

EDUCATIONAL INTERVIEWING



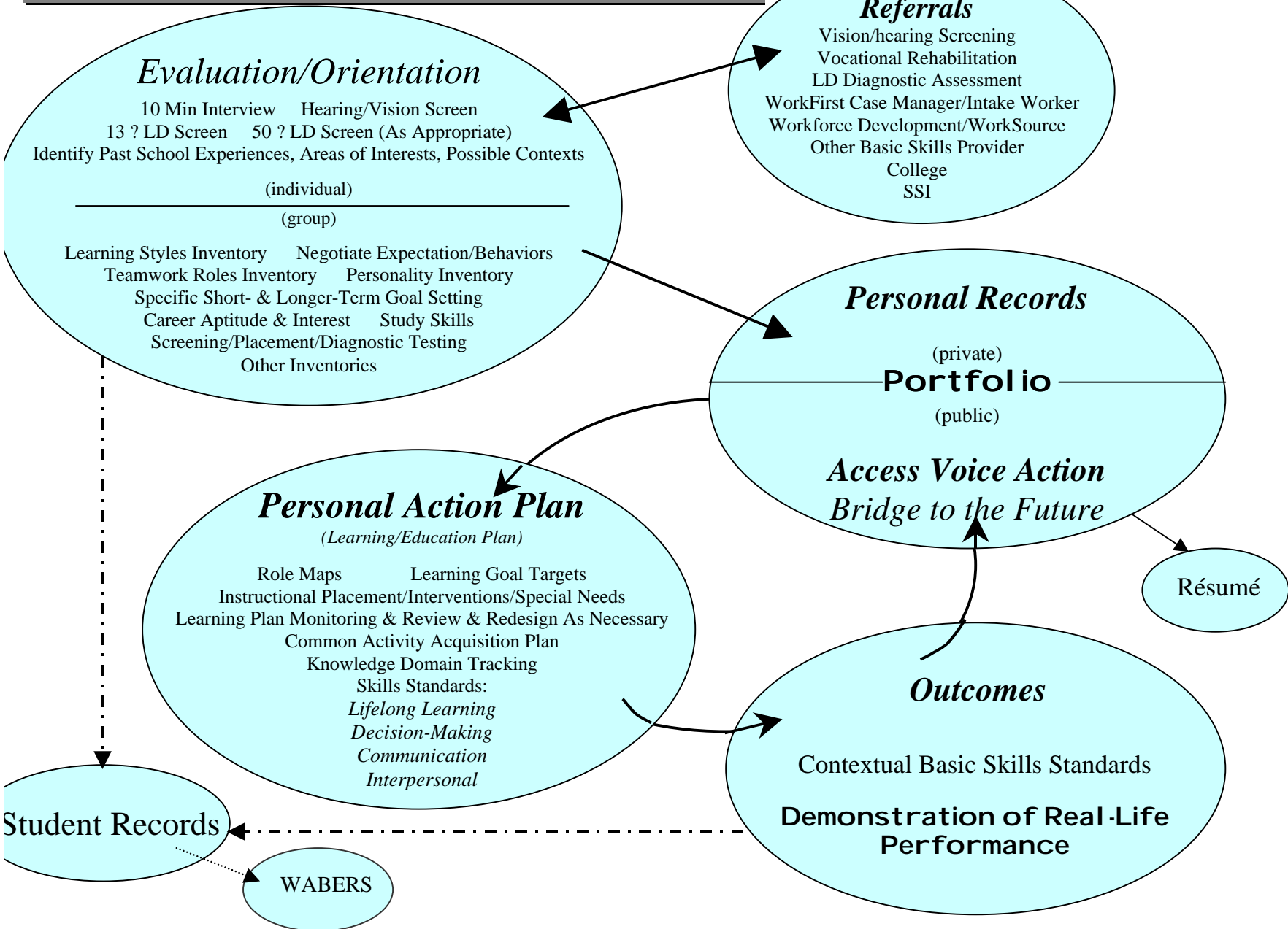
**An Orientation Class
for
Basic Skills Students**

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What is Educational Interviewing?

Educational Interview



New Basic Skills CIP Codes and Competency Descriptors

Educational Interviewing (new CIP 32.0201)

Variable 1-3 Credits with a maximum three credits per learner per year. This learner-focused, orientation course can be offered with students one-to-one, in small or large groups, or in a combination of these configurations. It should be begun the first quarter of enrollment. Students could register for three consecutive 1-credit courses. The course must meet for at least ten hours and no more than 30 hours per quarter, with progress, goals, interventions, and behaviors revisited at least every two weeks.

The purpose of this course is to improve learner retention and persistence through research-proven goal setting, problem solving, evaluation and intervention and self-awareness strategies. It will also enable staff to collect data in order to predict student performance outcomes accurately.

This course focuses on seven areas:

- Orientation to the program, its resources and services;
- Current abilities, characteristics, styles and readiness to learn;
- Personal, educational and employment background and interests;
- Skill gaps, learning deficiencies and difficulties, barrier identification with strategies, recommendations and interventions for improvement;
- Long-term and short-term goals;
- The skills needed to reach those goals, and
- A plan of action to reach the goals (personal learning/action plan).

Curriculum Design

Variable 1-3 Credit Course: maximum three credits per learner per year. Meet for at least ten hours each quarter, with progress, goals, and behaviors revisited at least every two weeks. This learner-focused, goal-directed evaluation/goal setting/orientation process focuses on seven areas.

- ✓ Orientation to the program, its resources, and services,
- ✓ Current abilities, characteristics, styles, and readiness to learn,
- ✓ Personal, educational, and employment background and interests,
- ✓ Long-term and short-term goals,
- ✓ The skills needed to reach those goals,
- ✓ Skill gaps, learning deficiencies and difficulties, barrier identification with strategies, recommendations and interventions for improvement,
- ✓ A plan of action to reach the goals (Personal Action Plan).

Curriculum Includes the Following Elements

Self-Awareness/Assessment Activities

Individual

- Ten-Minute Interview
- Identify past school experiences, areas of interest, possible contexts
- Thirteen-Question LD Screen (DSHS)
- Hearing/Vision Screen
- Identify Barriers such as: childcare, transportation, other support needs
- Fifty-Minute LD Screen (if appropriate)

Group

Self-Awareness activities

- Learning Style Inventory
- Teamwork Style Activities
- Problem-Solving Style Activities
- Personality Type Inventories
- Leadership Style Inventories

Barrier Mitigation Strategies

Referrals for:

- Formal Vision Screening
- Formal Hearing Screening
- Vocational Rehabilitation (LD Diagnostic Assessment)
- LD Diagnostic Assessment
- WorkFirst Case Manager/Intake Worker
- Workforce Development/Work Source
- Other Basic Skills Providers
- College
- SSI
- Help with childcare, transportation, etc.

Values Clarification and Prioritization Activities

Goals should grow out of values, choices should reflect personal priorities.

Walk-the-Talk Activities

- Help identify life style choices and behaviors that need to change to make goals attainable.
- Help identify attitudinal changes that need to occur.

Program Support, Peer Support, Family Support, Community Support

Goal Setting will be successful if:

- There is a step-by-step plan with a clear pathway in place (Person Action Plan),
- There are observable progress benchmarks identified in the plan,
- There are recognitions and celebrations of achievement,
- There are regular progress checks with a feedback loop,
- There is a course of correction, adjustment, and an improvement component,
- There is on-going support and encouragement,
- The students are empowered by partnership with teachers,
- The students have been prepared to deal with adversity, setbacks, and periods of slow growth.

The Benefits

Reliably predict student outcomes

The new national reporting System (NRS) will only allow credit for a student outcome that was predicted. Programs will not be given credit for unpredicted outcomes.

Better student retention & better student achievement

A number of research studies have found that adult education students who participated in an interactive, durable, purposeful goal-setting process had better achievement and better retention than those who did not.

More intentionality in teaching

Research indicates that teachers who are able to teach what students want or need to know in ways that match their learning style and their strength-base will be more successful than those who use proxy-based curricula, materials, and methods.

More contextualization in instruction

Students learn new information best when it is presented in familiar, value-rich contexts according to recent research. For parents who are their child's first teacher, reading and writing presented in the context of helping a young child master basic skills will be a high-value activity that is a high-priority in the parent's life.

Greater success with students who are marginalized, hardest-to-serve or multi-problem.

Improved self-awareness, removing barriers to success, providing strategies to deal with life emergencies, clarifying values, establishing norms, setting reasonable expectations, creating regularity and predictability, establishing priorities and building an action plan are research-proven techniques for ensuring success among the hardest-to-serve students.

Educational Interviewing Class (a model)

The First Eleven Hours

Activity/Event/Area	Individual	Group	Referral
Intake Interview	10 minutes		
Hearing/Vision Screening	10 minutes		Eye Doctor Audiologist
Learning Styles Inventory		15 minutes administration; 45 minutes debrief	Debrief – either individuals or group
Learning Needs Screening Tool (quick 13-Question DSHS LD Screen)	15 minute administration; 15 minute debrief		“Positives” referred to Payne Learning Needs Inventory trained staff
<i>Payne Learning Needs Inventory</i>	<i>1 hour administration; 30 minute evaluation; 1 hour report back to student</i>		<i>Disability Services Specialist (DSS) Psychologist LD Specialist Regional LD Assessment Center DVR, WorkFirst, WorkSource, Social Security</i>
Success Strategies (identify/remove barriers, “goof-proofing”, retention strategies)	1 hour (either individual or group or both)	1 hour (either individual or group or both)	DSS <i>DVR, WorkFirst, WorkSource Social Security</i>
Values Clarification Values Prioritization Goal Setting Activities	2.5 hours - 5 hours	2.5 hours - 5 hours	
Implement interventions, accommodations, adjustments	1 hour – 2.5 hours		
Developing the Personal Action Plan (Learning Plan) Learner goals; Negotiating Expectations and Behaviors	1.5 hours - 2.5 hours		

Approximate Time: 10.5 hours-15.5 hours

All times are approximates. Individualize as necessary. The decision to present or discuss materials in groups or individually should be made on the basis of confidentiality.

