your local workshop. All I would need to do is assign point values for your content across the core content areas so that your participants can apply it towards their credential. This does not even need to take place before you give the workshop.

Finally, what do you do with experienced teachers in the field. We did a lot more research on this—in the literature, from talking with people, through presentations. At first, people suggested that experienced teachers might be automatically credentialed. However, the research does not support this. The consensus was that experienced teachers still need to accrue points. They should not be automatically credentialed and the word "grandfathering" was not a part of the conversation. The experienced proposal teacher does not need to participate in the New Teacher Institute, therefore, the number of points that an experienced teacher needs to earn is 115 points. The distribution across the core content remains the same. We are allowing teachers to go back five years to get credit for previous professional development. Documentation would be required. Teachers will still need to write a reflection.

Question: Is the credential going to be required by all adult educators in Texas.

Thornton: Our funding is just to develop the model, and now to thoroughly pilot the model. Emily Miller Payne will discuss this issue further.

EMP: At the moment, we are still working on completing the model and presenting it back to our funders. What we'd be interested in, from you folks out in the field is input on what you want. Should the model be mandatory, should it be voluntary, or should it be somewhere in between like "highly recommended"? We need to hear what your desires are about the future of the credential model. Perhaps at the end of this broadcast we can take a poll and see where we stand on this issue. Is that okay with you?

Follow-up comment from the questioner: Sure. Thank you, the reason I was asking was that I'm new here and I just want to be sure that what I'm planning for my teachers in the future is in line with want you want us to be doing.

Question: For experienced full-time teachers, it mentions mentoring. I have already given a workshop and I am already mentoring a new teacher. Do I count that?

Thornton: Yes, you will be able to count your previous mentoring as long as it falls under the five year guideline. What I will need you to do is write up a reflection on your experience. As you work on developing your portfolio, I will be available to answer any further questions.

Thornton: I just want to go back to the previous question for a moment. It is important to understand that previous professional development will not count if it doesn't relate to any of the core content areas.

Follow-up: Well, my concern is that I now we have done learning styles in the past. However, I'm not sure if what we've done will meet your criteria to count towards the credential. If we gave a one-hour workshop it may not necessarily meet your criteria. So we need detailed criteria for each of these core content areas so that our participants can attain points.

Thornton: That's very true. We are currently in the process of totally redesigning the website so that it will be a resource for teachers interested in going through the pilot. Just another note, a one-hour workshop would probably correspond to one conference session so it would be worth one point. Then, we would just need to decide which core content area that one point would be allotted to. I have great plans for the website. You will be able to go our website to see distribution of points, other professional develop opportunities, etc.

Question: Is there a minimum time frame for this process? Can you do this in less than three years?

Thornton: Yes, it is definitely possible to complete the process in less than three years. We just give that amount as a maximum.

Question: Does this mean that every person who gets a credential will go through Project IDEA?

EMP: No. Project IDEA is a very convenient way for an experienced teacher or a teaching gaining experience to have a culminating experience. I imagine that any number of folks will go through some sort of an alternative research project. What we will ask is that these teachers sit down and go through the same kind of planning that you would if you participated in Project IDEA. Our kudos to Barbara Baird and Rebecca for organizing Project IDEA. It is very well organized. For those who want to do their own project though it is certainly possible to do that.

Question: If we were to do that, is there not going to be a review process to help determine what is a legitimate action research project.

EMP: Yes, there will probably need to be a review. Especially on the first few times. We're learning through this process too and we're trying to determine what is acceptable and how to approve alternative action research projects that's something we're going to work though with this pilot. That's why we're grateful to have this third year just to do a pilot.

Questions: Is Project IDEA going to be expanded so that more of us can apply? This is certainly an incentive for more of us to apply to Project IDEA.

EMP: Rebecca would you like to take that question?

Rebecca: I haven't heard of any expanded funding. I think we all go in to open bids for the next funding year so some of that depends on TEA. We've had great success with Project IDEA. We've had the largest cohort we've ever had with 20 people this year. IDEA expands to several tiers depending on your experience level. I don't think though

that we could do more than 20 people at a time because it is such an intense one-to-one mentoring system. However, we are flexible. If the need arises, we'll figure out a way to meet the need.

