

## DOCUMENT RESUME

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Training  
IDENTIFIERS \*Colorado (Denver)

## ABSTRACT

The goal of this program was to reach an unserved group of non-literate adults with limited English proficiency through the provision of English-as-a-Second-Language (ESL) tutoring by local library and community literacy programs. Nine area resource teachers and a master teacher trainer provided training for 211 teachers and volunteer tutors who, in turn, provided instruction to more than 2,000 adults with limited English skills. Requests for training came particularly from the initial flyer and training request form mailed out to over 200 libraries and agencies providing basic skills instruction. These requests were followed by a comprehensive needs assessment developed during the grant year and distributed to programs in the spring of 1990. The program's goal was accomplished through completion of 5 objectives: (1) to identify literacy training needs in Colorado; (2) to develop and adapt ESL tutor training materials and combine them into a training package; (3) to train 10 regional trainers in ESL tutor training techniques; (4) to support training of ESL tutors and teachers at the regional level; and (5) to provide program development consulting assistance for local programs and libraries in support of ESL. Appended are a list of ESL area resource teachers, a teacher training needs assessment form and program questionnaire, program rationale, program evaluation summary, meeting agenda, teacher training agenda, ESL Institute feedback form, resource list, and sample brochure. (CK)

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Colorado State Library, Colorado Department of Education

Program: Colorado Literacy Action  
201 East Colfax Avenue  
Denver, CO 80203  
(303) 866-6743

FINAL PERFORMANCE REPORT

LSCA VI 1990

Grant Number R167A90237

Project Period 10/1/89 - 9/30/90

Prepared by Mary Willoughby, Project Director

(303) 866-6743

Funds Granted

\$24,860.00

Funds Expended

\$24,706.00

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## PART II - NARRATIVE

### ACTUAL ACCOMPLISHMENTS COMPARED TO GOALS AND OBJECTIVES

GOAL: To reach an unserved group of non-literate adults who have limited English proficiency through the provision of ESL tutorial instruction by local library and community literacy programs.

This goal was accomplished through completion of Objectives 1 through 5.

#### Impact

Nine Area Resource Teachers (ARTs)\* and a Master Teacher Trainer provided training for 211 teachers and volunteer tutors who, in turn, provided instruction to more than 2,000 adults with limited English skills. See Appendix A for list of ARTs.

OBJECTIVE 1: To identify literacy training needs in Colorado.

#### Needs Assessment

Although requests for training came from a variety of sources, the most productive were the initial flyer and training request form (Appendix B) mailed out to over 200 libraries and agencies providing basic skills instruction. They were followed by a more comprehensive needs assessment developed during the grant year and distributed to programs in the spring of 1990. See the Teacher Training Needs Assessment, Appendix C.

#### Impact

The following training requests were identified by programs:

- Methods for multilevel instruction.
- Awareness of published materials.
- Classroom techniques for communicative activities.
- Evaluating student progress.
- Testing and placement.
- MELT background and adoption process.
- Curriculum design.
- Lesson planning.
- Integrating content and language skills.

\* Trainers referred to as regional trainers in the proposal became identified as Area Resource Teachers (ARTs) in the project and in the final report.

OBJECTIVE 2: To develop and adapt ESL tutor training materials and combine them into a training package.

### Major Change

The proposal plan for developing ESL materials was based on adapting four different materials:

- Colorado Minority Sensitivity Training Manual
- Tutoring ESL: A Handbook for Volunteers
- Colorado Refugee ESL Language Experience
- Mainstream English Language Training

Four factors indicated that adapting the materials identified in the proposal would not serve Colorado's needs for ESL teacher and tutor training. The factors were:

1. Training requests identified through the needs assessment process.
2. Increasing demand for ESL teacher training based on increasing numbers of ESL students.
3. The absence of a state-wide training schedule.
4. No consistent format and content base in training procedures.

Although needs for ESL training had been identified, no coherent plan was in place to respond effectively to those needs. Following investigation of possible plans, Colorado's adult basic skills Master Teacher Trainer recommended adoption of the California Institute framework for Colorado's ESL training. See Appendix D for the rationale and proposal for adoption.

In addition to its training for trainers, the California Institute had already developed training modules that could be adopted easily by Area Resource Teachers for use in Colorado. The training modules each contain 4 components: background information, demonstration, practice and follow-up. Each of the components are described in the flyer in Appendix B.

### Colorado's ESL Training Modules

During the grant year, the Master Teacher Trainer and the ESL ARTs adopted the following modules from the California Institute:

Focussed listening  
Life Skills  
Problem Solving  
Role Play  
Competency Based ESL

Early Production  
Language Experience  
Information Gap  
Dialogue Drills

Using the same module format, they developed four new modules, ESL Field Trips and three workplace literacy modules: Establishing Business Partnerships, Conducting Workplace Literacy Audits and Curriculum Development.

### Impact

Within one year, Colorado had in place an ESL training packages, a set of teacher and volunteer training modules, listed in Appendix B, which are based in sound ESL theory and exemplify effective training practices. The modules, combined with ART training, insured consistent and cost-effective training for teachers and volunteer tutors in all regions of Colorado.