The Second EI even Hours (a model)

Activity/Event/Area	Individual	Group	Referral
Portfolio Orientation/Set-Up	1.5 hours	1.5 hours	
Review/Adjust Success Strategies	1 hour		
Review/Validate accommodations, interventions, adjustments	1 hour		<i>Disability Services Specialist (DSS) Psychologist LD Specialist Regional LD Assessment Center DVR, WorkFirst, WorkSource, Social Security</i>
Additional Goal-Setting	2 hours	2 hours	
Review/Adjust Goals	1 hour		
Strategy Instruction Overview		3 hours	DSS
Using Organizers		2 hours	DSS
EFF Orientation: rolemaps, common activities, Knowledge domains, skill standards		1 hour	
Study Skills	1 hour	1 hour	
Personality Inventory or Problem Solving Inventory		15 minutes administration; 45 minutes debrief	
Teamwork Inventory		15 minutes administration; 45 minutes debrief	

Approximately 15.5 hours

All times are approximates. Individualize as necessary. The decision to present or discuss materials in groups or individually should be made on the basis of confidentiality.

The Third EI even Hours (a model)

Activity/Event/Area	Individual	Group	Referral
Portfolio Review/Maintenance	1.5 hours	1.5 hours	
Review/Adjust Success Strategies	1 hour		
Review/Validate Accommodations, interventions, Adjustments	1 hour		<i>Disability Services Specialist (DSS) Psychologist LD Specialist Regional LD Assessment Center DVR, Workfirst, WorkSource, Social Security</i>
Review/Adjust Goals	1 hour		
Additional Goal-Setting	2 hours	2 hours	
Strategy Instruction Continuation		3 hours	DSS
Organizer Continuation		2 hours	DSS
EFF Continuation		1 hour	
Leadership Inventory		15 minutes administration; 45 minutes debrief	

Approximately 13.5 hours

All times are approximates. Individualize as necessary. The decision to present or discuss materials in groups or individually should be made on the basis of confidentiality.

Release Forms
&
10-minute interview
&
After the 10-minute interview
&
Hints and Ideas
&
Recommendations form

Release Forms

RELEASE OF CONFIDENTIAL INFORMATION (Example I)

I, _____ authorize _____
(Name of Company/Program)

to request and receive the information specified below, from the following organization:

Organization Name: _____

Address: _____

City, State, Zip: _____

Phone Number: _____

Information Requested: _____

This release of confidential information is only valid from the date of signature to _____ (specify ending date) or until cancelled by the undersigned in writing. I understand the information will be kept confidential and will not be shared with any other agency without my consent. This release form has been read/reviewed with me and I understand its content.

Signature _____

SS# _____

DOB _____

Date: _____

Received by:

Program Signature

Date

RELEASE OF CONFIDENTIAL INFORMATION
(Example II)

I, _____ authorize _____
(Name of Company/Program)

to release the following information to the individual(s) and/or organization listed below.

Information to be released:

Individual(s) and/or Organization:

Name of Organization

Name of Individual

Title

Business Address

City

State

Zip

This release of confidential information is only valid from the date of signature to _____ (specify ending date) or until canceled by the undersigned in writing. I understand the information will be kept confidential and will not be shared with any other agency without my consent. This release form has been read/reviewed with me and I understand its content.

Client Signature

Date

RELEASE OF CONFIDENTIAL INFORMATION
(Example III)

I, _____, authorize _____
(School/Program)

to release the following information to the individual(s) listed below.

Information to be released:

Individual(s): (student should initial each box he/she wishes the information to be shared with)

Name _____ Name _____

Name _____ Name _____

Name _____ Name _____

This release of confidential information is only valid from the date of signature to _____ (specify ending date) or until canceled by the undersigned in writing. I understand the information will be kept confidential and will not be shared with any other agency without my consent. This release form has been read/reviewed with me and I understand its content.

Student Signature

Date

Sample Ten-Minute Interview Questions

Attention	How do you do with completing projects? How long can you work on your studies/activities before you need a break?
Basic Academics	What would you like to work on? (Reading, Spelling, Math.....?) How do you think we can help you? Have you had problems in school before this? In what subjects?
Social/Emotional	Do you prefer to work in groups or by yourself? Describe a situation in which you feel anxious or nervous?
Health Questions	What is your general health like? Is there anything that interferes with what you would like to do?
Learning Modalities	Is there anything you have had trouble learning and why?
Spatial Relationships	How are you at finding a new place based on someone else's directions? (Verbal or written)
Time Orientation	Do you usually arrive at places on time? If not, why not?
Study Habits	Do you plan enough time to study? What is enough? Do you have trouble with any particular subject?
Goals	Have you defined your goal and made it realistic?
Sequencing	How would you go about making and keeping a doctor's appointment?
Memory	(Short) What did you do yesterday? – Or – Tell me what you did yesterday. (Long) Tell me about your most favorite or exciting birthday.
Language Discussion	What would you do if you won a million dollars?
Motor-Visual Motor	What kind of physical activities do you like to do?
Student Background	What was the last grade in school that you really worked hard? What was the last grade in school that you really enjoyed?
Current Status	What is your living situation? Why are you attending school? How many children do you have?

Ten-Minute Interview Follow-up

The following criteria was developed by the first year students in the Payne/Sturomski Learning Disabilities Training as the key triggers for referring a student to a Learning Needs Screening Tool and/or Payne Learning Needs Inventory following a ten-minute interview. The first group indicates that the student definitely needs additional assessment, the second indicates a potential need for additional assessment, and in the third group, student progress should be monitored for additional signs that assessment is necessary.

Group 1

- ❖ Diagnosed as ever having a Learning Disability (LD).
- ❖ Discloses a history of special education services.
- ❖ Perceived lack of ability to pay attention or concentrate.
- ❖ One academic area out of sync with other academic performance.
- ❖ Family history.
- ❖ Medical history – accidents resulting in head injury, use of medications, voluntary disclosure of substance abuse, etc.

Group 2

- ❖ Diagnosed Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD).
- ❖ Self-disclosure of problems in a specific learning modality.
- ❖ Student discloses troubles or problems learning.
- ❖ Inability to hold a job – employment issues.
- ❖ Lacks accurate self-perception.
- ❖ Multiple issues reported, such as learning, health, social, etc.
- ❖ Coordination issues.

Group 3

- ❖ Interviewer intuition.
- ❖ Memory problems.
- ❖ Physical complaints (watery eyes, fatigue, etc.).
- ❖ Child was/is receiving special education services.
- ❖ Feedback from other instructors or staff members.
- ❖ Student is very frustrated learning.
- ❖ Student provides perceived serious emotional responses to questions.

Hints and Ideas

Self-Awareness/Assessment Activities

Hearing/Vision Screen:

- Write three sentences on the board. Have the student sit in the back of the room and read them. Get an eye chart and have the student cover one eye and read lines on the chart.
- Have student sit in the back row of your class. Say three sentences in your normal “teacher” voice – not always facing the student directly. Ask the student to repeat what you have said.

Barrier Mitigation Strategies:

- Formal vision screening should include testing for both visual acuity and developmental vision testing (do eyes track together, etc.)

Recommendations and Ideas

Student: _____ Date: _____

Instructor: _____

Interviewer: _____

Your responses and comments on the Learning Needs Inventory helped me understand how you might learn best.

Your strong areas include: _____

Your weaker areas include: _____

Together we should explore the following ideas. By using your strengths I can assist you in reaching your goals.

Instructional Ideas:	Student Ideas:

If you have any questions or concerns, please let me know right away. I am looking forward to working together.

Resources

Portfolio

Program of Study

Primary Secondary Objectives	Community Requirements	Strategic Instructional Strategies		
<ul style="list-style-type: none"> • Improve basic skills • Learn English language (non-native students only) • Pass the GED • Prepare for entrance into job training or post-secondary education • Obtain a job • Retain a job • Maintain a job • Improve family-related skills • Increase community participation • Complete course objectives for computer literacy • Complete a special project 	Reading Writing Listening Thinking and Learning Mathematics Social Sciences Science Team Building Goal Setting Career Planning Personal Work Attributes Employee Rights and Responsibilities Job Search Skills Unemployment Survival Personal Management Family Relationships and Parenting Skills Organization and Time Management Technology Multi-Cultural Awareness Wellness and Safety	Small group discussion Collaborative learning Computer-assisted Resource speakers Other	Large group instruction Peer tutoring One-on-one Work-site learning	Independent study Project learning Field trips
		<h3 style="text-align: center;">Program of Study</h3> <hr/> <p>Notes/Comments:</p>		

Primary and Secondary Goals and Progress

P/S	Educational Goals	Date Set	Educational Progress	Date Completed	P/S	Employment Goals	Date Set	Employment Progress	Date Completed
	<ul style="list-style-type: none"> • Improve basic skills • Increase English Language skills (non-native students only) • Pass the GED • Complete the EDP • Other 		<ul style="list-style-type: none"> • Increased at least .5 grade level, 3 pts. on CASAS or 1 SPL • Mastered at least 3 Essential IGOs • Completed FFL or mastered all Essential IGOs • Passed all parts of Official GED Practice Test • Passes 1-4 parts of GED • Passed all parts of GED • Completed at least 1 EDP task • Completed the EDP • Scored 450+ on Practice TOEFL • Mastered at least one WorkSCANS performance checklist. • Other 			<ul style="list-style-type: none"> • Obtain a job • Maintain a job • Improve job status 		<ul style="list-style-type: none"> • Obtained an unsubsidized job. • Obtained a better job or job promotion. • Maintained a present job. • Earned a WorkSCANS certificate. • Completed a worksite learning experience. • Completed an approved job readiness program (Jump Start, LINKS, etc.) • Passed an employment or state licensing exam. • Entered the military. • Reduced or eliminated public assistance. • Other 	
P/S	Further Education/Training Goals	Date Set	Further Education/Training Progress	Date Completed	P/S	Computer Literacy Goals	Date Set	Computer Literacy Progress	Date Completed
	<ul style="list-style-type: none"> • Prepare for entrance into job training or post-secondary education. 		<ul style="list-style-type: none"> • Enrolled in job training or post-secondary education. • Met score requirements on entrance exam for college, vocational, or job training programs. • Completed EDP's Advanced Academic Placement. • Scored at least 250 pts. on GED. • Scored 500+ on TOEFL. • Other 			<ul style="list-style-type: none"> • Complete course objectives fro computer literacy topic(s). 		<ul style="list-style-type: none"> • Completed objectives for an approved computer literacy course. • Obtained computer skills 	
					P/S	Special Project Goals	Date Set	Special Project Progress	Date Completed
						<ul style="list-style-type: none"> • Complete a special project. 		<ul style="list-style-type: none"> • Completed all the objectives required for the special project. 	
P/S	Family/Community Goals	Date Set	Family/Community Progress	Date Completed	Comments:				
	<ul style="list-style-type: none"> • Improve family-related skills • Increase community/civic knowledge and participation. 		<ul style="list-style-type: none"> • Improved ability to help children with school. • Read more to children. • Mastered IGOs for <i>Family Relationships and Parenting</i>. • Registered to vote or voted for first time. • Passed US citizenship test. • Increased community/civic participation. • Other 						