EMP: Nice job, Rebecca.

Question: Do you have the same funding situation?

EMP: Do you mean will we get more money? That would certainly be nice, and I welcome any lobbying efforts on your part.

Follow-up: I was just concerned about the three year process and if you began something this year and you weren't funded the following year that would be a concern.

EMP: Well, if for some reason we lose funding we will certain be sure we move the credential project elsewhere. In other words, we'll adopt it out so that it can continue.

This model is very flexible and there are many questions that have to be answered by the pilot about documentation and local training. We certainly welcome as many participants as possible in this pilot process. Your participation will help shape the final model. Many states do not have the flexibility that we are providing in delivery options or training options that are available. So we are really excited about this model.

Question: If I present a workshop on the local level will I also be able to get points for that.

Thornton: Yes, that would go under a conference presentation. Teachers who are groomed as trainers and mentors would definitely be able to get credit for that.

Question: What happens to somebody who does the new teacher institute and works toward accruing the points, but doesn't make it in three years? Is that it they just can't become credentialed?

EMP: We've agonized a bit over that, as you can imagine. We really think that the three years is more than sufficient. However, there are one or two scenarios that I can imagine where you might have to go for an individual appeal would be if you were teaching in adult ed then you left adult ed for a short period and came back. I can certainly see that you'd have very good reason to appeal for an extension. Same if you had insurmountable problems health or otherwise. Does that make sense?

Follow-up: Yes, but can you explain the three year time frame? What is the rationale behind it?

Thornton: According to our research in the field and in other states, most other states models put out two or three years for experience needed or allowed to accrue the experience to become credentialed. Some states however did give up to five years. So three years is what we came up with in our flexible model. The state that gave five years wanted 33 hours of graduate course work or other college classes based on the semester breakdown. So we decided to give three years and not to require graduate course work as the only way to become credentialed.

Question: So even as is, you wouldn't necessary lose everything you did in the three year period it would just be the stuff that was before the three year period that you would lose?

Thornton: Exactly.

I also want to point out that we will go back and accept college course work as far back as seven years. This is based on what most colleges will accept as far as transfer. This is very lenient. However, you will have need to have kept the material from that course. We would need to see a syllabus or something from that course so that we could assign a point value to the content and you would need to write a substantive reflection on what you got out of that course and how it effected your teaching in the classroom now. This is the biggest differenced between the experienced and new teacher proposals. The part time experienced teacher again has more time to complete the credential then the full-time experienced teacher.

Thornton then reviewed the list of professional development activities that are currently approved. Each of activities in the model is listed with a description and the documentation required. Forms that have been developed are included in the portfolio. One of these forms is for the reflection, which is very important to the documentation of these activities. Does anyone have any suggestions for professional development activities that aren't listed year.

Question: I'd just like to make a suggestion. Perhaps instead of going with three-day workshop you could go with hours. We have run three-day workshops that are worth 24 hours and three day workshops that are worth 18 hours. Our workshops just don't quite fit with what you have here.

Thornton: Thank you we will consider that further.

Question: If you do a series of events on the same topic but at different events, do those all count or do they just count one time?

Thornton: Those only count one time. Because remember you need to go across the core content. It is very possible that you could accrue 60 points in technology, but we are only going to give you credit for 20. You can really only get credit for it one time, because you're not expanding or doing anything new and the goal of the core content is to create well rounded teachers and in the first round and a specialization in the second round.

EMP: I'd like to add to that. I would encourage people who are thinking maybe about attending institutes or conference presentations or even taking university courses to realize that you have a limited number of points for the core content so you wouldn't want to continue to go to the same conference presentation or institute if you are trying to accrue points towards you're credential. You only get points the first time around any after that is kind of on your own.

Question: Which content areas would today's broadcast fall under?

Thornton: I'm glad you asked that. We talked about it and today's broadcast would go under accountability from the standpoint that it relates to retention and certification.

