

# Participant Packet:

## Integrating Research into Teaching and Learning

### Workshop #2

National Adult Education  
Professional Development Consortium (NAEPDC)



Center for Literacy, Education & Employment



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**LEADERSHIP EXCELLENCE ACADEMIES**



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## Activities

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### Activity 2

#### Task 1: Gaining Access to Research

Listed below are some sources for adult education research.

- NCSALL - National Center for the Study of Adult Learning and Literacy: <http://ncsall.net>
- ERIC <http://eric.ed.gov/>
- LINCS <http://lincs.ed.gov>
- State Directors' Research Notes (SDRN): <http://www.naepdc.org/statedirectorsresearchnotes.html>
- National Center for Adult English Language Acquisition <http://www.cal.org/caela>

**What are some other sources of relevant research?**

**What could you do to ensure that someone (or a group of people) was keeping up-to-date on the latest research findings to share with your staff?**

#### Task 2: Understanding Research

Here are some questions to consider when trying to understand research findings.

- What was the question or problem the research was meant to address?
- Who and how many did they study?
- Do the population and setting resemble those familiar to you?
- What data did they gather?
- What did they find?
- What did they conclude?
- Do the research findings include implications for practice? If so, what are they?

**Are there additional questions that should be asked?**

**How would you engage your staff in understanding the potential research findings?**



### **Task 3: Judging Research**

Here are some questions to consider when judging research findings.

- Do the findings jive with your (you and your teachers') experience?
- Are the findings valid for the population of teachers and students in your state?
- Do the findings and practices match what you are already doing in your program? If not, what would have to change?
- Is the potential impact important enough to investigate further? How will you prioritize what research is most important?
- What would it cost (materials, training, etc.) to integrate, and do you have the money?

**Are there any other questions that should be asked?**

**How would you engage your staff in judging whether the potential research findings hold promise for improving your services?**

### **Task 4. Integrating Research**

Remember the Trident and the 11 steps in the program improvement process? Integrating relevant research findings into your program includes steps 5 – 11. Here are some of the questions you would want to consider.

- Who on your staff would be interested in piloting the new strategy?
- What kinds of financial support, materials, and training will they need?
- How will you evaluate the results of the pilot and make necessary adjustments?
- How will you integrate the piloted strategy program-wide?
- How will you know you got the results you wanted?

**Are there any other questions that should be asked?**

**How would you create buy-in from your staff for integrating a new research finding?**



### Activity 3

#### Task 1: Putting Research into Practice

Discuss the following questions with your group:

**If you and your teachers agreed to pilot the research findings to determine if they made an impact in your program:**

- What criteria would you use to select the best pilot sites?
- What training would you need to provide to the pilots?
- What materials and resources would they need?
- How would you measure the success of the pilot?
  - How do you think your teachers would measure success?
  - What evidence would you need to collect?

**Summarize your responses on the flipcharts to share with your colleagues.**





## #2 Increasing Student Achievement for Basic Skills Students Integrated Instruction

If you and your teachers agreed to pilot the research findings in your program to determine if they made an impact,

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- What criteria would you use to select the best pilot sites?
  
  
  
  
  
  
  
  
  
  
- What training would you need to provide to the pilots?
  
  
  
  
  
  
  
  
  
  
- What materials and resources would they need?

How would you measure the success of the pilot? How do you think your teachers would measure success? What evidence would you need to collect?









## #6 Effective Features of ABE-to-College Transitions Programs

If you and your teachers agreed to pilot the research findings in your program to determine if they made an impact,

- What criteria would you use to select the best pilot sites?
  
  
  
  
  
  
  
  
  
  
- What training would you need to provide to the pilots?
  
  
  
  
  
  
  
  
  
  
- What materials and resources would they need?

How would you measure the success of the pilot? How do you think your teachers would measure success? What evidence would you need to collect?



## #7 Distance Learning for GED® Students

If you and your teachers agreed to pilot the research findings in your program to determine if they made an impact,

- What criteria would you use to select the best pilot sites?
  
  
  
  
  
  
  
  
  
  
- What training would you need to provide to the pilots?
  
  
  
  
  
  
  
  
  
  
- What materials and resources would they need?