Enrollment/Re-enrollment Date(s):		Withdrawal Date(s):	
Home Phone: _____	Work Phone: _____	OK to call? Yes ___ No _____ Best time: _____	
E-mail: _____	Relative/friend: (name) _____ (phone) _____	Special Directions:	

P S		P S S			
Marital Status:	Spouse Name (Optional):	Employed:	Full-time	Part-time	
Country of Birth:		Occupation:	Income (optional):		
# of Children:	Ages:	Employer:			
		Unemployed: ___ Looking for work ___ Not looking for work ___ Retired			
Observable Physical Disabilities:	SP S S				
Vision: _____ Hearing: _____					
Other Health Problems/Medications: ___ Yes (refer to confidential file) ___ No		S P P			
SP	S	Transportation	Child Care	Health	Schedule
Have you had special help or special classes? ___ Yes (refer to confidential file) ___ No		Other:			
Do you think that you have trouble learning? ___ Yes (refer to confidential file) ___ No					
What kinds of things do you have trouble with? (refer to confidential file)					
Payne Screening Administered: ___ short screen ___ full inventory		S PP S S S			
As a result of screening, was a referral made? ___ Yes ___ No		Resource Directory Provided _ Yes ___ No			
As a result of screening, were class modifications made? ___ Yes ___ No		Date	Source		Purpose/Outcome
Learning Styles Inventory Administered: (type) _____					
Inventory Results: Strengths/Preferences -					
		S		S	
		Class Site: _____ Attendance Contract on File: ___ Yes ___ No			
		Student will attend on: M TU W TH F S			
S		Daily hours of attendance: _____			

ALL STUDENTS: ___ Completed 400A form ___ Release of Information for Education Records ___ Completed 400B form ___ *Rights and responsibilities of the ABE Students* ___ Release of Information for Confidential Records (if applicable)

16-18 YEAR-OLD STUDENTS: _____ Student Contract ___ Letter verifying withdrawal date from school (16-18 year-old students or any student (regardless of age) still enrolled in school)

TANF/MV WORKS STUDENTS: _____ TANF-Case staffing/ABE 500 _____ TANF WT-70 Referral Form _ TANF WT-15 Release of Info _____ (Optional) TANF WT-12

Other: _____ Free GED test vouchers _____ JTPA enrollment forms _____ Other _____

The Flower

Overview of the “FLOWER” Activity

This activity was adapted from the book “What Color Is Your Parachute?” by Richard Nelson Bolles. The book is written for people searching for a job and is updated frequently to keep up with changing job market trends.

How to use the “Flower”

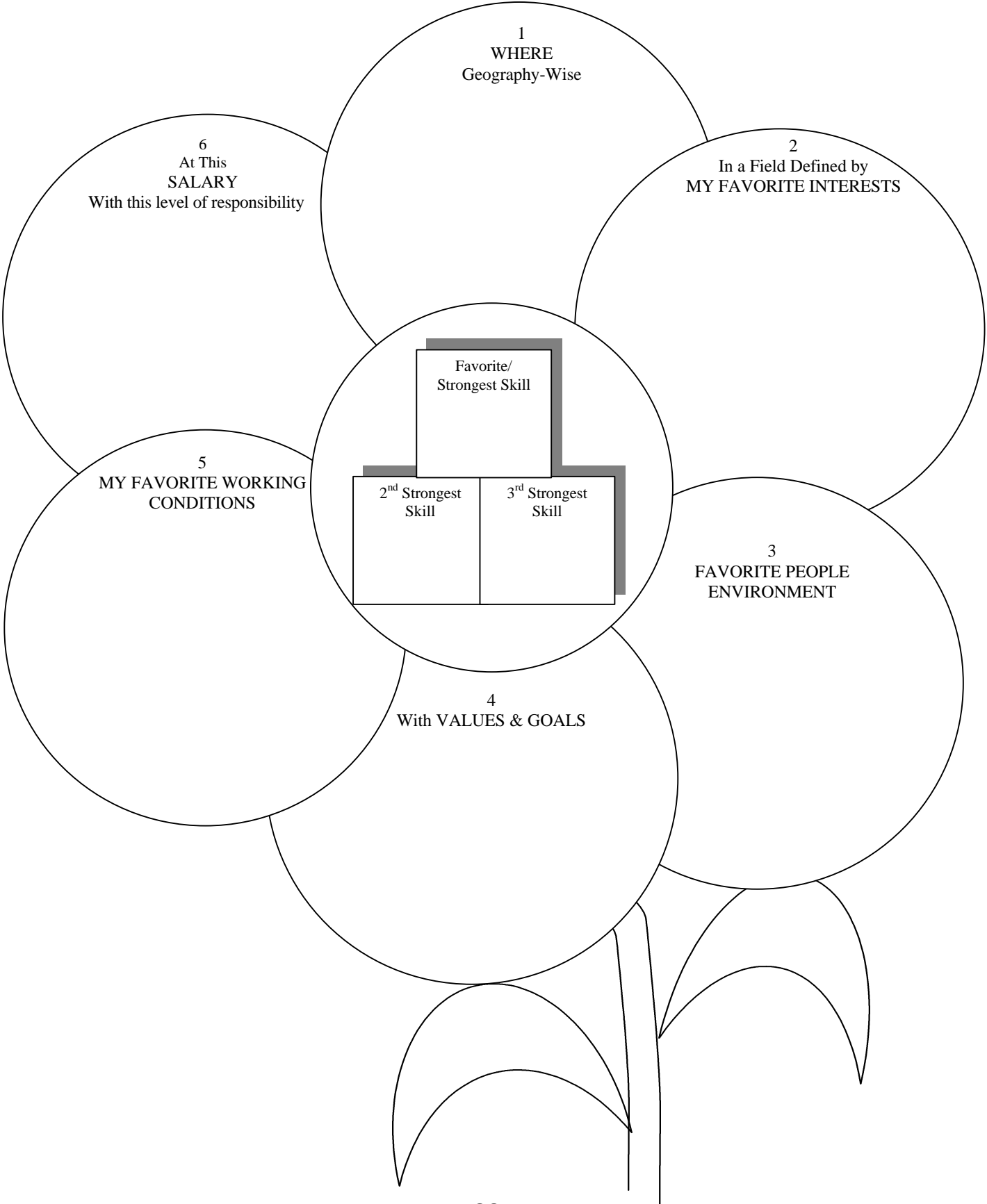
The flower on the next page represents “A picture of the Job of your Dream”. Richard Nelson Bolles, the author of this activity states that in order for you to hunt for the ideal job, you must have a picture of it in your head.

The flower is made up of six petals; following is a list in the order that you should work on it.

1. Geography – where do you want to work,
2. Interests – what are your favorite interests,
3. People Environments – what is your favorite people environment,
4. Values, Purposes, and Goals – what are they,
5. Working Conditions – what are your favorite working conditions,
6. Salary and Responsibility – what salary would you like to have and what level of responsibility?

The center of your flower is made up of your six favorite transferable skills. These skills should be listed in order of priority or importance to you.

A Picture of The Job of Your Dream



Lesson Organizer

LESSON ORGANIZER

Name:

Date:

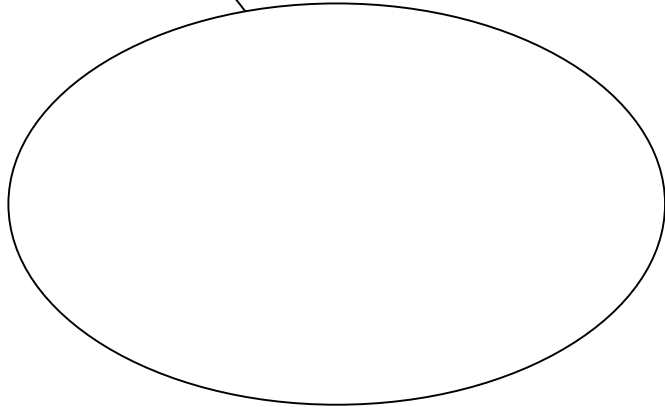
UNIT OR BACKGROUND

(Lessons)

LESSON MAP

LESSON TOPIC

IS ABOUT



DISCUSSION: Relationship – 1) Lesson to Unit AND 2) Importance of Lesson to Daily Life

Self-Test Questions (Evaluation):

Tasks/Strategies:

Adapted from the Content Enhancement Series, The Lesson Organizer Routine, for use by Sturomski & Associates, 1997. Permission for use granted by B. Keith Lenz.

LESSON ORGANIZER

Name: Julie Jones

Date: Today

going grocery shopping.

matching what I want to buy with how much money I have.