Next, let's move on to discuss the sample of points and distribution. I think that this will be the question that I going to spend the most time on, how many points will an activity be worth and what is the distribution. If you attend any consortium program, you should be informed of the distribution and the point value. [Thornton reviews the specific

distribution for the New Teacher's Project and Project IDEA.] Again, I want to stress that this point system, the core content, and the proposal are based on extensive input from the field, from experts, and for a literature review. Again, we want to move away from seat time and into substantive professional development.

Question: So in this example, this person only has one point under accountability. Is that enough to say that they go across the content areas and can be certified?

Thornton: No, they would need to participate in more professional development to accrue an additional 14 points in accountability. It doesn't matter if they exceed the point distribution in other core content areas and have over 125 points, if they only have one point that relates to accountability they cannot be credentialed. You'll be happy to know that I developed an excel spreadsheet that tracks all of these points for you.

Question: Who is going to be responsible for keeping all these figures and decides what is in which content area. For example, if I turn in 5 hours who is going to determine what content area it goes in and if it is approved professional development?

Thornton: Part of it will be determined from the documentation that you submit. Because it is during the pilot and during the continuation the credential project staff at Southwest Texas will determine for now if the professional development is acceptable. Again, this is a year to determine if the proposal that we've written is viable and will it work. We're going to be taking information from the field about any problems that occur or any problems finding professional development in that any specific core content area. If

you're asking who is going to determine if you get those 5 points, for now it will be the credential staff at SWT.

Question: Regarding the proposal for experienced teachers, it says you only need 115 points, but the points under the content areas add up to 125 points.

Thornton: Thank you for bringing that to my attention. I will consider this and get back to you about that.

Next, let's go through the complete sample of a credentialed teacher. [Thornton explains in detail this example.] The goal is for teachers to consider what they really want to learn over time. This will require administrators to work with their teachers on this and to make multiple professional development option available to them.

Question: I just want to clarify the point distribution on consortium activities can change, right? In other words, Project IDEA is not always going to have exactly this point spread, neither will Project Inter-ALT.

Thornton: That is correct. I know that Project Inter-ALT has different focuses different years therefore the point distribution may change to reflect that. If the content doesn't change in a consortium activity then you can count on that point distribution.

Question: On the study group, this is a group of instructors that would meet to discuss a topic?

Thornton: This can be in person at a particular setting or it can be electronically so that you can discuss a topic with other instructors across the state. I am going to lead an electronic discussion as part of the pilot. I also know that this is important for corrections teachers for example where there may only be one teacher at a site. They can connect with other corrections teachers across the state or within their city. I have some guidelines or suggestions about how to make this work well. I have also got good information regarding this from a listserv.

Follow-up: Could this also be collaborative across programs?

Thornton: Absolutely. I am working on the pilot with the Houston Read Commission and they have their teachers divided up into groups and the teachers come together in their groups and have a discussion about a specific book or topic.

Question: Both the description for the instructor observation and the mentoring say that there will be a list of approved instructors to be maintained by the project. Could you elaborate on that?

Thornton: Basically, we're going to take teachers who are experienced through recommendations from local programs and they are going to have to be from different regions. We will compile a list of instructors who are approved. Instructors who have gone through the New Teacher Trainer Institute are prime candidates on being part of being part of the instructional observation and for giving feedback. We will be taking recommendations from local programs since they will know best who is qualified.

Question: Could a mentor in another area beside instruction, perhaps on cultural

awareness?

Thornton: Yes, it does not have to be an instructor.

Let's talk next about subject area specialization. This was developed because of teachers

who say that they only like to teach only in one area. I'm very excited to say that the

model is flexible enough to accommodate this. Basically, we want everyone to go

through the basic core content, after this participants can go on and develop a

specialization in whatever you are interested in. You need 70 points to get this area.

Thornton reviews the example in the portfolio.