How would you measure the success of the pilot? How do you think your teachers would measure success? What evidence would you need to collect?



## Interim Activity

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### Interim Activity B: Program Improvement Decision Points: Integrating Research into Teaching and Learning

Due: March 3, 2016

Name:

Program and State:

#### Important Notes

- Download the electronic form of Culminating Project: Part I from the LEA library and save it to your computer. You can access the library directly at <http://lea.clee.utk.edu/libraries/participants>
- Type your responses into the electronic file and save it to your computer.
- When saving this document to upload to your electronic portfolio, save the document as (First initial last name Interim B). For example, my name is Stacey Wright so I would save my document as "SWright Interim B."
- As you prepare your responses, make sure that you have addressed each of the items in the checklist. Each item must be adequately covered to receive credit for the activity.
- If you are in participating in LEA with other colleagues from your program, you are encouraged to collaborate on the activity. **However, each of you must compose and submit your own responses** -- in other words, no cutting and pasting identical responses.

#### Directions

- Select the teachers/tutors who will participate in the survey.
- Invite them to participate (sample email invitation included in workshop packet).
- Be sure to emphasize the deadline date for submissions.
- Engage a workgroup in examining the survey results.
- Respond to the questions below and post your file in your electronic portfolio by **March 3**.



- What process did you use to select the teachers/tutors/staff to complete the online research survey (all of them, part of them, etc.)?

Checklist	Response
1. ___ I have listed the number of staff and the positions (full-time teachers, part-time teachers, etc.) of staff who were invited to participate in the research survey.	
2. ___ I have explained whether this group is representative of the entire staff or includes the whole staff.	
3. ___ I have given a rationale for including these staff members in the research survey.	

- What percent of those invited to participate completed the survey? Were those who completed the survey representative of the entire staff?

Checklist	Response
1. ___ I have included the number of respondents and their positions as indicated on survey question #2.	
2. ___ I have included an explanation of whether the respondents are representative of the group invited to complete the survey.	



- What staff did you engage in reviewing the survey results and clarifying and prioritizing needs? Briefly describe how that process worked.

Checklist	Response
1. ___ I have included the list of who participated in the review of the research survey results and an explanation of why they were chosen. Was this the same group that you used to examine self-assessment results?  2. ___ I have explained the process of how and when we reviewed the survey results and selected the top three needs/interests.	

- What were the top three needs and/or interests that were identified through the online survey?

Checklist	Response
1. ___ I have listed the top three specific needs identified by the survey.	



- Did those needs surprise you? Why? Were any of them related to the prioritized needs you identified in the self-assessment in interim activity #1?

Checklist	Response
<p>1. ___ I have included a reflection on the results of the research survey, including any surprises.</p> <p>2. ___ I have listed the three needs identified from the self-assessments and compared those to the research needs (e.g., same, different) to determine if they are linked in any way.</p>	
<p>3. ___ I have included an explanation of how addressing the needs identified through the research survey would benefit my program.</p> <p>4. ___ I have included a reflection on the impact this activity had on me as a program manager.</p>	

**Post your responses in your electronic portfolio by the designated due date.**



## Sample Survey

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### Leadership Excellence Academy Adult Education Research Survey

Greetings. Thank you for agreeing to complete this important survey. In our efforts to promote continuous improvement, we want to examine some of the latest research findings to determine if there are any particular needs or interests that we should be addressing in our program.

In the survey, you will be examining seven research studies related to adult education. A brief summary of each of the research studies will be followed by one or two questions. If you would like to read more about any particular survey, you can access additional information by clicking on the title of the survey.

Your answers will be anonymous, and this survey should take you approximately 10 minutes to complete. Once you begin the survey, you must complete it in its entirety. If you exit before you finish, you will need to re-start from the beginning. Let's begin.

#### Please select the survey for the program in which you work.

- Allegheny County Literacy
- Baxter County Adult Education
- Conway Regional Adult Education Center
- Dunwitt Adult Career Center
- StellaC\* AE Survey
- Howell Community College

#### Please check the position below that best reflects your adult education role.

- full-time ABE/ASE teacher
- part-time ABE/ASE teacher
- full-time ESOL teacher
- part-time ESOL teacher
- administrator/manager
- assessment/intake coordinator
- professional developer
- volunteer tutor
- paid tutor
- other \_\_\_\_\_

*\*Stella is also at Dunwitt, and has told her staff to select this survey.*



### Adult Reading Components Study

(If you would like to learn more about this study, click on the title.)