(Lessons)

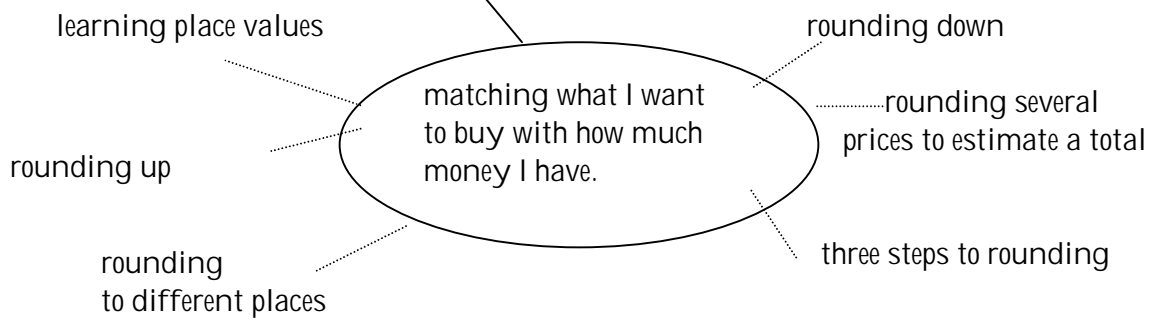
<p>UNIT OR BACKGROUND</p> <p>Being a successful shopper</p>
--

being aware of how much I spend.

LESSON MAP

<p>LESSON TOPIC</p> <p>Estimating prices</p>

IS ABOUT



DISCUSSION: Relationship – 1) Lesson to Unit AND 2) Importance of Lesson to Daily Life Having a positive shopping experience by knowing what I am spending. If I only have a certain amount of money to spend, estimating will allow me to not go over budget.

Self-Test Questions (Evaluation):

- Can I round numbers to the DOLLAR and DIMES place?
- Can I round numbers up and down?
- Can I round several items and then estimate the total cost?
- Can I estimate accurately before I reach the cash register.

Tasks/Strategies

- Start with small numbers and build up.
- Use a calculator to check how close my estimating is to the actual price.

Styles Inventories

C.I.T.E.

Learning Style Checklist

People Styles at Work

Behavioral Styles

C.I.T.E. Learning Styles Instrument

Babich, A.M., Burdine, P., Allbright, L., & Randol, P.
Wichita Public Schools
Murdock Teacher Center

		Most Like Me		Least Like Me	
1.	When I make things for my studies, I remember what I have learned better.	4	3	2	1
2.	Written assignments are easy for me to do.	4	3	2	1
3.	I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4.	I learn best when I study alone.	4	3	2	1
5.	Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6.	It's harder for me to do a written assignment than an oral one.	4	3	2	1
7.	When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8.	If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9.	I understand a math problem that is written down better than one I hear.	4	3	2	1
10.	I don't mind doing written assignments.	4	3	2	1
11.	I remember things I hear better than I read.	4	3	2	1
12.	I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13.	I would rather read a story than listen to it read.	4	3	2	1
14.	I feel like I talk smarter than I write.	4	3	2	1

	Most Like Me		Least Like Me	
15. If someone tells me three numbers to add I can usually get the right answer without writing them down.	4	3	2	1
16. I like to work in a group because I learn from the others in my group.	4	3	2	1
17. Written math problems are easier for me to do than oral ones.	4	3	2	1
18. Writing a spelling word several times helps me remember it better.	4	3	2	1
19. I find it easier to remember what I heard than what I have read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were oral, I would do it all.	4	3	2	1
23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24. I get more work done when I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand what you really mean.	4	3	2	1
31. When I have written a math problem to do, I say it to myself to understand it better.	4	3	2	1

	Most Like Me		Least Like Me	
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I like tests that call for sentence completion or written answers.	4	3	2	1
36. I understand more from a class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. When teachers say a number I really don't understand it until I see it written down.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I can't think as well when I work with someone else as when I work alone.	4	3	2	1

C.I.T.E. Learning Styles Instrument Score Sheet

VISUAL LANGUAGE	SOCIAL-INDIVIDUAL	AUDITORY NUMERICAL
5- _____	4- _____	7- _____
13- _____	12- _____	15- _____
21- _____	20- _____	23- _____
29- _____	28- _____	31- _____
37- _____	45- _____	39- _____
Total ___ X2 = ___(score)	Total ___ X2 = ___(score)	Total ___ X2 = ___(score)

VISUAL NUMERICAL	SOCIAL-GROUP	KINESTHETIC-TACTILE
9- _____	8- _____	1- _____
17- _____	16- _____	18- _____
25- _____	24- _____	26- _____
33- _____	32- _____	34- _____
41- _____	40- _____	42- _____
Total ___ X2 = ___(score)	Total ___ X2 = ___(score)	Total ___ X2 = ___(score)

AUDITORY LANGUAGE	EXPRESSIVENESS ORAL	EXPRESSIVENESS- WRITTEN
3- _____	6- _____	2- _____
11- _____	14- _____	10- _____
19- _____	22- _____	27- _____
36- _____	30- _____	35- _____
44- _____	38- _____	43- _____
Total ___ X2 = ___(score)	Total ___ X2 = ___(score)	Total ___ X2 = ___(score)

Score: 33 – 40 = Major Learning Style
 20 – 32 = Minor Learning Style
 5 – 20 = Negligible Use

DESCRIPTION OF THE C.I.T.E. INSTRUMENT NINE STYLE AREAS

Auditory Language

This is the student who learns from hearing words spoken. He or she may vocalize or move his or her lips or throat while reading, particularly when striving to understand new material. He or she will be more capable of understanding and remembering words or facts that could only have been learned by hearing.

Visual Language

This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. He or she may even write down words that are given orally, in order to learn by seeing them on paper. This student remembers and uses information better if he or she has read it.

Auditory Numerical

This student learns from hearing numbers and oral explanations. Remembering telephone and locker numbers is easy, and he or she may be successful with oral number games and puzzles. This learner may do just as well without his or her math book, for written materials are not important. He or she can probably work problems in his or her head, and may say numbers out loud when reading.

Visual Numerical

This student must see numbers – on the board, in a book, or on a paper – in order to work with them. He or she is more likely to remember and understand math facts when they are presented visually, but doesn't seem to need as much oral explanation.

Auditory-Visual-Kinesthetic Combination

The A-V-K student learns best by experience – doing, self-involvement. He or she profits from a combination of stimuli. The manipulation of material along with accompanying sight and sound (words and numbers seen and heard) will aid his or her learning. This student may not seem to understand or be able to concentrate or work unless totally involved. He or she seeks to handle, touch and work with what he or she is learning.

Individual Learner

This student gets more work done alone. He or she thinks best and remembers more when the learning has been done alone. This student cares more for his or her own opinions than for the ideas of others. Teachers do not have much difficulty keeping this student from over-socializing during class.

Group Learner

This student prefers to study with at least one other student and will not get much done alone. He or she values others' opinions and preferences. Group interaction increases his or her learning and later recognition of facts. Class observation will quickly reveal how important socializing is to this student.

Oral Expressive

This student prefers to tell what he or she knows. He or she talks fluently, comfortably, and clearly. Teachers may find that this learner knows more than written test show. He or she is probably less shy than others about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious a task for this student.

Written Expressive

This learner can write fluent essays and good answers on tests to show what he or she knows. He or she feels less comfortable, perhaps even stupid, when oral answers or reports are required. His or her thoughts are better organized on paper than when they are given orally.

:

Modifying Vocational Curricula for Handicapped Students",
University of Wisconsin-
Madison

Learning Style Checklist*

Visual Section

Read each statement carefully and think about whether it applies to you.

- On the line write:
- 5 – almost always applies
 - 4 – often applies
 - 3 – sometimes applies
 - 2 – applies once in a while
 - 1 – almost never applies

Answer honestly: there are no “right”, “wrong”, “good” or “bad” answers.

- _____ 1. I enjoy doodling and even my notes have lots of pictures, arrows, etc. in them.
- _____ 2. I remember things better if I write them down, even if I don't go back to what I've written.
- _____ 3. When trying to remember a new phone number or a spelling word, it helps me to get a picture of it in my head.
- _____ 4. When recalling information during a test, I can see in my mind's eye the textbook page and the information on it.
- _____ 5. Unless I write down the directions to a place, I'm likely to get lost or arrive late.
- _____ 6. During lectures I can listen better if I look at the person speaking.
- _____ 7. I can clearly and easily visualize people, places, and documents in my head.
- _____ 8. It's hard for me to concentrate on what a person is saying if there is background noise. It's easier for me to get work done in a quiet place.
- _____ 9. It's difficult for me to remember jokes I've heard.
- _____ 10. I get some great ideas but I forget them unless I write them down right away.

Visual Total _____

Auditory Section

Read each statement carefully and think about whether it applies to you.

- On the line write:
- 5** – almost always applies
 - 4** – often applies
 - 3** – sometimes applies
 - 2** – applies once in a while
 - 1** – almost never applies

Answer honestly: there are no “right”, “w

- _____ 1.
- _____ 2.
over.
- _____ 3. If I want to understand something, it helps me to discuss it with someone or to try to ex
- _____ I like to finish one task before beginning another.
- _____ 5. It is hard for me to picture things in my head.
- _____ 6. I would rather listen to a tape of a lecture rather than read the same information in a textbook.
- _____ 7. I would rather turn in a tape recorded report than a written report.
- _____ 8. I can easily follow what a teacher is saying even though my eyes are closed or I'm staring out the window.
- _____ I talk to myself when problem solving, writing, or doing
- _____ 10. _____ meone tell me how to do something rather than have to read the directions.

Auditory Total _____

Haptic Section

Read each statement carefully and think about whether it applies to you.

- On the line write:
- 5 – almost always applies
 - 4 – often applies
 - 3 – sometimes applies
 - 2 – applies once in a while
 - 1 – almost never applies

Answer honestly: there are no “right”, “wrong”, “good” or “bad” answers.