OBJECTIVE 3: Train ten regional trainers in ESL tutor training techniques.

The Master Teacher Trainer and 9 ARTs received training.

### Area Resource Teacher Training

The ESL ARTs attended three workshops for a total of 40 hours of training related to this grant. In addition to explaining ART roles and responsibilities, their training consisted of:

- explanations of Colorado's plans for regional training
- adoption of the California ESL Institute
- ESL curriculum
- observation of teachers and tutors
- training design
- training styles
- demonstration of the Institute training modules listed below:
  - Competency Based ESL
  - Problem Solving
  - Early Production
  - 3 Workplace Literacy Modules
  - Information Gap
  - Role Play
  - Narrative Reading

See Appendix E for copies of the Evaluation Summaries of the ART training demonstration of the Information Gap and Problem Solving Modules. ART training also included module design and development as well as training needs assessment followed by scheduling of training workshops requested by the field. The workshop agendas for ART training are reproduced in Appendix F. Funding for this grant paid for the training dated July 17-19 and reproduction and distribution of the training modules listed.

### Impact

The Master Teacher Trainer received training from the California ESL Teacher Institute. She and the project director planned and conducted training for the ARTs. They received 40 hours of training designed to incorporate the four components for training included in the training modules: background information, demonstration, practice and planning for follow-up. The training prepared the ARTs to provide consistent, high quality training using the ESL modules and to create additional modules for future use. The master teacher trainer and three Area Resource teachers also completed the California Institute certification process.

OBJECTIVE 4: To support training of ESL tutors and teachers at the regional level.

#### Regional ESL Training for Tutors and Teachers

All of the workshop training to local programs was delivered based on requests resulting from the training needs assessment.

The Master Teacher Trainer and eight Area Resource Teachers provided ESL workshops using the following ESL modules:

Dialogues/Drills	Information Gap
Competency Based ESL	Problem Solving
Life Skills Reading	Language Experience
Early Production	Role Play

One ART changed her focus from ESL to Reading

Programs representing all regions of Colorado requested and received training.

<u>Region</u>	<u># of Workshops</u>
Four Corners	3
Metro	8
Mountain	3
North Plains	6
San Louis Valley	2
South Plains	4
Western Slope (North)	2
<hr/>	
TOTAL	28

Although only 16 programs hosted training, on several occasions programs joined together to receive training. In addition four workshops were presented at regional mini-conferences, one on the Western Slope and the other on the Eastern Slope.

#### Observation of Trainers

The Master Teacher Trainer and six of the eight ARTs who provided training were observed and given feedback. See Feedback Form, Appendix G. Five of them were observed by the Master Teacher Trainer who was herself observed by the project director. Of the two ARTs who were not observed, one took a full time job outside of Adult Education and the other, an experienced trainer, observed the training provided by a new ESL ART in her region.

#### Impact

Between 11/11/89 and 9/27/90, ESL ARTs presented 28 workshops. The 211 tutors and teachers who attended provided instruction to more than 2,000 adult ESL students.

OBJECTIVE 5: To provide program development consulting assistance for local programs and libraries in support of ESL.

#### Technical Assistance

The project director, the Master Teacher Trainer, and the ARTs provided technical assistance to 16 local literacy programs relating to reporting data, evaluation, ESL Materials, training and follow-up consultation after training.

#### Materials

ESL resource materials that were added to the Adult Education Collection at the State Library Resource Center are listed in Appendix H.

PART II Narrative Report

LSCA VI - October 1, 1989 - September 30, 1990

2. Proposed and Actual Expenditures

	<u>Budgeted Expenditures</u>	<u>Actual Expenditures</u>
a. Personnel	\$10,000	\$ 9,772
b. Fringe Benefits	1,503	1,430
c. Travel	776	1,233
g. Library Materials	200	1,637
h. Other		
Training 10 Regional Trainers	2,760	2,278
Regional Training Workshops	4,250	4,452
Telephone	180	0
Resource Library Services	236	0
Consulting Assistance	600	538
ESL Tutor Training Modules	<u>1,000</u>	<u>483</u>
Total Direct Charges	21,505	21,823
Indirect Charges	3,355	2,883
Total Project Cost	\$24,860	\$24,706