BREAK

Thornton begins to review the forms that she developed for documentation. These forms

are draft form they will be modified based on the pilot feedback. These forms are

provided in the portfolio both in hard copy and on disk. These forms include a pilot

registration form, professional development planning worksheet, and the professional

development plan. Thornton explains how each of these forms is meant to be used.

Thornton encourages participants to fill out these forms electronically.

Question: What about the flexibility of the plan? What if a conference comes up at the

last minute, I can add items as needed right?

Thornton: Exactly. And that's one of the reasons why it's great to just keep the plan electronically. You can just go into the file and add a row to the table and write that conference in there. Similarly, if you decide that you don't need to work in a particular area that you originally planned to work on, you can delete that from your plan. The plan is meant to be yours to adjust to your needs. It is designed to be flexible.

Question: If you don't have access to email, what is the alternative?

Thornton: You can mail it to us. We understand that not everyone has access. This is the kind of thing that we need to know however. Please write that in your feedback. If we find out that a lot of people don't have easy access to email, then we'll need to proceed differently. This is one of the things that we're looking at in the pilot. I'm presenting at TALAE and working with the collaborative consortium trying to get this portfolio into as many hands as possible so that we can get feedback and find out where the kinks are before we move on in this process. So if a lot of teachers don't have access to email that's one of the things that it is imperative that I find out. And again, it is no problem for you to mail it to me if you don't have access.

The next form that Thornton reviews is the reflection form. She explains what type of information is required and how to fill out the form. She also explains what types of documentation are required to support the reflection. Thornton would like these forms quarterly or periodically. The reflection should be written immediately after attending the professional development, but they should be submitted in batches. Reflection reports

should be saved by the date of the activity so that a staff member reviewing the disk can easily find the reflection.

The two excel spreadsheets that Thornton provides are then reviewed. There is one for the general credential and one for the specialization. These help participants track the points that they accrue. She reviews the purpose of both of these forms and how they work. Thornton asks for feedback on the forms.

Question: For the techno-illiterate, are you saying some of these forms are on Excel and some of these forms are on Word?

Thornton: Yes, three of the forms are on Word and two of the forms are on Excel.

Question: Do you need Word to open these files?

Thornton: Stan says that you can get a reader and that you don't really need word. If you have any other technology questions, you can reach Stan on his 800 number.

Question: Are Stan's email and 800 numbers available?

Thornton: Yes, they are on the back of your binder.

The next part of the TETN will be devoted to hearing about professional development opportunities that are upcoming around the state. Emily Miller Payne will be talking about the New Teacher Institute and the New Teacher Trainer Institute and other initiatives we have at SWT. Stan Ashblock will be talking about Project Inter-ALT.

Victoria Huffman will be talking about TCALL, the Clearinghouse. Rebecca Davis and

other consortium members will talk about other programs that are coming up. This is the

most important part of this TETN because without professional development

opportunities that credential won't work.

EMP talks about the background of the New Teacher Project and the core content's

correspondence with the credential.

Question: Will we get a list of dates on institutes and the handouts?

EMP: We are working on making the toolkit available on line so that you can print these

out yourself. We will let you know about any future demo institutes, but we're really

working on training trainers so that you can give your own institutes.

Question: How much advance notice do you need to attend a regional conference?

EMP: We can get to Midland with just 3-4 days notice. Just let us know.

Question: Do you know of any dates that are currently scheduled?

Thornton: Yes, we'll be in Houston this week on the new teacher trainer piece.

Stan: Reviews the Project Inter-ALT website and the Clearinghouse website.

Thornton: Previous TETN broadcasts can be used for credit for the credential by

contacting the Clearinghouse and getting the broadcast and getting the handout off of

Project Inter-ALTs website.

Stan: Highlights the resources available on the Project Inter-ALT website and the Clearinghouse website.

Thornton: I also want to point out that the Clearinghouse has all of the books that both the Credential Project and the New Teacher Project recommends. I am working on writing a reading list that you can use to accrue points toward your credential. The library will also be coded to relate the core content of the credential project.

Stan: Reviews the calendar of events and the check-out policy for the Clearinghouse.

Victoria: Talks about the teacher's listserv and spring EFF workshops.