Students whose reading comprehension skills placed them at the same grade-equivalency-level score, as measured by the TABE, often had different "reading profiles." Their instructional needs varied according to different skills in vocabulary, fluency, and decoding. Identifying those component needs at intake helped to determine the type of instruction needed to make faster reading gains.

**I would like to learn to assess the strengths and needs of my students in the four component reading skills (vocabulary, fluency, decoding, and comprehension).**

- very interested
- somewhat interested
- not interested
- not applicable to my teaching/tutoring situation
- not applicable because I am already familiar with these research findings

### Increasing Student Achievement for Basic Skills Students – Integrated Instruction

(If you would like to learn more about this study, click on the title.)

With increasing demand for skilled workers and with more workers needing at least some postsecondary education for higher wage jobs, the challenge is to raise skill and knowledge attainment more broadly for workers who do not have a college education.

**I would like to learn more about increasing the student achievement levels for basic skills students.**

- very interested
- somewhat interested
- not interested
- not applicable to my teaching/tutoring situation
- not applicable because I am already familiar with these research findings



### [Adult Literacy Volunteer Tutor Training](#)

If you would like to learn more about this study, click on the title.

This report presents the findings of a study of volunteer tutor training by Dr. Alisa Belzer. She analyzed the relation between volunteer tutor training and reading instruction in four adult literacy programs. The data focus on tutors' choices of reading materials and strategies for assisting in the development of comprehension and word identification skills.

#### **I would like to know more about strategies for effective tutor training.**

- very interested
- somewhat interested
- not interested
- not applicable to my teaching/tutoring situation
- not applicable because I am already familiar with these research findings

### [The Classroom Dynamics Study](#)

If you would like to learn more about this study, click on the title.

Continuous, open enrollment made it difficult for classroom teachers to teach as effectively as possible because students were constantly moving in and out of class.

Although teachers in this study ranked student needs as their top priority, their teaching often did not reflect this goal.

#### **I would like to learn more about switching from open entry to managed enrollment and developing fixed cycles of classes with specific dates for enrollment.**

- very interested
- somewhat interested
- not interested
- not applicable to my teaching/tutoring situation
- not applicable because I am already familiar with these research findings



### [A Contextualized Approach to Curriculum and Instruction](#)

If you would like to learn more about this study, click on the title.

Instead of teaching skills and knowledge separated from their context, contextualization starts with real-life contexts and weaves these into the teaching and learning process. The focus is on the application rather than on the possession of basic skills and knowledge.

#### **I would like to know more about the contextualized approach to curriculum and instruction**

- very interested
- somewhat interested
- not interested
- not applicable to my teaching/tutoring situation
- not applicable because I am already familiar with these research findings

### [Effective Features of ABE-to-College Transition Programs](#)

If you would like to learn more about this study, click on the title.

This research study presents the findings about effective features of adult basic education-to-college transition programs from a longitudinal study of students who participated in a 15 week transitional course.

#### **I would like to know more about what makes an effective ABE-to college transition program.**

- very interested
- somewhat interested
- not interested
- not applicable to my teaching/tutoring situation
- not applicable because I am already familiar with these research findings



### [Distance Learning for GED® Students in Rural Pennsylvania](#)

If you would like to learn more about this study, click on the title.

Considerations of the availability, usage and effectiveness of distance learning are included in this study. Two distance learning models are examined: “pure distance” (fewer than five face-to-face contact hours, basically assessment and orientation), and “blended distance” (more than five face-to-face interaction, including some instruction).