# Appendix A

## ENGLISH AS A SECOND LANGUAGE AREA RESOURCE TEACHERS

Nancy Alexander  
P.O. Box 213  
Palisade, CO 81526

Mesa State College 248-1476  
Home: 464-0566

Mimi Frenette  
P.O. Box 1345  
Durango, CO 81302

Adult Literacy Center 385-4354  
Home: 274-5999

Gwen Hill  
5226 East 23rd. Ave.  
Denver, CO 80207

Adult Learning Source 892-8400  
Home: 322-9056

Jean Kelley  
P.O. Box 248  
La Jara, CO 81140

North Conejos ABE (719) 247-4220  
Home: (719) 247-4061

Debbie Redmount  
P.O. Box 115  
Basalt, CO 81621

Colorado Mountain College 925-7740  
Home: 927-4984

Tammi Santana  
30719 Hill Top  
Evergreen, CO 80439

Jeffco ABE 238-8148  
Home: 674-2408

Kathy Santopietro  
P.O. Box 964  
Berthoud, CO 80513

St. Vrain Valley ABE 772-6161  
Home: 772-5473

Ardith Loustalet Simons  
2725 Virginia Dale Dr.  
Ft. Collins, CO 80521

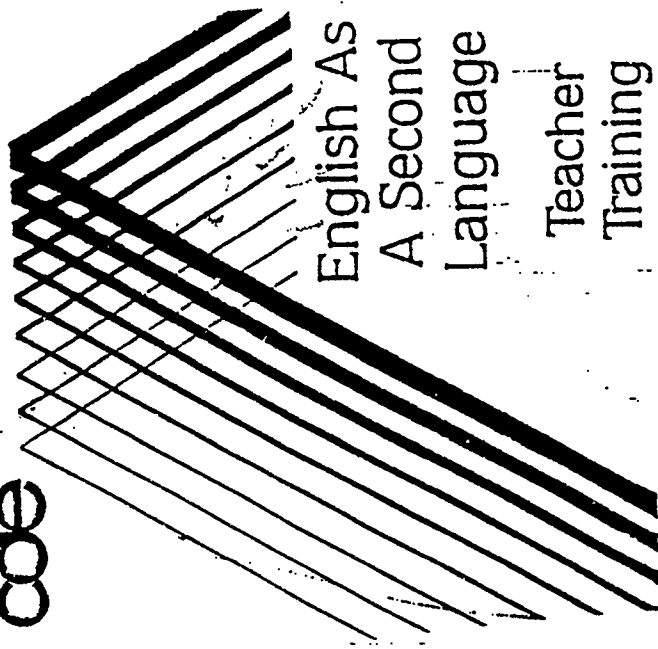
St. Vrain Valley ABE 772-6161  
Home: 484-7098

Glenda Whalon  
Hovenweep National Monument  
Mc Elmo Route  
Cortez, CO 81321

Southwest BOCES ABE 565-8411  
T. & Th. 11:00 to 4:30 p.m.

Saundra Espinosa  
P.O. Box 48  
Center, CO 81125

Adult Basic Education (719) 754-3442  
Home: (719) 754-2300



## Area Resource Teachers

### NORTHERN

Ardith Loustalet Simons  
Kathy Santopiatro

### SAN LUIS

Jean Kelley  
Saundra Espinosa

### DENVER-METRO

Gwen Hill  
Tammi Santana

### MOUNTAIN

Debbie Redmount  
Nancy Alexander

### 4 CORNERS

Glenda Whalon  
Mimi Frenette

We invite inquiries about our workshops.  
If you would like more information please  
contact:

Dian Bates  
Adult Basic Education  
Colorado Dept. of Education  
201 E. Colfax, Suite 100  
Denver, CO 80203  
(303) 866-6611

## SPONSORED BY

Adult Education  
Unit  
at  
Colorado Department  
of  
Education

Area Resource Teachers from the Adult Education Unit at the Colorado Department of Education offer workshops for Adult Educators. Program areas include Adult Basic Education, Amnesty Education and Colorado Literacy Action programs throughout the state.

These workshops are offered in cooperation with the Adult Education Unit Consultants to bring a variety of training opportunities to Colorado ESL teachers.

### Components of the English As A Second Language training include:

#### BACKGROUND INFORMATION

Participants receive ESL theory, principles and specific techniques.

#### DEMONSTRATION

Participants experience a classroom simulation or view video demonstration of techniques.

#### PRACTICE

During the workshop, participants practice the target technique or method.

#### FOLLOW-UP

Classroom observation by peers or Area Resource Teachers is an integral part of the training.



## TRAINING TOPIC AREAS

- Competency-Based ESL
- Lesson Planning
- Materials Review
- Effective Intake
- Amnesty Content ESL
- Literacy & ESL Instruction

Specific Classroom Techniques that can be requested:

- Dialogue Teaching
- Pair Activities/Information Gap
- Focused Listening
- Language Experience and ESL
- Life Skills Reading
- Narrative Reading
- Problem Solving
- Early Production
- Pronunciation Lessons
- ESL Field Trips

In addition to the workshops listed, a six-to-twelve hour mini course is offered.

The course provides:

an introduction to a variety of ESL methods. Methods are reviewed in components of principles, practice and integration with curriculum.

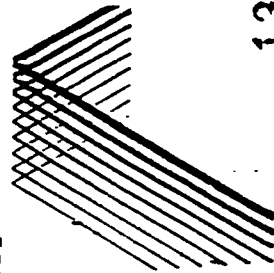
a review of published ESL materials.

practical instruction on teacher-made materials.

For more information contact:

Glenda Whalon  
Hovenweep National Monument  
McElmo Route  
Cortez, Colorado 81321

Tuesday/Thursday  
11:00 - 4:30 p.m.  
303-565-8411





I. GENERAL INSTRUCTION

Indicate your needs/wants for training in general instruction by rating the items below. Use numbers 1 to 11; 1 = most important, 11 = least important.