Rebecca: Talks about Project IDEA. There is a application for Project IDEA in the portfolio. She gives a brief background on the project and show one of the projects via their website.

Thornton: Concludes the TETN by asking again for pilot participation and asking for any question. She encourages administrators to help their teachers use this model for their professional development so that she can see if the model is viable. Finally, she asks for participants in the evaluation form. Based on a question, she says that if you don't want to turn in the registration form today, but want to think about it you can return the form in at a later date.

Appendix E

Agenda from January 2001 Work Team Meeting

Credential Project Work Team Meeting
January 31, 2001

12:30-4:30

Agenda

Welcome and Introductions

Forms and Money Stuff

Work Team Requirements

Update of Credential Project
        Future Work Team Activities

Team Break-out Session

Team Information Reporting

Questions and Comments

Part 1

In your groups discuss what works and what doesn't or may prove to be, problematic. Please provide possible solutions or suggestions for areas that you identify as problematic

Three Credential Proposals
        New Full and Part-time
        Experienced Full and Part-time

Credential Pilot
        Recruitment Process
        Portfolio Design
        Documentation Process

Part 2

What do you think about?

A Mandatory versus a Voluntary Credential

Getting Administrator Support

Part 3

What do you need from the Credential Project?

Team A Assignments

Facilitators Tamara and Kristen

Hamblin, Linda
Honold, Eduardo
Humphrey, Pat
Swan, Tracey
Swoyer, Jennifer

Team B Assignments

Facilitators Jeannette and Emily

Horne, Gaye
Maxwell, Karen
Parker, Ursula
Rowe, Jeffrey
Tatum, Cletis
Thompson, Elizabeth

Appendix F

Instructional Observation Form

What is it?

The Instructional Observation is a self-study or self-evaluation of your teaching practice as a credential candidate. The Instructional observation requires completion of self-study questions provided by the Credential staff office and a face-to-face meeting with a peer mentor. A credential candidate can select a peer mentor from their local program region. If a local peer mentor is not available, a list of mentors is available by contacting the Credential staff office.

Self-Study Guidelines

The self-study MUST be completed during the third year for full-time Credential Candidates or sixth year for part-time credential candidates. Credential candidates must register for the instructional observation process no later than the **BEGINNING** of the third year for full time Credential Candidates and no later than the **BEGINNING** of the sixth year for part-time Credential Candidates. Credential candidates must contact the Credential staff office in order to receive an Instructional Observation Packet.

Instructional Observation Packet Contents:

1. Credential Candidate Information Sheet
2. Mentor Information Sheet
3. Copy of Self Study Questions
4. Final Summary Report Form

A copy of the completed information sheets and answers to the self-study questions should be submitted to the Credential Project staff along with the date the instructional observation has been scheduled. After the instructional observation peer meeting, the final summary report should be submitted to the Credential staff office. The Final Summary report should include the signature of the credential candidate, peer mentor and candidate program administrator. The completed Credential Portfolio should be submitted with the Instructional Observation final summary report.

Proposed Self-Study Questions

Answers to the self-study questions should demonstrate thoughtful reflection of your professional development activities and instructional practice as a credential candidate.

1. Summarize the types of professional development activities you have engaged in since becoming a credential candidate?

2. Which activities have had the greatest influence on your instructional practice? Explain in detail.

3. Which activities have had the least influence on your instructional practice? Explain in detail.

4. Discuss your strengths as an instructor. Explain.

5. What areas represent an opportunity to strengthen your instructional practice?

Final Report Form Questions

1. Summarize the feedback received during your peer mentor meeting.
2. What feedback will you **CONSIDER** incorporating into your instructional practice? Explain.
3. Discuss your future professional development plans and how their relation to identified opportunities to strengthen your instructional practice. Explain in detail.

It is suggested that the Final Report Form and Portfolio be submitted with 30 days of completion of the peer mentor meeting and no less than 30 days from the projected Credential Completion due date.

