The Promise and the Challenge

A. The Promise from Project ENAABLS

1. Building a Learning Community

To facilitate the building of a learning community among the Master Teachers, we will sponsor interactions of the group on a monthly basis either in person or electronically. The first workshop will be funded by our 1998-99 grant and will take place in August in New Orleans. We plan to have four additional meetings in October, January, April and June. See Chart A for outline of workshop activities and dates.

2. Continual Electronic Interaction

In between these workshops, we will sponsor monthly reportings through the electronic listserv that is already set up through Loyola University’s Internet server. The listserv will be accessible to any adult educator within the state who wishes to learn from this project as it progresses.

3. On-Site Support of Master Teachers

There will be four site visits during the 10 months by the Facilitator to each Master Teacher site to offer the participants resources and support and maintain relationships among the group. This will also allow for a quality assurance process during the project through Facilitator observations, learner interviews, collection of classroom materials and videotaping teacher-learner interactions. The Facilitator will travel to the different areas of the state combining regions and visits when possible to consolidate travel expenses.

4. Resource Center for Master Teachers and Others

Project ENAABLS will also serve as a resource center for the Cadre and others in the state by coordinating: travel and expense costs of the Master Teachers attending the workshop, instructional supplies for the Master Teachers, access to practitioners in other regions and planning and documentation time. Project ENAABLS will also provide Internet listserv moderation, training and referral support for programs as issues arise and will also assist Master Teachers in meeting the professional development requirements of the State Department of Education.

Master Teachers will receive a lump sum after each of the four workshops to pay for travel expenses, materials and planning and documentation time. The sum paid to Master Teachers living near the workshop location will be $200 per workshop; the sum paid to Master Teachers living outside the workshop location will be $375 per workshop.
5. Interface with National Institute for Literacy

The National Institute for Literacy is supportive of our efforts to promote Equipped for the Future in Louisiana. As a Leadership State for EFF, NIFL has agreed to provide experts to support our professional development activities relevant to EFF and adult education.

6. Recognition for Master Teachers

There will be a certificate from Project ENAABLS and/or the State Department of Education that recognizes the efforts of the Master Teachers who complete the Cadre program and continue as mentors and coaches for the next cadre of teachers. We will publish three newsletters on the progress of the project as well as continuously publish findings on our website. Also, the Lindy Boggs National Center for Community Literacy has agreed to publish the results of the action projects in their forthcoming national newsletters. We will also investigate graduate credit hours for a practicum course for those Cadre members desiring such credit.
## Chart A

### Workshop Schedule and Activities

<table>
<thead>
<tr>
<th>Suggested Date/Location/Presenters</th>
<th>Activities</th>
</tr>
</thead>
</table>
| **9/16-17, 1999**  
New Orleans  
*(paid for in 98-99 grant)*  
John Cornwell, ENAABLS  
Rachel Albright, ENAABLS  
Michelle Perry, NIFL | Objectives, values, philosophies of project/group  
Overview/Refresher EFF Framework  
Identify methods for incorporating EFF into programs  
Using EFF to guide teaching and learning  
Develop lesson plans, action plans for Master Teachers  
Goal setting activities - video from Canton, Ohio  
Small group work, discussion  
Learn about action research projects methods  
Project and documentation methods/expectations |
| **Jan 6-7, 2000**  
Alexandria  
John Cornwell, ENAABLS  
Rachel Albright, ENAABLS  
Robert Anchondo, Practitioner - TX | Further clarify EFF initiative  
Introducing EFF language/tools in classroom  
Practitioner Example from the Field  
Small group work - sharing experiences  
Work together to resolve difficulties  
Review process for creating materials  
Lesson planning session  
Follow up on action research methods  
Assessing with EFF Standards  
Collect evidence: reflection logs, classroom materials for website and dissemination to other Master Teachers |
| **Mar 9-10, 2000**  
Alexandria  
John Cornwell, ENAABLS  
Rachel Albright, ENAABLS  
Pam Wall, SDE | Problem solving  
Presentation methods  
Review and sharing of individual activities  
Practitioner example from the field  
Mentoring experience  
Look at process - where have we been?  
Discussion from State Adult Education on how EFF fits into state plan, accountability  
Collect evidence from field as above |
| **May 11-12, 2000**  
Alexandria  
John Cornwell, ENAABLS  
Rachel Albright, ENAABLS  
Practitioner from another state | Where do we go from here?  
Review and sharing of individual activities  
Planning for symposium  
Invite teachers to present in pairs/groups based on interest/experience  
Identifying new teachers to invite to symposium  
Putting together manual of ideas, best practices, etc.  
Collect evidence from field as above |
<table>
<thead>
<tr>
<th>Suggested Date/Location/Presenters</th>
<th>Activities</th>
</tr>
</thead>
</table>
| June 5-7, 2000 Lafayette Cadre of Master Teachers | Symposium by Master Teachers  
In conjunction with LAPCAE conference  
Presentations on different aspects of integrating EFF into programs  
Possible presentations by NIFL experts  
Gather contacts for next group of educators |
| July, 2000 Next fiscal year budget Alexandria John M. Cornwell, ENAABLS Rachel Albright, ENAABLS Cadre of Master Teachers | Overview of EFF initiative  
Project Summary of Cadre results  
Establish mentoring relationships with experienced and new teachers  
Set up meetings for next year: visits, materials sharing  
Distribute portfolio of EFF activities/resources  
Emphasize sharing over mentoring  
Set up study circles of new educators to become familiar with concepts of EFF  
Evaluation of process |
B. The Challenge to the Master Teachers and Their Organizations

1. Commitment from Practitioner and Organization

Participants and organizations will sign an Application/Commitment letter outlining the areas in their program they want to work on within the menu of choices: Entering Process, Program Development, Learner Experiences or Exiting Process (see chart B). They will agree to do action research in these areas over the next 10 months.