- _____ 1. I don't like to read or listen to directions; I'd rather just start doing.
- _____ 2. I take notes, but I don't go back and read them.
- _____ 3. I can study better with music playing in the background.
- _____ 4. I don't start a task with a definite plan in mind; I like to try different things until I hit on something that works.
- _____ 5. My room, desk, locker, and notebooks look disorganized, but I know where everything is.
- _____ 6. I move my lips when reading and count with my fingers.
- _____ 7. I don't like to proofread my papers or look over my tests before I turn them in.
- _____ 8. I prefer to do projects or make displays and presentations rather than write reports.
- _____ 9. I think better when I have the freedom to move around; I get fidgety, feel trapped, and daydream when I have to sit still.
- _____ 10. When I can't think of a specific word, I'll use my hands a lot and call something a “whatchamacallit” or a “thingamajig.”

Haptic Total _____

Recommendations for Visual Learners

Make your work as visual as possible. Make charts, graphs, and tables. Take detailed notes during lectures and compare them with someone else to be sure you have gotten down all the important points. Leave lots of extra space in your notes so you can add ideas or details later. Highlight important information in your notes and books. Write down anything that is important for you to remember.

Ask instructors to repeat statements whenever necessary. Tape record important lectures whenever possible. (Record them all. Save and label only those that you feel are important. Tape over the others.)

Sit at the front and center of your classroom. Your attention will tend to be where your eyes are. Make it easy to keep your eyes on your work by arranging your study space so that you don't look directly out the door or window.

Participate actively in classes. Ask questions. Contribute your ideas. This will keep you involved and alert in an otherwise very auditory situation.

Work in a quiet place. Many visual learners, however, do find that they can do math better with music in the background.

Think on paper. Before you begin a project or a study session, write down your goals and the steps you must go through to achieve them.

Work Alone. Visual learners often find it difficult to work and talk at the same time, even when the talking is about the work.

When memorizing factual material, write it over and over. Though it is faster to speak this sort of material over and over, you will tend to learn it much better if you write it.

Use spatial note-taking techniques such as mind mapping or clustering. These allow for non-sequential production of sequential material. Also, try spelling techniques that focus on the "shape" of words rather than sounding them out.

Keep pencil and paper handy so you can write down good ideas. This can be particularly helpful when you're working on a long-term project when you may often get ideas when you're not at your desk. You may also want to keep pencil and paper by your bed at night so you can write down ideas you get in your sleep.

Recommendations for Auditory Learners

Think aloud; talk to yourself. Before beginning a project or study session, state aloud your goals and the steps that you must go through to achieve them. It's also probably a good idea to write them down. When working math problems, talk aloud to yourself and explain the steps you're doing.

Read aloud, especially when doing proofreading or when you're tired. You will understand the material better if you can hear it. You can even read silently while moving your lips slightly and hearing the words in your head. Before you begin, set a purpose and verbalize it.

When writing a rough draft of a paper, think of your topic and just write the words as you hear them in your head You can go back later and organize the material and fix mechanical things like punctuation and grammar. **Also, try writing with a tape recorder.** Speak your ideas into a tape machine as if you were talking to an interested person. This will allow you to think at top speed without losing your train of thought. You can transcribe the tape later. Be sure to have someone else look over your proofreading.

Discuss your ideas with a friend or small group. Brainstorm and discuss possibilities and plans. Tape the sessions. Set up pep-talk sessions to encourage one another. Quiz each other before exams.

To prepare to give a speech, hear it in your head going perfectly. Visualize it too if you can. Try visualizing and/or hearing it to yourself three times per day for three days before the presentation.

When doing math computations by hand, use graph paper. This will help you to keep the columns aligned.

Ask to take oral quizzes, test, and exams. In English composition classes a main task is to learn to write, so instructors will rarely allow students to turn in tape-recorded "papers". In other classes, however, the goal is to learn the subject at hand, and oral or tape-recorded "papers" and tests are often appropriate.

When memorizing factual material, recite it over and over. Though it may seem silly to talk to yourself, you will tend to memorize very efficiently in this way.

Arrange your study time so that you can complete one task before beginning another. This will make it easier for you to feel a sense of accomplishment at the end of each study session and keep you from having to reread a lot of material to figure out where you left off in the last study session.

You may want to sit at the back or to one side of the classroom. Sometimes auditory learners find it distracting to be at the front and center of the class where there is a lot of visual stimulation.

Listen to long literature reading assignments on tape. Unabridged texts of many works of literature are now available to buy or rent. Some can even be borrowed from your local library. You can also read along and mark important passages in your book while you listen. Watch plays on stage or on video.

Recommendations for Haptic Learners

Make studying more physical. Work at a standing desk. (A standing desk is a desk tall enough to be at writing level when you are standing. You can make one by putting a couple of cement blocks under each leg of an ordinary desk. You can then use a stool to sit or you can stand if you feel you need more physical movement.) Stand or pace while memorizing. Stand, stretch, and take a few deep breaths at least once every 25-30 minutes. Try reading while riding an exercise bike or studying while standing in your stocking feet. Set up a chalkboard or whiteboard to do math on. Try chewing gum while studying. If you get fidgety when you're in class, try crossing your legs and bouncing the foot that is off the floor. Try squeezing a tennis ball or racquetball.

Use color. Highlight in your books and notes. Put a brightly colored blotter on your desk. (Whatever color you like.) Read through a colored transparency or colored glasses or under a colored reading light, especially when reading difficult or boring material or when you are tired or stressed. Decorate your work area with colors and posters that are pleasing to you.

Vary your activities. If you're feeling frustrated or fidgety, look over your to-do list to see if there's a simple, short-term task you can do that has a different pace or feel to it. When you've finished with that, return to the task that was frustrating you.

Keep a "distractions list" on your desk. When you find that lots of unrelated thoughts are intruding on your studying (e.g. you've got to write a letter or pick up something at the store), write it on the list and go back to your work. By using such a list you won't be trying to remember all those outside responsibilities while doing your work.

Play music in the background. Whatever music you like, at whatever volume you like. If it disturbs others, wear headphones.

Read whole-to-part. When reading a textbook chapter, long article, or report, first skim through the whole thing to get a feel for what it is about, look at the summary and questions after the chapter, then go back and read the chapter carefully.

Use spatial note taking techniques such as mind mapping or clustering. These allow for non-sequential production of sequential material.

Visualize complex projects from start to finish before beginning. This will allow you to keep the big picture in mind while working on the details. If you begin to feel swamped by the project, revisualize the entire sequence from start to finish to see what should be done next. You'll also find that visualization is a powerful tool for keeping a positive attitude during a demanding task.

Have someone proofread your papers before you turn them in. If you write with a computer, be sure to use an electronic spell checker and grammar checker. Be aware, though, that these do not replace a good proofreader. Electronic checkers miss many kinds of errors.

Read aloud when doing a proofreading or when you're tired or read silently while moving your lips slightly and hearing the words in your head.

When you discover a way of studying that works well for you, write it on a list. Keep the list near your study area so if you get stuck in the future, you can refer to your list for ideas that will get you going again.

Ask permission to do presentations or video projects instead of papers. You may want to point out to your teacher that the real goal is to learn the subject and that presentations and other projects may make the learning easier for many students.

*UNKNOWN SOURCE

People Styles at Work

A Behavioral Inventory Tool developed by
Robert Bolton and Dorothy Grover Bolton

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amacom

Understanding People & Their Work Styles

“I could save myself a lot of wear and tear with people if I just learned to understand them.”
-Ralph Ellison, in The Writer’s Craft, John Hershey, ed.

A person’s style is the way others see you, not how you perceive yourself. Complete the inventory based on your feelings of how others see you. There are no good or bad styles, or right or wrong answers, just honest, thoughtful assessments to use as a guide.

“There are three things extremely hard: steel, a diamond, and to know one’s self.”
Ben Franklin, Poor Man’s Almanac

Behavioral Inventory

Circle the letter next to each pair of comments that most accurately reflect how you perceive that others see you. If it’s a close call, go for how you perceive 51% of the people you know would assess you.

- a. More likely to lean backward when stating opinions.
- b. More likely to be erect or lean forward when stating opinions.

- c. Less use of hands when talking.
- d. More use of hands when talking.

- a. Demonstrates less energy.
- b. Demonstrates more energy.

- c. More controlled body movement.
- d. More flowing body movement.

- a. Less forceful gestures.
- b. More forceful gestures.

- c. Less facial expressions.
- d. More facial expressions.

- a. Softer-spoken.
- b. Louder voice.

- c. Appears more serious.
- d. Appears more fun-loving.

- a. More likely to ask questions.
- b. More likely to make statements.

- c. Less inflection in voice.
- d. More inflection in voice.

Behavioral Inventory, *continued*

- a. Less apt to exert pressure for action.
- b. More apt to exert pressure for action.

- c. Less apt to show feelings.
- d. More apt to show feelings.

- a. More tentative when expressing opinions.
- b. Less tentative when expressing opinions.

- c. More task-oriented conversations.
- d. More people-oriented conversations.

- a. Slower to resolve problem situations.
- b. Quicker to resolve problem situations.

- c. More oriented toward facts and logic.
- d. More oriented toward feelings and opinions.

- a. Slower-paced.
- b. Faster-paced.

- c. Less likely to use small-talk or tell anecdotes.
- d. More likely to use small-talk and tell anecdotes.