Appendix G

TETN Broadcast Transcript
May 2001

May 10, 2001 TETN broadcast Texas Adult Education Credential Model

Tamara Thorton, presenter

The TETN begins with an overview of the credential model. Thornton explains that the brief background is provided because there are several participants who did not attend the first TETN broadcast on the model and who are being introduced to the model for the first time. Thornton explains that the focus of this broadcast is the credential model, not on teacher salaries. While the credential staff hopes that the credential will eventually influence teacher salaries and all comments about salaries are passed along to TEA, the credential staff has no control or influence on teacher salaries.

The objectives of the grant and each of the four models (new fulltime, new part-time, experienced fulltime, and experienced part-time) are outlined. There is one question during this section asking about whether the credential applies to administrators too.

A discussion of the level proposal follows. First, the justification for the proposal is presented. Thornton explains that there are teachers who do not have a degree who are currently teaching adult education in Texas. These teachers are allowed to teach in Texas because they were grandfathered when the bachelor's degree requirement was adopted, their program received a waiver to hire them in an area where there is a shortage of teachers, or there is a special circumstance, such as at Houston Read where they are

working with Americorp volunteers. The proposal is based on Kansas' certification program. In Kansas they certify everyone from literacy volunteer tutors to teachers with a doctorate.

The levels are as follows: Pre-professional Level A would be for those teachers with a high school diploma, pre-professional Level B would be for teachers who have an associate degree, Level 1 would be for a teacher with a bachelor degree, Level 2 would be a teacher with a graduate degree.

Thornton then asks if anyone attending the broadcast has someone who would fit into pre-professional level A or B. Region 18 says that they do and that they have been told that this teacher will not be able to continue with them in September. They are upset about this because she is one of the their best teachers.

Thornton also explains that she is trying to determine how many teachers and programs around the state would need levels. Another program [region unclear] says that they currently have two teachers who do not have degrees.

Thornton states that a volunteer in conjunction with Project VITAL will be added to the workteam to help determine how the credential model can be adapted to volunteers.

Comment from Region 3: A participant thinks that levels might be a good idea for current teachers, but doesn't think that it is a good idea for future teachers. Thornton agrees.

Next, Thornton provides an overview of the pilot program thus far. The first TETN broadcast was October 6, 2000. Presentations on the credential were made in Houston on October 13, 2000, at the San Antonio Coalition of Literacy Providers on October 21, 2000, at the UT/TEA Symposium on November 29, 2001, in El Paso on January 4, 2001, and at TALAE on February 3, 2001.

Thornton introduces the workteam members and their programs. She states that four new workteam members will be added. Three new members will represent workforce development and one will represent volunteers. The current demographics are as follows: 3 part-time, 5 full-time, 3 ABE, 4 ESL, 1 full-time administrator.

The workteam duties include using the model to plan their professional development, participating in online and in person meetings, submitting written monthly feedback regarding their participation and experience in credential pilot, and submitting a copy of their professional development portfolio.

As a group, the workteam spent almost two months working on how previous professional development will be included. Beth Thompson explains how she organized the information. She says that it was frustrating at first because finding the material and

organizing it was overwhelming. She suggests breaking the process down and making a roster of all previous professional development in past five years so that a teacher can figure out what areas need more points and what area do not. Thornton suggests that teachers ask their administrators to print out their ACES data as a way to start. Beth also suggests that a teacher become more aware of what he or she does on a regular basis that might be professional development, such as writing grants. Thornton also points out that some teachers are choosing not to document previous professional development and to work on accruing the points in the three years that they have to earn the credential.

Ursula Parker then talks about her experience in gathering and organizing her previous professional development. She explains that the credential is most exciting to her because it keeps her focused. Ursula talks about how having a major goal has helped keep her on track. She suggests writing a professional development plan that is as specific and focused as possible.

Region 12 asks if teachers who are working as an adult educator as a second job will be allowed to count inservice programs at their full-time school towards the credential. Thornton explains that adult education is different and material will not count if it is designed for K-12 teachers.