- \_\_\_\_\_ Lesson planning
- \_\_\_\_\_ Time budgeting during class/tutoring sessions
- \_\_\_\_\_ Planning and teaching multi-leveled classes
- \_\_\_\_\_ Measuring student progress
- \_\_\_\_\_ Competency Basic Instruction
- \_\_\_\_\_ Testing (not placement)
- \_\_\_\_\_ Learning styles
- \_\_\_\_\_ Field trips (community visits)
- \_\_\_\_\_ Adult education theory
- \_\_\_\_\_ Use of video for instruction
- \_\_\_\_\_ Computer assisted instruction

II. MATERIALS

List the core textbooks you are using now:

ESL: \_\_\_\_\_

0-4 Reading: \_\_\_\_\_

5-8 Reading: \_\_\_\_\_

Mathematics: \_\_\_\_\_

Indicate your needs/wants for training in materials used by rating the items below. Use numbers 1 to 7; 1 = most important, 7 = least important.

- \_\_\_\_\_ Review of available published materials
- \_\_\_\_\_ Preparing teacher-made materials
- \_\_\_\_\_ Supplementing a textbook
- \_\_\_\_\_ Using "realia" (real items, i.e. prescription labels, signs, job applications, etc.)
- \_\_\_\_\_ Evaluating materials
- \_\_\_\_\_ Storage and categorizing materials
- \_\_\_\_\_ Soft ware
- \_\_\_\_\_ Other: \_\_\_\_\_

### III. READING / WRITING / BASIC SKILLS INSTRUCTION

My greatest need involves instruction with students in these levels: (CHECK ALL THAT APPLY TO YOU.)

\_\_\_\_\_ 0-4.9 level      \_\_\_\_\_ 5-7.9 level      \_\_\_\_\_ 8-12 level  
Beginning      Intermediate      Advanced

I would like training in the following topics:

#### Beginning Level Techniques (CHECK TOP 5 CHOICES)

- \_\_\_\_\_ Language experience
- \_\_\_\_\_ Whole language approach
- \_\_\_\_\_ Phonics
- \_\_\_\_\_ Pre-reading skills
- \_\_\_\_\_ Sight word instruction
- \_\_\_\_\_ Basic math (addition, subtraction, multiplication, division of whole numbers)
- \_\_\_\_\_ Games and puzzles
- \_\_\_\_\_ Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Intermediate / Advanced Level Techniques (CHECK TOP 5 CHOICES)

- \_\_\_\_\_ Higher level comprehension exercises
- \_\_\_\_\_ Vocabulary development
- \_\_\_\_\_ Spelling
- \_\_\_\_\_ Questioning techniques
- \_\_\_\_\_ Free writing
- \_\_\_\_\_ Life skills writing
- \_\_\_\_\_ Student journaling
- \_\_\_\_\_ Workplace literacy
- \_\_\_\_\_ Basic Math (fractions, decimals)
- \_\_\_\_\_ Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### IV. ENGLISH AS A SECOND LANGUAGE INSTRUCTION

My greatest need involves instruction with students in these levels. Check all that apply to YOU:

\_\_\_\_\_ Beginning \_\_\_\_\_ Intermediate \_\_\_\_\_ Advanced  
MELT 0-2 MELT 3-4 MELT 5-8

I would like training in the following topics:  
(CHECK TOP 8 CHOICES)

##### Communicative Activities

\_\_\_\_\_ Role play  
\_\_\_\_\_ Problem solving  
\_\_\_\_\_ Information gap  
(pair activity)  
\_\_\_\_\_ Total physical response

##### Reading

\_\_\_\_\_ Language experience  
approach  
\_\_\_\_\_ Narrative reading  
\_\_\_\_\_ Life skills reading

##### Vocabulary

\_\_\_\_\_ Early production  
(begin. level vocab.)  
\_\_\_\_\_ Focused listening  
exercises

##### Methods

\_\_\_\_\_ Audio lingual  
instruction  
\_\_\_\_\_ Natural Approach  
\_\_\_\_\_ Silent Way

##### Structure

\_\_\_\_\_ Dialogue  
\_\_\_\_\_ Drills  
\_\_\_\_\_ Grammar instruction

##### Other

\_\_\_\_\_ Pronunciation  
\_\_\_\_\_ Games

Would you be interested in university/college credit courses offered in your region? \_\_\_\_\_ Yes \_\_\_\_\_ No

If so, what content area interests you? (for example: adult teaching and learning, community ed., methods of teaching reading, ESL, learning styles, etc.)

## PROGRAM QUESTIONNAIRE

This questionnaire accompanies the Teacher Training Assessment. Complete this form after collecting assessments from your instructional staff.

Name \_\_\_\_\_ Date \_\_\_\_\_

Program Name \_\_\_\_\_ Agency \_\_\_\_\_

\_\_\_\_\_ Total number of teachers serving adults in 0-8 level reading, ESL or basic skills instruction.

\_\_\_\_\_ Total number of volunteers serving adults in 0-8 level reading, ESL or basic skills instruction.