Assertiveness (Horizontal) Axis –

Total 'a' scores = ____

Total 'b' scores = ____

Responsiveness (Vertical) Axis –

Total 'c' scores = ____

Total 'd' scores = ____

First, circle the higher score between all 'a' and 'b' items –

Higher 'a' scores represent less assertive behavior on the grid (left of the grid line)

Higher 'b' scores represent more assertive behaviors on the grid (right of the grid line)

Second, circle the higher score between all 'c' and 'd' items –

Higher 'c' scores represent less emotionally responsive, more reserved behavior (above the grid line)

Higher 'd' scores represent more emotionally responsive behavior (below the grid line)

If your highest scores are –

Left and above: You believe others see you as an Analytical

Right and above: You believe others see you as a Driver

Left and below: You believe others see you as an Amiable

Right and below: You believe others see you as an Expressive

Working Styles Grid

<p>ANALYTICAL</p> <p>Less Assertiveness and Less Responsiveness</p>	<p>DRIVER</p> <p>More Assertiveness and Less Responsiveness</p>
<p>AMIABLE</p> <p>Less Assertiveness and More Responsiveness</p>	<p>EXPRESSIVE</p> <p>More Assertiveness and More Responsiveness</p>

Typical Behavioral Traits of Analyticals

- Tends toward perfectionism – would not likely employ a ‘shoot from the hip’ approach.
- Wants to do things right the first time so they won’t have to do it over again.
- Sticklers for detail because they understand that every aspect of a project contributes to the final outcome, and desired success of the project.
- Tends to be critical of themselves as well as others.
- Systematic and well organized.
- The more data and facts the Analytical has, the better.
- Tends to be more risk-averse, so that they can increase the probability to make the right choice.
- May agonize over decisions – even small ones.
- Likes to be alone or with just a few people.
- Office grapevine is less appealing than going on the Internet.
- May prefer a closed door to an open one when working in their offices.
- Loyal, and wants people to be treated fairly.
- Quietest of all the styles; lower pitched voice, slower pace, and less inflection in voice.
- Always thinking – when talking, they are continuously scanning for the right word choice, which may lead to hesitations in their delivery.
- More task-oriented than people-oriented in their conversation – stick to the facts, which is jarring and sometimes annoying for the more responsive, people-oriented styles (below the line).
- They want others in the workplace to provide them with details and accuracy.
- Tend to be indirect when making a request or stating an opinion.
- Don’t talk as much about their feelings – may intellectualize their feelings, as well as the feelings of others.
- Others may find them hard to read because they don’t reveal emotion, and may become emotionally detached when involved in conflict or during heated conversations, which may further antagonize other styles, like the Expressives.
- Tends to be punctual for meetings but may miss deadlines (because of perfectionist traits, and the time it takes to come to decisions or recommendations after exploring all the options available to them).

Typical Behavioral Traits of Amiables

- More of a team player than the other styles.
- Likes small groups and one-on-one encounters.
- Doesn't tend to seek the spotlight or engage in ego clashes with others – good at encouraging others to express their opinions and seeing the value in the contributions of others.
- May be adept at integrating conflicting opinions into a position the group can support as a whole.
- Eager to help – often the unsung heroes on many projects.
- May have a tendency to miss deadlines (from becoming overextended in helping others reach their goals and deadlines).
- Tends to be very strong in relationship-building at work, but is low-key about it.
- People tend to confide in them because they are also empathetic (when appropriate) – you see their concern for your issues in their eyes, body language, and hear it in their voices when you speak with them.
- Tends to like a structured situation, though they may prefer the organization set the goals and define their roles.
- Industrious and service-oriented.
- May prefer to maintain that which has already been created, than to create it.
- Tends to be more comfortable doing routine procedures and following processes than other styles.
- Takes a cautious approach to decision-making, and also somewhat risk-averse.
- Is conscientious about reading reports and required material, but prefers someone to tell them about it.
- Prefers face-to-face interaction first, phone second; they may be well connected to the grapevine.
- Patient with people and organizations – may complain about a bad situation, but they'll carry on.
- Slow to anger, as well as to forgive and forget, if pushed too far beyond their limits.
- More laid-back. Low-key in their body language.
- Use less 'air time' in conversation than the more assertive styles.
- May be slower in forming an opinion about a recommended course of action, but their input may come to the group late or not at all.
- Conversation tends to be more people-oriented than task oriented – their focus stays on people and feelings, even when the topic is a work issue...few topics are strictly business for this style.
- Though they may reveal personal things about themselves that make people feel that they know them, Amiables can be surprisingly guarded in not communicating the thoughts and feelings that are important to them.
- Can easily withhold feelings of anger and critical judgments of others – they can appear calm on the outside and be raging on the inside.
- May also use an indirect approach when making requests or stating opinions – they may quote others who share the same opinion versus declaring it as their own.
- Tend to be natural peacemakers, and their continued efforts towards conciliation often make collaboration possible.
- Dislike conflict – sometimes to the point for some people, where they say what they think the other person wants to hear versus what they really believe, which may impact their credibility with other styles in future conflicts.
- Tends to be unwilling to confront someone's performance problems, and avoids giving constructive feedback.

Typical Behavior Traits of Expressives

- Most flamboyant of all styles – they tend to the dramatic.
- Like being in the limelight – they have a spirited style and lots of energy.
- Sometimes are overwhelming to other styles.
- Don't like being confined to a desk – may move about a lot when talking.
- May participate in lots of sidebar conversations during meetings if they are bored – but will let others know they are disengaged.
- Most outgoing of the 4 styles.
- Well-tapped into the grapevine – the consummate networkers.
- Wants work that involves interactions with lots of other people.
- Tend to be dreamers – have bold visions and love 'blue-skying' sessions.
- Sometimes resist getting involved in the nitty-gritty details, even when those details are necessary for success – would rather others devote themselves to the details.
- Tend to be impulsive – act first and think later – which may result in problems in their interactions with other styles.
- Challenged in the arena of time management – often may be late to meetings or miss them altogether; may be behind schedule and miss deadlines habitually or play the famous catching up at the last minute' game.
- Sometimes rides an emotional roller coaster - but their enthusiasm in good times is usually contagious.
- Tend to be good at motivating others to recharge and become re-energized.
- Play is as important as work – they probably manage to schedule in some recreation to their busy days.
- Likely look for ways to make work more enjoyable and fun for themselves and others.
- Expressive body language with lots of gestures when they talk and lots of expressions on their faces.
- Voice pitch and tone matches the intensity of what they are talking about.
- More advocates than inquirers (less 'asking'-oriented than Analyticals and Amiables).
- Sometimes they tend to dominate the conversation.
- They tend to 'think out loud' – they speak to find out what they are thinking.
- Storytelling is usually a part of their verbal style – and they are more likely to relate an anecdote than a string of facts in a presentation – unless the facts are very, very dramatic.
- More people-oriented than task-oriented in their conversation, and want to spend time building rapport in every conversation before getting down to brass tacks of the topic at hand, which may annoy the above-the-line styles.
- Can be so to the point in expressing their opinions, that some may find them abrasive, though they mean no offense.
- Willing to raise the hard issues and debate them.

Typical Behavior Traits of Drivers

- Very results-oriented, focused on the bottom line with a strong goal-orientation.
- Loves to set high goals and then work to achieve them.
- Has high energy for action-oriented activities – can accomplish an enormous amount of work and handle responsibility for large and complex projects because complexity won't overwhelm them.
- While Analyticals are thinking about a problem, an Amiable is meeting about it, the Expressive is talking about it, and the Driver is *doing* something about it – the essence of the 'getting things done' way of being.
- Driver's actions may not be the best course of action, because they don't always remember to take the long-term view because they are so keenly focused on the immediate situation, so they may embark on a path that creates a whole new set of problems that they do not foresee.
- Very decisive and don't agonize over decisions as much as some of the other styles do – they believe that indecision is, in fact, a decision.
- If faced with the outcome of a decision that didn't turn out as they hoped for, they are philosophical about it – 'you win some, you lose some'.
- More likely to change their minds than those left of the line in issues related to opinion or policy, but they are using their rationality and purposeful nature to be able to make the necessary shifts in position – they are focused on the situation, and if the situation changes, they are prepared to change with it.
- Typically excel at time management.
- Body language suggests purposefulness, but has fewer gestures in speaking and they tend to have more serious facial expressions than below the line styles; rapid style of speech, like the Expressives.
- Has no problem with direct eye contact, though other styles may find it a bit disconcerting.
- Fortright in making requests and stating opinions.
- Some people are intimidated by the Drivers' communication style, which is also very task-oriented.
- May have to force themselves to engage in the small talk other styles desire, but the discomfort for the Driver may be apparent.
- Tends to push through agendas at meetings, making the people-oriented styles reflect that they feel bulldozed through the meeting, which can result in losing time in achieving outcomes because there is a lack of buy-in from the other styles present and involved in the process.
- Drivers' feelings are channeled through conversation and rapport-building, but through action.
- People tend to think of this as the most assertive style, but Expressives are equally as assertive as drivers, but they differ in their orientation (task versus people).

Behavioral Styles

Instructions: Circle the words that best describe your behavior style. Add the circled words in each group and multiply by 2. Put the number in the line at the bottom of the page. The highest number indicates your behavioral style.

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; font-size: 24pt; font-weight: bold; width: 50px;">L</td> <td style="width: 95%;"></td> </tr> <tr> <td style="width: 50%;">Takes charge</td> <td style="width: 50%;">Bold</td> </tr> <tr> <td>Determined</td> <td>Purposeful</td> </tr> <tr> <td>Assertive</td> <td>Decision maker</td> </tr> <tr> <td>Firm</td> <td>Leader</td> </tr> <tr> <td>Enterprising</td> <td>Goal Driven</td> </tr> <tr> <td>Competitive</td> <td>Self-Reliant</td> </tr> <tr> <td>Enjoys challenges</td> <td>Adventurous</td> </tr> <tr> <td colspan="2" style="text-align: center;"><i>“Lets do it now!”</i></td> </tr> <tr> <td colspan="2">Double the number circled _____</td> </tr> </table>	L		Takes charge	Bold	Determined	Purposeful	Assertive	Decision maker	Firm	Leader	Enterprising	Goal Driven	Competitive	Self-Reliant	Enjoys challenges	Adventurous	<i>“Lets do it now!”</i>		Double the number circled _____		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; font-size: 24pt; font-weight: bold; width: 50px;">B</td> <td style="width: 95%;"></td> </tr> <tr> <td style="width: 50%;">Deliberate</td> <td style="width: 50%;">Discerning</td> </tr> <tr> <td>Controlled</td> <td>Detailed</td> </tr> <tr> <td>Reserved</td> <td>Analytical</td> </tr> <tr> <td>Predictable</td> <td>Inquisitive</td> </tr> <tr> <td>Practical</td> <td>Precise</td> </tr> <tr> <td>Orderly</td> <td>Persistent</td> </tr> <tr> <td>Factual</td> <td>Scheduled</td> </tr> <tr> <td colspan="2" style="text-align: center;"><i>“How was it done in the past?”</i></td> </tr> <tr> <td colspan="2">Double the number circled _____</td> </tr> </table>	B		Deliberate	Discerning	Controlled	Detailed	Reserved	Analytical	Predictable	Inquisitive	Practical	Precise	Orderly	Persistent	Factual	Scheduled	<i>“How was it done in the past?”</i>		Double the number circled _____	
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Personal Strengths Survey Chart

	L	B	O	G
30				
15				
0				

Instrucciones: Circunde las palabras que describen lo más mejor posible su estilo del comportamiento. Agregue las palabras circundadas en cada grupo y multiplíquese por 2. Ponga el número en la línea en el fondo de la página. El número más alto indica su estilo del comportamiento.