Another participant asks how applicable the information on the theory of adult education will be if they received the training five years ago. Also, if they have attended enough

professional development previously are they automatically credentialed. Thornton explains that the reflections are the key to relevance. The reflections need to demonstrate that the professional development is being used in the classroom.

Another participant asks will there be any system to keep the credential current. Thornton says that that is being considered, and there will probably be a requirement of a certain amount of points, about 40-50, to maintain the credential. She also wants to know who will determine if a reflection is accepted. Thornton explains that a rubric is being set up to make this less subjective.

Thornton then asks Jennifer Swoyer to discuss the experience with Listservs.

Jennifer: "My personal experience was that I didn't really like it at first. I signed up for an ESL listserv, and I didn't ask any questions. And I think that the way a listserv works best is if you ask a question and then have people get responses. Because otherwise you are walking into a room where all these people are chatting and going back and forth about things and you don't know where to start up with it. So that was a problem for me. And then when we had the reflections on the webboard. We all sort of got an idea of how best to use it and how other people were using it, it helped out a lot. So that was my basic experience. I think you need to do it for a month or so. If you are just doing it at first for a couple of days you're not really in sync with what's going on. But after about a

month or so, you learn who's responding, who's not responding, and how best to get the information from the listserv."

Thornton then states that suggested guidelines for using listservs for professional development will be written. And these will be added to the model.

Thornton then explains that another pilot activity is a book discussion on Enhancing Motivation. She gave a brief overview of how the discussion is working online. NCSALL has a report on using study circles and impact on professional development programs.

A online course was also piloted. Thornton explains that since Texas is such a large state and so many teachers do not have professional development readily available the workteam is brainstorming ways to use technology or other means to help everyone have ready access to professional development. Jennifer does not having a computer at home. However, she demonstrated that a teacher can be active without ready access to a computer.

Thornton then discusses conference sessions. She says that this sparked a lively discussion among the workteam members. The workteam concluded that for a conference a teacher should write one reflection for whole conference and that the keynote address will count as a session.

Workshops, Mentorships, and Study groups will be discussed by the workteam in the future.

Karen Maxwell talks about how she planned her professional development in the past, how she does it now, and any effect of the workteam on her classroom.

"This has been a really good experience for me. It has been a really positive thing. I have to admit that one of the things that I talked about with Thornton even earlier this week is that before I was really more passive in my professional development. I had a really supportive supervisor, and she sent me to professional development. But I never initiated it. And now that I've been participating in this. I've really been looking for opportunities and for things that I think will enhance my classes and help me develop as a better teacher. When I took classes before and went to conferences, I always looked for those sessions that really I thought would directly relate, but I really don't think that I analyzed them as well as I could have. Now that I have participated in this, I think that I've really come along way. I think that I'm really breaking out of the mold. I realize that there is more than just going to a conference and just taking a class in order to get professional development. For example, the listserv, which I had some trouble with too…for example the listserv and book discussion, I see those now as better opportunities to expand my experience and my teaching ability."

Thornton asks Pat Humphries to talk about her experience with the workteam, specifically in relation to being new to the field and how she got involved with the credential.

"My involvement with the credential began last summer. I am a relatively new instructor in adult education and I attended the new teacher workshop last summer and I heard about the credential project as something that was coming up and as soon as I heard about it I was quite interested in getting involved. So that's when I initially heard about and got involved. And of course as things developed toward the end of the year I actually became a part of the project and was invited to be part of the workteam."

Thornton asks Pat: "How do you compare your professional development to someone else in your program not using the model?"

Pat: "I feel that being a part of the project has helped me to seek out more opportunities. for professional development. A lot of opportunities I didn't feel were made readily available to us. I had to do a lot of research to find out about opportunities and I feel that being part of the project has encouraged me to do that. And I think it's good to be a part of it because it does help you to be more active in seeking out professional development opportunities."

Eduardo Honold and Gaye Horne talked about their experience in the workteam.

Thornton: "How did you handle professional development before being part of the project and how you are handling it now?"