#### **I would like to know more about distance learning for GED®/high school equivalency students.**

- very interested
- somewhat interested
- not interested
- not applicable to my teaching/tutoring situation
- not applicable because I am already familiar with these research findings

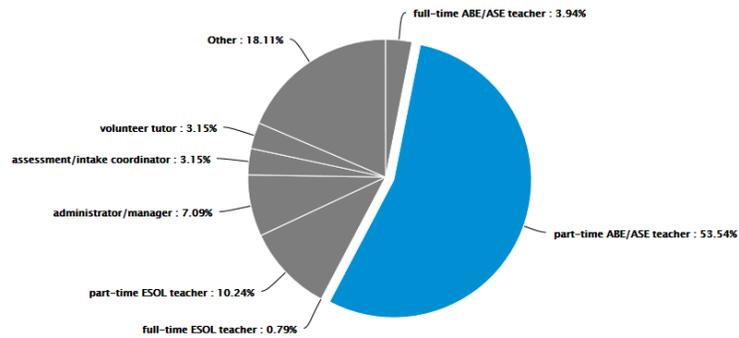


## Sample Results

### Survey Report: OH- LEA State Research 2014-15

VIEWED 👁️ 252	STARTED 🕒 164	COMPLETED 🏁 127	COMPLETION RATE ✅ 77%	DROP OUTS ➡️ 37	TIME TO COMPLETE 🕒 6 mins
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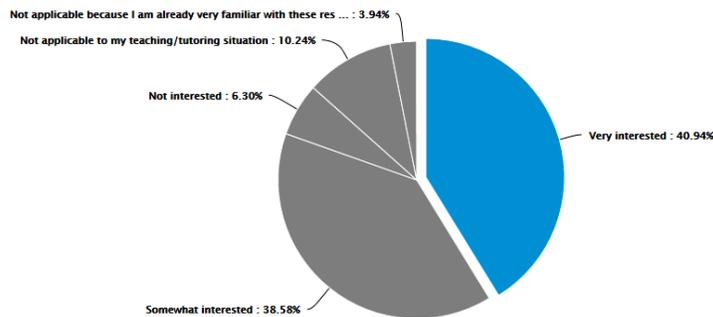
Please check the position below that best reflects your adult education role.



Answer	Count	Percent	20%	40%	60%	80%	100%
1. full-time ABE/ASE teacher	5	3.94%					
2. part-time ABE/ASE teacher	68	53.54%	[Progress bar]				
3. full-time ESOL teacher	1	0.79%					
4. part-time ESOL teacher	13	10.24%					
5. administrator/manager	9	7.09%					
6. assessment/intake coordinator	4	3.15%					
7. professional developer	0	0.00%					
8. volunteer tutor	4	3.15%					
9. paid tutor	0	0.00%					
10. Other	23	18.11%					
<b>Total</b>	<b>127</b>	<b>100%</b>					

Mean: 4.150      Confidence Interval @ 95%: [3.606 - 4.693]      Standard Deviation: 3.127      Standard Error: 0.277

I would like to learn to assess the strengths and needs of my students in the four component reading skills (vocabulary, fluency, decoding, and comprehension).



Answer	Count	Percent	20%	40%	60%	80%	100%
1. Very interested	52	40.94%	[Progress bar]				
2. Somewhat interested	49	38.58%	[Progress bar]				
3. Not interested	8	6.30%					
4. Not applicable to my teaching/tutoring situation	13	10.24%					
5. Not applicable because I am already very familiar with these research findings	5	3.94%					
<b>Total</b>	<b>127</b>	<b>100%</b>					

Mean: 1.976      Confidence Interval @ 95%: [1.782 - 2.170]      Standard Deviation: 1.116      Standard Error: 0.099



## Sample Email to Teachers/Tutors Inviting Them to Participate in Electronic Survey

Your Survey URL: \_\_\_\_\_

Dear **[Insert Recipient's Name]**,

As you may know, we are in the process of examining all of our program operations to determine what areas are working well and what needs to be improved. One part of that examination involves studying the latest research to determine if there are new strategies, techniques, or procedures that would enhance our instructional delivery.

An electronic survey has been developed to measure your interests in some of the research findings. Your response to this survey is totally voluntary and anonymous, but it would be very helpful if you do respond. **The deadline date for submitting the survey is (insert date here).**

You may respond to the survey by clicking the following URL: **(insert your state's URL here).**

If you have any questions, please call **[Insert Contact Name]** at **[Insert Contact Phone Number]**. Thank you very much. We look forward to hearing from you!

Sincerely,

**[Insert Your Name]**