\_\_\_\_\_ Number of teachers who completed the needs assessment.

\_\_\_\_\_ Number of volunteers who completed the needs assessment.

Please use this space to offer comments or suggestions concerning the process of completing the assessment:



Rationale

Due to a growth in student population, forty two Adult Basic Education programs in Colorado are experiencing a greater need for ESL teacher training.

Training requests throughout the state include:

- methods for multilevel instruction
- awareness of published materials
- classroom techniques for communicative activities
- evaluating student progress
- testing and placement
- MELT background and adoption process
- curriculum design
- lesson planning
- integrating content and language skills

These requests are currently being answered by four part time Area Resource Teachers (ART). Two of those teachers rarely travel outside their regions due to travel limitations and teaching schedules.

There is no state wide schedule for training nor is there a single format or content base in training procedures.

In order to meet program needs and to bring consistency and merit to delivery of training services, a plan for training is needed.

The California ESL Teacher Institute can provide a framework for such a plan because its content includes several training needs identified above and because it provides a structure that can be implemented regionally. The Institute allows for flexible implementation and for sound acceptable theory based training in the field of ESL.

ESL Teacher Institute training modules include:

Components of ESL/CBE

Technique modules -- focused listening  
early production  
life skills  
language experience  
problem solving  
information gap  
role play  
dialogue

CBE Lesson Planning

It would seem that ARTs can complete these modules themselves, then design regional training that is flexible while structured and manageable to meet growing teacher training needs.

## Proposal

It is proposed that Colorado ESL Area Resource Teachers receive and implement training from the California ESL Teacher Training Institute. Stages for adoption are described below.

### Stage I

Five Area Resource Teachers (ARTs) receive initial institute training in Colorado. The training includes 18 hours to complete the modules.

### Stage II

ARTs complete institute certification requirements through classroom videos and observations. The videos are reviewed and evaluated by institute staff.

### Stage III

The ART's revise or add to institute modules so that complete training modules can be oriented to Colorado teacher needs.

### Stage IV

The ART's design a plan for training implementation within individual regions. The plan is integrated with training from Colorado literacy programs and Colorado Amnesty program.

### Stage V

Regional training and classroom observation is implemented in 2 programs per region during the FY 1989-1989.

### Stage VI

Under supervision of the State ABE Director, the ART's review activities in each stage giving recommendations for future use and evaluate the training effectiveness within each region.

## 7. What I found most useful was ...

practical exercises  
discussion about vides  
feedback forms -- 2  
video -- 3  
background information  
activities were explained well

## 8. What I found least useful was ...

background information -- 3  
the task was not clear at first  
needed more time on background infromation

## 9. What I would like more of is ...

individual step by step instruction  
ideas for developing own information gap activities  
specific information on how to teach the activity  
ideas on how to adopt materials, more

## 10. How appropriate was the workshop in meeting your needs?

3 -- 1      4 -- 8

## 11. Comments:

I like the structured approach of this institute. I have tended to go to optional ways etc. before teachers have the method/technique clear.

Need more practice in developing other information gap activities. Presentations were very clear. Kathy has a wonderful way of dealing with participant questions and relating them to the module content and purpose.

You can explain things well. I see how I can use it and learn a lot of techniques.

This technique has a good connection with MELT.

LOCATION AND SESSION

ADULT EDUCATION AGENCY

DATE

FACILITATOR

FACILITATOR

FACILITATOR

In an effort to improve our services, we are asking you to evaluate both the CONTENT of the workshop presentation and the APPROPRIATENESS of the selection of the workshop

EVALUATION OF WORKSHOP

(Circle Appropriate Number)

1. Were the objectives for this presentation clear?	Vague	1*	2	3 (2)	4 (7)	Clear
2. How helpful were the activities to the attainment of the objectives?	Very Little	1*	2	3 (3)	4 (6)	Very Much
3. Was the workshop well-paced?	Poorly Paced	1*	2	3 (2)	4 (7)	Well Paced
4. Were the materials and audio visual aids used effectively?	Not Effective	1*	2	3 (1)	4 (6)	Very Effective
5. Did you understand the main concepts?	Little	1*	2	3 (1)	4 (6)	Fully
6. Are you prepared to apply the concepts?	Little	1*	2	3 (3)	4 (6)	Fully

RECOMMENDATIONS/CONCERNS/REMARKS:

See attached

7. What I found most useful was . . .

8. What I found least useful was . . .

9. What I would like more of is . . .

EVALUATION OF WORKSHOP SELECTION:

10. How appropriate was the workshop in meeting your needs? Not Approp 1\* 2 3 4 Very Approp
11. Comments:

\* Please comment regarding any questions rated as "1"

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Total: 8

Longmont  
ART training

9/1/89

ite

Before This Workshop, I Could...

With  
Difficulty

Easily

use the information gap technique in my  
own class(es)

1

2

3

4

recognize the goal and underlying principles  
of the information gap technique

1

2

3

4

set up an information gap activity

1

2

3

4

adapt materials to create an information gap  
activity

1

2

3

4

After This Workshop, I Can...