Eduardo: "I've been in adult education for almost 2 years and most of my professional development has been provided for me. In that, my director will tell me go to this conference or this workshop and I go. As a result, I didn't have much of a sense of control over what I was doing until I started with the project and I realized that most of my professional development has been in one area, accountability, well, not most but a good portion of it. I realized working through the credential model that I need to have more variety, and I have been working to find ways to fill some of the gaps in my professional development. So that has been very helpful to do an assessment of what I have done to this point and to decide what I need to do in the future to fill in those gaps. What I think I am doing differently, in addition, the credential model offers an opportunity to think about what you've done before and I realized that I did learn a few things in the opportunities that I've had up to this point. It's also helped me to rethink some of the things that I've learned and to put them in practice in the classroom. It also offers a good opportunity to think about what you did and to use it in a meaningful way...The way I understood professional development before is through conferences and workshops and now I have a much broader sense of what is available through the web and listservs, well, not listservs, but through a variety of means that can be very helpful and useful."

Gaye: "I've had a really great experience through this as well. My professional development hasn't changed too much in that I would go after professional development before and I would search it out and I would go to things to make my directors happy and

I would go to things on my own. But I never realized how empowering it was to reflect on it, to go back and look at how much I actually had learned, to actually have a group of teachers to help us, to actually give me ideas and help me go to places that I wouldn't have thought of, has been a really neat ways to develop. I also thought of professional development as just going to conferences and workshops as well. I never, ever dreamed that doing a listserv or any other type of thing, mentoring or reading books or sharing ideas like that would be professional development but I see now, very much so, how doing this project, how it really effects how I teach and what I do in the classroom and it's made me more proactive."

Thornton: "I hear from the workteam: I'm active, words like ownership and empowerment. Administrators, remember that by turning your teachers on to professional development that isn't workshop or conference, it's cheap. The book Enhancing Motivation for example is available from TCALL. It's become apparent that in order for the credential to be successful it is not so much the model itself, but having access to professional development. That's why in the model we have a section on professional development opportunities and there will soon be a link on the website that will provide more information on current opportunities. Harriet at TCALL is currently working on reorganizing the material based on those six content areas.

Beth points out that she participated as an administrator and that she wanted to do that before she asked her teachers to do it. She explains that if she can finish it in a year anyone can.

A participant, Charles, talks about the website of the National Recording System and its relation to accountability.

Gaye points out that having a group going through it together is very helpful in terms of motivation, brainstorming ideas, etc. Thornton says that coming from corrections she understands working as a group is very important.

Thornton then outlines the results of the pilot.

The reflection report form has been revised. A status letter for reflection reports that show points earned and accrued totals across the content areas has been established. Guidelines and suggestions for the listserv discussion groups have been written. Suggestions for book discussions and study groups have been written. There was a preliminary revision of guidelines for conference sessions. A review of the guidelines for reflection reports was conducted.

Thornton then explains what's next for the pilot.

The pilot will be expanded statewide in the fall. The workteam will continue to review documentation and delivery options for necessary changes. A pilot of web-based courses

will be conducted. The data will continue to be gathered, analyzed, and published. The Credential website will be redesigned to serve as a resource for pilot participants. The Credential staff will continue to collaborate with TCALL in compiling a core content resource list for participants. An administrator's guide to implementing the credential will be written. An instructional video will be taped on how to get started on the credential.

Thornton then explains what's next for the project as a whole.

The project will continue to research software for electronic documentation. The staff will work with TEA on establishing their internal structure for statewide implementation as early as Fall 2002.

Thornton concludes by providing her contact information.

VITA

Kristen Colgan Falk was born in Boston, Massachusetts, on August 19, 1970, the daughter of Margaret Karns-Riley and the late Alfred Burke Karns. After graduating from Norwell High School, Norwell, Massachusetts, in 1988, she entered George Washington University in Washington, DC. There, she earned the degree of Bachelor of Arts in 1992 in Political Science and Philosophy. Over the next eight years, she worked in Washington, D.C., and Austin, Texas, most recently as a middle school science editor at the publishing firm of Holt, Rinehart, and Winston. She is married to Andrew Justin Falk, and they have a son, Noah.

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