2. Commitment to attend all five meetings and electronic participation on a monthly basis.

Participants will obtain permission to participate from their respective organizations to attend all workshops and electronic meetings. Time involved: 2 days per meeting = 10 days; 2 hours per electronic meeting = 10 hours.

3. Commitment to obtain access to Internet.

Internet access either personal or through the sponsoring agency will be necessary to maintain current communications with the group.

4. Commitment to share ideas and learnings with group

Participants will commit to action research projects utilizing the EFF framework to try new approaches within their organization and to prepare timely feedback to share with the Cadre. Time involved: 1 hour per week for planning/documentation

5. Commitment to give two presentations on the project and participate in June symposium

Each Master Teacher will work within their regional group to give at least two presentations on the Cadre project (preferably in partnership with other Cadre Members): one to a group of their peers and a second to a group outside of their usual circle. Presentations will also include the June Symposium to other adult educators in the state. This will expand the knowledge of EFF within each region, increase the professionalism and leadership of the Master Teachers, and will assist in building cooperative regional teams.

6. Commitment to train and coach others in what they have learned.

We plan to extend this into the 2000-2001 fiscal year with an expanded Cadre of teachers. The initial cadre will be working with them on their own workshops in their geographic areas and within a mentoring relationship.
# Chart B

## Menu of Areas and Activities for Master Teachers to Select for their Program

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering Process</td>
<td>Goal setting procedures; one-on-one, large group</td>
</tr>
<tr>
<td></td>
<td>Utilizing role maps</td>
</tr>
<tr>
<td></td>
<td>Recognition of skills learner brings to table</td>
</tr>
<tr>
<td></td>
<td>Individualized assessment</td>
</tr>
<tr>
<td>Program Development</td>
<td>Workplace curriculum</td>
</tr>
<tr>
<td></td>
<td>Survey students, former students, employers</td>
</tr>
<tr>
<td></td>
<td>Alternate skill measurement techniques</td>
</tr>
<tr>
<td></td>
<td>“EFF-Friendly” lesson plan development</td>
</tr>
<tr>
<td></td>
<td>Using EFF to define purpose of program</td>
</tr>
<tr>
<td></td>
<td>EFF and learning styles, multiple intelligences</td>
</tr>
<tr>
<td></td>
<td>Try out EFF skill standards and new markers as part of development process</td>
</tr>
<tr>
<td>Learner Experiences</td>
<td>Using EFF with one-on-one tutoring</td>
</tr>
<tr>
<td></td>
<td>EFF within the GED training</td>
</tr>
<tr>
<td></td>
<td>Interactive instruction</td>
</tr>
<tr>
<td></td>
<td>Real life situations</td>
</tr>
<tr>
<td></td>
<td>Demonstration of soft skills</td>
</tr>
<tr>
<td></td>
<td>Ongoing reflection</td>
</tr>
<tr>
<td></td>
<td>Community issues/research/events</td>
</tr>
<tr>
<td>Exiting Process</td>
<td>Reflection</td>
</tr>
<tr>
<td></td>
<td>Career Assessment</td>
</tr>
<tr>
<td></td>
<td>Continued role mapping for life</td>
</tr>
<tr>
<td></td>
<td>Retention rates using EFF</td>
</tr>
<tr>
<td>Employment Impact</td>
<td>Identifying generative skills used on job</td>
</tr>
<tr>
<td></td>
<td>Relating classwork to work world</td>
</tr>
<tr>
<td></td>
<td>Continued lifelong learning</td>
</tr>
<tr>
<td></td>
<td>Follow up with graduates on the job</td>
</tr>
</tbody>
</table>
We have read the Promise and the Challenge from Project ENAABLS to build a learning community around the Equipped for the Future framework and philosophy. I and my organization commit to attending the workshops, trying out new ideas in my program and sharing what I’ve learned with my peers. The organization’s leadership and staff fully support my engaging in this professional development and program enrichment initiative and understand the commitment of my time over the next ten months. We also understand how this will benefit the individuals (teachers and learners) and the organizations involved.

Organization: _____________________________

Parish: ___________________________________

__________________________________________  ________________________________________
Organization Representative Name             Participating Teacher Name

__________________________________________  ________________________________________
Organization Representative Signature:       Participating Teacher Signature

The Program Area from Chart B that I intend to work on (Choose One):

- Entering Process
- Program Development
- Learner Experiences
- Exiting Process
- Employment Impact

Please fax to: Rachel Albright
Project ENAABLS
504/865-3970