With  
Difficulty

Easily

use the information gap technique in my  
own class(es)

1

2

3

4

recognize the goal and underlying principles  
of the information gap technique

1

2

3

4

set up an information gap activity

1

2

3

4

adapt materials to create an information gap  
activity

1

2

3

4

7. What I found most useful was ...

Discussing and listening to everyone's ideas.  
 The goal/objective sheet.  
 Video -- 3  
 Structuring of a problem solving activity.  
 Accomplishing the task assigned.  
 Very good examples and explanations.  
 The background information.  
 Preparing the lesson in task #1.

8. What I found least useful was ...

The feedback page has some faults, although I think that the process of giving feedback is valuable.  
 The technique maybe not useful for beginners unless modified greatly.  
 Task #1.  
 The percentage questions on the feedback form.  
 Don't care for the feedback form.

9. What I would like more of ...

Practice.  
 Activities related to the MELT competencies.  
 Time to think it out and make my own applications.  
 Practice in the classroom.  
 Better developed task.

10. How appropriate was the workshop in meeting your needs?

3 -- 2            4 -- 6

11. Comments:

Because I have not taught advanced students, this module has provided insights about working with advanced level.  
 I know I will use problem solving in the classroom.  
 Feedback form could be rewritten for clarity, especially the last question.  
 The video is most useful.  
 Everything was much more structured and easily understood.  
 Good explaining.

D  
N  
A  
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# EVALUATION OF ESL TEACHER INSTITUTE

LOCATION AND SESSION \_\_\_\_\_ ADULT EDUCATION AGENCY \_\_\_\_\_ DATE \_\_\_\_\_

FACILITATOR \_\_\_\_\_ FACILITATOR \_\_\_\_\_ FACILITATOR \_\_\_\_\_

In an effort to improve our services, we are asking you to evaluate both the CONTENT of the workshop presentation and the APPROPRIATENESS of the selection of the workshop

## EVALUATION OF WORKSHOP (Circle Appropriate Number)

1. Were the objectives for this presentation clear?	Vague	1*	2	3	4	Clear ④
2. How helpful were the activities to the attainment of the objectives?	Very Little	1*	2	③ 3	④ 4	Very Much
3. Was the workshop well-paced?	Poorly Paced	1*	2	③ 3	④ 4	Well Paced
4. Were the materials and audio visual aids used effectively?	Not Effective	1*	2	③ 3	④ 4	Very Effective
5. Did you understand the main concepts?	Little	1*	2	3	④ 4	Fully
6. Are you prepared to apply the concepts?	Little	1*	② 2	③ 3	④ 4	Fully

## RECOMMENDATIONS/CONCERNS/REMARKS:

SL. CHALLENGE

7. What I found most useful was . . .

8. What I found least useful was . . .

9. What I would like more of is . . .

## EVALUATION OF WORKSHOP SELECTION:

10. How appropriate was the workshop in meeting your needs?	Not Approp	1*	2	3	4	Very Approp
11. Comments:						

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# EVALUATION

## ESL Teacher Institute

### Information Gap

<u>Before This Workshop, I Could...</u>	With Difficulty			Easily
use the information gap technique in my own class(es)	1	2 <sup>(2)</sup> 	3 <sup>(4)</sup> 	4 <sup>(2)</sup>    (2)
recognize the goal and underlying principles of the information gap technique	1	2 <sup>(4)</sup> 	3 <sup>(2)</sup> 	4 <sup>(1)</sup>   (1)
set up an information gap activity	1	2 <sup>(2)</sup> 	3 <sup>(5)</sup> 	4 <sup>(1)</sup>   (1)
adapt materials to create an information gap activity	1 <sup>(2)</sup> 	2 <sup>(1)</sup> 	3 <sup>(3)</sup> 	4 <sup>(2)</sup>    (2)

<u>After This Workshop, I Can...</u>	With Difficulty		Easily	
use the information gap technique in my own class(es)	1	2	3	4 <del>    </del> ⑧
recognize the goal and underlying principles of the information gap technique	1	2	3	4 <del>    </del> ⑧
set up an information gap activity	1	2	3 ①	4 <del>    </del> ⑦
adapt materials to create an information gap activity	1	2 3	3 ③	4 <del>    </del> ⑤



# EVALUATION

## ESL Teacher Institute

### Problem Solving

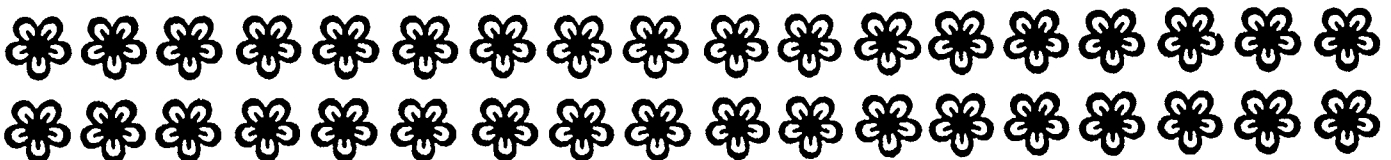
<u>Before This Workshop, I Could...</u>	With Difficulty			Easily
use problem solving in my own class(es)	1 <sup>    </sup> (2)	2 <sup>  </sup> (2)	3 <sup>  </sup> (3)	4
recognize the goal and underlying principles of problem solving	1	2 <sup>    </sup> (4)	3 <sup>    </sup> (4)	4
bring stories, dialogue, pictures to class which reflect the problems and concerns of my students	1	2 <sup>    </sup> (3)	3 <sup>    </sup> (4)	4
provide students an opportunity to identify and discuss a variety of possible solutions and their consequences	1	2 <sup>    </sup> (4)	3 <sup>    </sup> (4)	4
provide an activity in which individuals make their own choices and decisions	1	2 <sup>    </sup> (5)	3 <sup>    </sup> (3)	4