L		B	
toma cargo	es empudente	muy pensado/a	es astuto/a
con determinacion	con buenos resultados	le gusta controlar	con detalle
es afirme	hace deciciones	es reservado/a	es analitico/a
es firme	lider	es previsible	es preciso/a
es creativo/a	con proposito	es practical	es inquisitivo/a
competitivo/a	independiente	con ordenanza	es persistente
le justa confrontarse	aventurero/a	es basado/a ah los hechos	le gusta fijar la hora
<i>“Vamos ha cerlo ahorita!”</i>		<i>“Como se hiso en el pasado?”</i>	
Double the number circled _____		Double the number circled _____	

O		G	
toma riesgos	es carinoso/a	es leal	es adaptivble
es visual	le justa variedad	no reclama	es compasivo/a
es motivado/a	le justa cambio	es muy nivel	es pensativo/a
es enegico/a	es creativo/a	evita conflicto	le gusta alimentar
es muy verbal	le justa orientarse al grupo	le gusta rutina	es paciente
es promotor	es muy unido/a	no le gusta cambios	es tolerante
evita detalles	es optimistico/a	relaciones ondas	es buen oyente
<i>“Confia en mi” Todo saldra bien”</i>		<i>“Dejamos las cosas como son”</i>	
Double the number circled _____		Double the number circled _____	

Personal Strengths Survey Chart

	L	B	O	G
30				
15				
0				

Behavioral Styles

	Otter 	Lion 	Golden Retriever 	Beaver 
	Promoting	Controlling	Supporting	Analyzing
How To Recognize	They get excited	They like their own way; decisive, strong points of view	They like positive attention, to be helpful and to be regarded warmly	They seek a lot of data, ask many questions, behave methodically and systematically
Tends To Ask	Who? (the personal dominant question)	What? (the results oriented question)	Why? (the personal non-goal question)	How? (the technical analytic question)
What They Dislike	Boring explanations, wasting time with too many facts	Someone wasting their time, try to decide for them	Rejection, treated impersonally, uncaring and unfeeling attitudes	Making an error, being unprepared spontaneity
Reacts To Stress	“Sell” their ideas or argumentative	Takes charge, takes more control	Becomes silent, withdraws, introspective	Seeks more data and information
Best Way To Deal With	Get excited with them – show emotion	Let them be in charge	Be supportive, show you care	Provide lots of data and information
Likes To Be Measured By	Applause, feedback, recognition	Results – goal oriented	Friends, close relationships	Activity and busyness will lead to results
Must Be Allowed To	Get ahead quickly, likes challenges	Get into Competitive situation – likes to win	Relax, feel, care, know you care	Makes decisions at own pace, not cornered or pressured
Likes To Save	Effort: they rely heavily on hunches, intuition, feelings	Time: they like to be efficient, get things done now	Relationships: friendship means a lot to them	Face: they hate to make an error or be wrong
An Effective Leader Will	Inspire them to bigger and better things	Allow them freedom to do things their own way	Caringly provides specific plans and activities	Structure a framework to “track” or follow

Resources

ABLE Network (staff development for Adult Basic Educators)	711 Capitol Blvd S, #708 Olympia, WA 360-586-3527
Learning Disabilities	
Learning Disabilities Assn of America	http://www.ldanatl.org/
International Dyslexia Assn	http://www.interdys.org/index.jsp
LD Online	http://ldonline.org
Literacy and LD Special Collections	http://ldlink.coe.utk.edu/
Bridges to Practice	http://novel.nifl.gov/nifl/ld/bridges/bridges.html
National Center for Learning Disabilities	http://www.nclld.org/
University of Kansas Center for Research on Learning	http://www.ku-crl.org/
Family Education Network	http://familyeducation.com/channel/0,2916,23,00.html?yf_home
State & Government Agencies	
SSI	http://www1.dshs.wa.gov/ESA/EAZManual/Sections/SSI.htm
DVR	http://www.wa.gov/esd/work/wsfactsheet.htm
WA State WorkSource	http://www.wa.gov/esd/ws/.html
WA WorkFirst	http://www-app2.wa.gov/dshs/esa/wfhand/
Vocational Rehabilitation	http://www1.dshs.wa.gov/dvr/
	Http://www.dshs.wa.gov/
DSHS	http://www.dshs.wa.gov/
Governor's Committee on Disability issues and Employment	Toby Olson, Executive Secretary. 360-438-3168

Definitions

Project Learner: A project learner is one who needs to improve his/her basic skills in order to address an immediate, short-term (12 – 60 hours) goal that is very context-specific and has a definable and measurable outcome clearly tied to the context-specific goal. The basis for a learning project is a written Personal Educational Plan or learning contract developed collaboratively by the learner, the instructor and, usually, a third party, such as the student's employer, or someone involved with/related to the learner's project goal. A student cannot be both a project learner and a "regular" student simultaneously (unless that student is being served by different programs and has a different goal in each program.) Like all students enrolled in any basic skills program, project learners must have an initial entry functioning/competency level identified.

Trained in the Payne/Sturomski Learning Disabilities Screening Process:

COLLEGE/ORGANIZATION	PARTICIPANT	ADDRESS	CITY,STATE,ZIP
Alderwood Community Services	Kathy Chapman	PO Box 97012	Lynnwood WA 98046
Bates Technical College	Michelle Faussett	1101 South Yakima Ave	Tacoma WA 98405
Bellevue Community College	Sharon Felton	3000 Landerholm Circle SE	Bellevue WA 98007
	Susan Gjolmesli	3000 Landerholm Circle SE	Bellevue WA 98007
Big Bend Comm. College	Valerie Wade	7662 Chanute St	Moses Lake WA 98837
Centralia College	Bonnie Bennedsen	600 W Locust St	Centralia WA 98531
Clark College	Jody McQuillan	1800 E McLoughlin	Vancouver WA 98663
Clover Park Tech College	Chris Jones	4500 Steilacoom Blvd SW	Tacoma WA 98499
	Heather Stevens	4500 Steilacoom Blvd SW	Tacoma WA 98499
	Jim Morrell	4500 Steilacoom Blvd SW	Tacoma WA 98499
	Lorri Griffin	4500 Steilacoom Blvd SW	Tacoma WA 98499
	Rae Ann Kelly	4500 Steilacoom Blvd SW	Tacoma WA 98499
	Sherrie Lindhe	4500 Steilacoom Blvd SW	Tacoma WA 98499
Columbia Basin College	Anita Smith	2600 N 20 th	Pasco WA 99301
	Geri Walters	2600 N 20 th	Pasco WA 99301
	Pat Dalpiaz	2600 N 20 th	Pasco WA 99301
	Peggy Buckmiller	2600 N 20 th	Pasco WA 99301
Community Colleges of Spokane	Aileen Taylor	985 S Elm St	Colville WA 99114
Dept of Ed./Airway Hgts Correction	Gary Sigler	PO Box 1899	Airway Heights WA 99011
Community Colleges of Spokane	Judy Campbell	3305 W Ft George Wright Dr	Spokane WA 99204
	Laura Luca	3305 W Ft George Wright Dr	Spokane WA 99204
Community Colleges of Spokane	Lisa Williams	3305 W Ft George Wright Dr	Spokane WA 99204
	Vivian Kaylor	3305 W Ft George Wright Dr	Spokane WA 99204

Edmonds Comm. College	Barbara Haas	20000 - 68 th Ave W	Lynnwood WA 98036
	Barbara Harrell	20000 - 68 th Ave W	Lynnwood WA 98036
	Dee Olson	20000 - 68 th Ave W	Lynnwood WA 98036
	Jan Tucker	20000 - 68 th Ave W	Lynnwood WA 98036
	Monda Van Hollebeke	20000 - 68 th Ave W	Lynnwood WA 98036
Everett Comm. College	Karen Schilde	801 Wetmore	Everett WA 98201
	Julia Buckholtz	801 Wetmore	Everett WA 98201
Grays Harbor College	Mary Pearson	1620 Edward P Smith Dr	Aberdeen WA 98520
	Gary Thommason	1620 Edward P Smith Dr	Aberdeen WA 98520
	Jane Teveliet	1620 Edward P Smith Dr	Aberdeen WA 98520
	Kris Scofield	1620 Edward P Smith Dr	Aberdeen WA 98520
Green River Comm. College	Beverly Baker	12401 SE 320 th St	Auburn WA 98092
Lk WA Technical College	Shannon Ludwig	11605 – 132 nd Ave NE	Kirkland WA 98034
	Denise Wicks	11605 – 132 nd Ave NE	Kirkland WA 98034
	Heidi Shepherd	11605 - 132 nd Ave NE	Kirkland WA 98034
	Michael Miller	11605 - 132 nd Ave NE	Kirkland WA 98034
Literacy Learning Center	Anique Kasper Plack	8016 Greenwood Ave N	Seattle WA 98103
Longview Public Library	Jean Jeyasingam	1600 Louisiana St	Longview WA 98632
	Trudy Kennedy	1600 Louisiana St	Longview WA 98632
Lower Columbia College	Carol McNair	PO Box 3010	Longview WA 98632
Lower Columbia College	Kim Andrew	PO Box 3010	Longview WA 98632
Lower Columbia College	Nancy Almstrum	PO Box 3010	Longview WA 98632
Lower Columbia Comm. Action Council	Lannie Sheldahl	1526 Commerce	Longview WA 98632
N Seattle Comm College	Christina Purdy	9600 College Way N	Seattle WA 98103
	Laura Purkey	9600 College Way N	Seattle WA 98103