<u>After This Workshop, I Can...</u>	With Difficulty			Easily
use problem solving in my own class(es)	1	2	3 <sup>    </sup> (4)	4 <sup>    </sup> (4)
recognize the goal and underlying principles of problem solving	1	2	3 <sup>  </sup> (1)	4 <sup>    </sup> (7)
bring stories, dialogue, pictures to class which reflect the problems and concerns of my students	1	2	3 <sup>    </sup> (3)	4 <sup>    </sup> (5)
provide students an opportunity to identify and discuss a variety of possible solutions and their consequences	1	2	3 <sup>  </sup> (1)	4 <sup>    </sup> (7)
provide an activity in which individuals make their own choices and decisions	1	2	3 <sup>  </sup> (2)	4 <sup>    </sup> (6)

Area Resource Teacher Meeting  
Airport Hilton Hotel

Thursday, November 16, 1989  
1:00 p.m. to 6:00 p.m.

- 1:00 - 1:15 Opening Activity -- Mimi Frenette
- 1:15 - 2:30 Progress Reports from ART's  
Each ART is asked to share project related accomplishments since initial training.
- ° Share classroom experiences with the techniques presented in the Longmont training.  
(Problem Solving and Information Gap)
  - ° Module Development -- bring 12 copies of any additions to modules -- background information, readings, suggested tasks, etc.  
Bring copies of any new modules created.  
(Other than California modules.)
  - ° Workshop Reports -- Within your region, what training has taken place and what was the ART involvement?
  - ° Report any other ART activities, concerns.
- 2:30 - 2:45 Break
- 2:45 - 3:30 Classroom Observations -- Kathy Santopietro
- ° Background Information
  - ° Approaches: Supervisory Approach  
Alternatives Approach  
Non-Directive Approach
  - ° Functions of Teachers
  - ° Combining approaches/Guidelines
- 3:30 - 4:30 ART Process for Observations -- Mary Willoughby
- ° Pre observation process.
  - ° Observation Guidelines/Criteria
  - ° Post observation process
  - ° ART forms and paper work
- 4:30 - 4:45 Break
- 4:45 - 5:45 Role-Play Post Observation Conference --  
Kathy and Mary
- ° With experienced teachers
  - ° With new teachers
- Practice Post Observation Conference  
Using the Early Production Module, ART's practice using ART forms, guidelines.
- 5:45 - 6:00 Closing -- Dian Bates



# AREA RESOURCE TEACHER TRAINING AGENDA

Tuesday-Thursday July 17 - 19

Olde Columbine School  
621 Baker Street  
Longmont, CO 80501  
(303) 772-6161



## Tuesday

11:00 - 11:30 a.m.	Opening Activity Introductions	Nancy Alexander
11:30 - 12:30	Role of Arts History/Background Agreement Review Regions/Directory ART Forms/Policy	Glenda Whalon
12:30 - 1:30p.m.	Lunch / Bob Sample	Lucy Stromquist
1:30 - 3:00	Designing and Delivering Training Training Styles Inventory	Mimi Frenette Kathy Santopietro
3:00 - 3:15	Break	
3:15 - 5:00 p.m.	Small Group - Needs Assessment Results - Calendar Requests - Planning for ART services	
5:00 - 6:30	Free Time Hotel Check-In	
6:30 p.m.	Dinner	Lucy Stromquist



### Wednesday

9:00 a.m.	Opening Activity	Jean Kelley
9:15 - 11:15 a.m.	Workplace Literacy Module #1 Establishing Business Partnerships	Roberta Hodkowski
11:15	Break	
11:30 - 1:30 p.m.	Workplace Literacy Module #2 Conducting Workplace Literacy Audits	Chris Kneeland
1:30 - 2:30 p.m.	Late, light lunch	Lucy Stromquist
2:30 - 4:30 p.m.	Workplace Literacy Module #3 Curriculum Development	Kathy Santopietro
4:30 - 5:30 p.m.	Free Time	
5:30 - 7:00 p.m.	Dinner	Lucy Stromquist
7:00 - 9:00 p.m.	What do you mean, Mandela?	Kathy Santopietro

### Thursday

9:00 a.m.	Opening Activity	Debbie Redmount
9:15 - 11:15 a.m.	Group 1 New ARTS Classroom Observations	Ardith Loustalet Simons Mary Willoughby
	Group 2 Experienced ARTS Module Development Assignments Independent Work	Kathy Santopietro
11:15 - 11:45 a.m.	CDE Staff Comments	Dian Bates Mary Willoughby
11:45 - 12:45 p.m.	Lunch	Lucy Stromquist
12:45 - 3:30 p.m.	Narrative Reading Module	Kathy Santopietro
3:30 - 4:00 p.m.	Closing Activity Evaluations	Louise De Booy



Area Resource Teacher (ART)  
Regional Training Agenda

Olde Columbine School  
621 Baker Street Longmont

Thursday, August 31st

10:00 a.m. to 12:00 noon



Introductions  
Review of Colorado Regional  
ESL Training Proposal  
Review of California ESL Teacher  
Institute Adoption  
- Background  
- Institute Philosophy  
- Content  
Clarification of Roles  
- ART Responsibilities  
- CDE Staff assistance  
- Program Directors

12:00 noon to 1:00 p.m.

Lunch (provided/in school)



1:00 p.m. to 3:00 p.m.



ESL Curriculum  
- definition of terms  
- types of syllabi  
- Competency-Based ESL  
rationale  
focus

3:00 p.m. to 4:00 p.m.



Business of Being an ART  
- Regional Directories  
- Brochure  
- ART Activity Sheets  
- Reimbursement Process

Friday, September 1st.

9:00 a.m. to 11:30 a.m.



CA Institute Information Gap

11:30 a.m. to 12:30 p.m.

Lunch (restaurant)



12:30 p.m. to 3:00 p.m.

CA Institute Problem Solving

3:00 p.m. to 4:00 p.m.



Individual ART Plan for  
implementation in CO regions  
Module Development Assignments  
Closure

# ESL INSTITUTE FEEDBACK FORM: FACILITATION SKILLS

Appendix G

Directions: For each item, circle yes or no to indicate whether you observed the behavior. Then cite your evidence.

## STARTING THE TRAINING

	Circle One	Description of Evidence
Arrive early to greet participants, check equipment and room arrangement	Yes No	
State objectives of the training	Yes No	
Review the agenda	Yes No	
Check out and "moderate" expectations with expectations of participants	Yes No	

Provide a warm-up activity enabling group to discover things about each other that can contribute to interaction during and following the training (get acquainted if first of series, review if other than first of series)

Yes	No
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## DURING THE TRAINING

### Active Participation:

Maintain focus on a single item until it is completed	Yes	No
Refocus when necessary	Yes	No
Use "important issues" method of saving off-topic ideas	Yes	No
Use clear transitions from one section of agenda to another (summarize previous and direct to next)	Yes	No

## DURING THE TRAINING

### Active Listening:

Listen, clarify, paraphrase as needed

Yes No

Circle One Description of Evidence

Use the power of wait time in order for the group to respond

Yes No

Clarify by checking for understanding or asking participants to paraphrase (if necessary)

Yes No

Encourage participation by using open ended or direct questions

Yes No

Make summary statements during the discussion

Yes No

## ENDING THE TRAINING

Summarize main points

Yes No

Identify follow-up assignments for participants

Yes No

Provide for evaluation (e.g., encourage participants to reflect on the experience and verbalize any learnings, ask for feedback, distribute and collect written evaluation)

Yes No

Circle One	Description of Evidence
<b>During the Training</b>	
<u>Active Participation (Cont'd)</u>	
Provide clear process guidelines, clarify, and check for understanding	Yes No
Adjust time allotments according to needs of participants	Yes No
Welcome questions (do not get defensive)	Yes No
Encourage the expression of different viewpoints	Yes No
Provide recognition to people and ideas, assume most participants have something to contribute	Yes No
Harmonize differing views (if necessary)	Yes No
Contribute opinions	Yes No
Don't do all of the work; e.g., don't answer all questions or lead with your ideas, utilize pairs and small groups so trainees actively involved	Yes No
Avoid placing people in embarrassing situations	Yes No



New ESL Resource Materials

LSCA VI, Fiscal 1990

- "Approaches and Methods in Language Teaching," Cambridge Univ. Press
- "Approaches to Syllabus Design for Foreign Language Teaching," Prentice Hall
- "Communicating Naturally in a Second Language," Cambridge Univ. Press
- "Communicative Approach to Language Teaching," Oxford Univ. Press
- "Communicative Language Teaching," Cambridge Univ. Press
- "Counseling Learning," Grune & Stratton, Inc.
- "Encore 1, 2 and 3," Heinle & Heinle
- "ESL for Action: Problem Posing at Work," Addison-Wesley
- "Lifeskills 1 & 2," Addison-Wesley
- "Memory Meaning and Method," Newbury House
- "Methodology in TESOL," Newbury House
- "Pyramids," Univ. of Michigan Press
- "Stepping Out," Collier-Macmillan
- "Teaching Language as Communication," Oxford Univ. Press
- "Teaching English to Speakers of Other Languages," McGraw-Hill
- "Teaching Patients with Low Literacy," Harper and Row
- "Techniques and Principles in Language Teaching," Oxford Univ. Press