	Sally Fox	9600 College Way N	Seattle WA 98103
	Steve Quig	9600 College Way N	Seattle WA 98103
NW Indian College	Tom Cox	2522 Kwina Rd	Bellingham WA 98226
Olympic College	Kathy Harrigan	1600 Chester Ave	Bremerton WA 98337
Peninsula College	Evelyn Short	1502 E Lauridsen Blvd	Port Angeles WA 98362
	Jamye Wisecup	1502 E Lauridsen Blvd	Port Angeles WA 98362
Pierce College	Barbara Parker	9401 Farwest Dr SW	Lakewood WA 98498
	Cindy Wilson	9401 Farwest Dr SW	Lakewood WA 98498
	Lynette Hanson	9401 Farwest Dr SW	Lakewood WA 98498
	Sally Clark	9401 Farwest Dr SW	Lakewood WA 98498
	Virginia Davis	9401 Farwest Dr SW	Lakewood WA 98498
Renton Technical College	Michael Dahl	3000 NE 4 th St	Renton WA 98056
S King Co MSC	Eden Rogland	PO Box 23699	Federal Way WA 98003
	Katie Giesy	1200 S 336 th St	Federal Way WA 98003
S Puget Sound Comm College	Marsha Stom	2011 Mottman Rd SW	Olympia WA 98512
S Seattle Comm. College	Judy Lemley	6000 - 16 th Ave SW	Seattle WA 98106
	Roxanne Tillman	6000 - 16 th Ave SW	Seattle WA 98106
SBCTC – OAL/ABLE Network	Beth Wheeler		
	Michael Tate		
Shoreline Community College	Kristin Marra	16101 Greenwood Ave N	Seattle WA 98133
	Marisa Ross	16101 Greenwood Ave N	Seattle WA 98133
Skagit Valley College	Eric Anderson	2405 E College Way	Mount Vernon WA 98273
	May Haley	2405 E College Way	Mount Vernon WA 98273
St James Program	Susan Rowley	804 – 9 th Ave	Seattle WA 98104
Tacoma Community College	Candyce Enquist-Rennegarbe	6501 S 19 th St	Tacoma WA 98466
	Mary Ludwig	6501 S 19 th St	Tacoma WA 98466

Tacoma Community House	Christian Jensen	PO Box 5107	Tacoma WA 98415
	Karen Beard	PO Box 5107	Tacoma WA 98415
Tacoma Goodwill Industries	Florentine Hamm	714 S 27 th St	Tacoma WA 98409
	Tim Carney	714 S 27 th St	Tacoma WA 98409
Tacoma Rescue Mission	Joan Swenson	PO Box 1912	Tacoma WA 98401
Walla Walla Comm. College	Ann Bogard	500 Tausick Way	Walla Walla 99632
	Billie Havens	500 Tausick Way	Walla Walla 99632
	Jane Drabek	500 Tausick Way	Walla Walla 99632
Washington Literacy	Lisa Waddick	220 Nickerson St	Seattle WA 98109-1622
	Matthew Swenson	220 Nickerson St	Seattle WA 98109-1622
Wenatchee Valley College	Barbara Muller	1300 Fifth St	Wenatchee WA 98801
	Carla Boyd	1300 Fifth St	Wenatchee WA 98801
	Marilee Clark	1300 Fifth St	Wenatchee WA 98801
	Sharon Martin	1300 Fifth St	Wenatchee WA 98801
Whatcom Community College	Bill Culwell	237 Kellogg Rd	Bellingham WA 98907
Whatcom Literacy Council	Ellie Posel	PO Box 1292	Bellingham WA 98227
Yakima Valley College	Leslie Eglin	PO Box 22520	Yakima WA 98907

Good Materials

Name _____

Date: _____

Essay Writing

Graphic Organizer

- 1a. Choose a general subject (write it in the space below).

- 1b. Write one sentence that introduces the general topic. Later, this will be your LEAD-IN SENTENCE.

2. Next, write down everything and anything about your general subject that you can think of. Don't worry about whole sentences, or even whole phrases. Single words will work.

3. Now, group what you just wrote into categories of things that go together.

4. Arrange your groups in the order you want them to appear in your essay (choose only three groups, if you have more groups than that.) If you want, you can just go back up to section 3 and number the groups there.

5. Now, for each idea in each group, write a sentence. Some ideas might fit together in the same sentence. You might want to use a separate piece of paper for this.

6. Choose the main idea of each group, and write all the main ideas (probably three) together in one sentence. In this sentence, put the ideas in the order that you decided upon in section 4. This will be your TOPIC SENTENCE.
-

Now you are ready to put your essay together. You might want to put it on a separate piece of paper, but here is what you do now:

Paragraph 1:

Copy your LEAD-IN sentence (from section 1b). Copy your TOPIC SENTENCE (from section 6).

Paragraph 2:

Put in your first group of sentences. These will be from the category groups from section 3, and should go with the first of the main ideas that you listed in your topic sentence. Feel free to change the sentences to make them fit better if you need to, but do not go away from the topic (do not add anything new).

Paragraph 3:

Put in your second group of sentences. These will be from the category groups from section 3, and should go with the second of the main ideas that you listed in your topic sentence. Feel free to change the sentences to make them fit better if you need to, but do not go away from the topic (do not add anything new).

Paragraph 4:

Put in your third group of sentences. These will be from the category groups from section 3, and should go with the third of the main ideas that you listed in your topic sentence. Feel free to change the sentences to make them fit better if you need to, but do not go away from the topic (do not add anything new).

Paragraph 5:

Rearrange the sentences in Paragraph 1. Do not add anything new. Remember: a paragraph must have at least two (related) sentences or it is not a paragraph. Don't worry about how long or short your essay is. Work on the format and structure first, and the rest will happen.

Essay Writing Example

Graphic Organizer

1a. Choose a general subject (write it in the space below).

My Dog

1b. Write one sentence that introduces the general topic. Later, this will be your LEAD-IN SENTENCE.

My dog Indie is a German Shepherd.

2. Next, write down everything and anything about your general subject that you can think of. Don't worry about whole sentences, or even whole phrases. Single words will work.

smart funny barks likes to ride in the truck is well trained likes to go when I ride my horses loves children is black and tan and gray has one fang missing likes to go after thrown things

3. Now, group what you just wrote into categories of things that go together.

smart	likes to ride in the truck	black, tan, gray
funny	likes to go when I ride my horses	has a fang missing
barks	likes to go after thrown things	is a big dog
	is well trained	

4. Arrange your groups in the order you want them to appear in your essay (choose only three groups, if you have more groups than that.) If you want, you can just go back up to section 3 and number the groups there.

(1)	(2)	(3)
black, tan, gray	smart	likes to ride in the truck
has a fang missing	funny	likes to go when I ride my horses
is a big dog	barks	likes to go after thrown things
is well trained		

5. Now, for each idea in each group, write a sentence. Some ideas might fit together in the same sentence. You might want to use a separate piece of paper for this.

Group 1: Indie is black and tan and gray. She is a big dog but she is well trained. She has a fang missing in the front of her mouth.

Group 2: Indie is very smart. She is funny because she barks at dogs on television programs.

Group 3: Indie likes to ride in the truck when we go places. She also likes to go with me when I ride my horses. But best of all, she likes to go after thrown things and bring them back to us.

6. Choose the main idea of each group, and write all the main ideas (probably three) together in one sentence. In this sentence, put the ideas in the order that you decided upon in section 4. This will be your TOPIC SENTENCE.

Indie is beautiful, she has a smart, funny personality, and she likes to do many things with us.

Now you are ready to put your essay together.

My dog Indie is a German Shepherd. Indie is beautiful, she has a smart, funny personality, and she likes to do many things with us.

Indie is black and tan and gray. She is a big dog but she is well trained. She has a fang missing in the front of her mouth.

Indie is very smart. She is funny because she barks at dogs on television programs.

Indie likes to ride in the truck when we go places. She also likes to go with me when I ride my horses. But best of all, she likes to go after thrown things and bring them back to us.

Indie is a beautiful German Shepherd. She has a funny personality, she is smart and she likes to do many things with us.

Adult Learner Retention Revisited

Sandra Kerka

1995

Adult learner retention continues to hold the attention of adult educators in every type of program. Although the reasons students leave and the strategies for keeping them may differ from adult basic education (ABE) to higher education, the goal of retention is the same: to keep learners in programs until they achieve their goals (Tracy-Mumford et al. 1994). In any program, adults are largely voluntary participants, but the student role is just one of many roles and responsibilities competing for their time and attention. In fact, personal reasons such as family problems, lack of child care, and job demands are often cited as the cause of withdrawal. At the same time, adults usually have pragmatic, focused reasons for participating and will leave whenever they feel their goals have been met or if they feel the program will not satisfy their goals. Personal/job factors may seem to be beyond institutional control, whereas program satisfaction is something educators can improve. This Digest provides an updated look at research on retention in adult education and suggests effective practices for different settings.

Adult Basic Education

Repeatedly, attrition is described as the #1 problem in ABE. Attrition rates as high as 60-70% are reported in state and federal statistics (Quigley 1995). The raw numbers may be alarming, but they do not tell the whole story. Several studies show that noncompleters sometimes leave when they feel their goals were realized (Kambouri and Francis 1994; Perin and Greenberg 1994). The phenomenon of stopping out-one or more cycles of attending, withdrawing, and returning-is typical of adults who must place the student role on the back burner temporarily. Counting them as dropouts would be misleading.

Considering all leavers a homogeneous group is also misleading. Several studies confirm that noncompletion has complex causes and that noncompleters are better understood as subgroups. In Perin and Greenberg's (1994) workplace literacy study, completers were those who attended more than 21 hours, noncompleters came for 2 weeks, leavers attended less than 12 hours, and nonattenders were enrolled but never came. Leavers withdrew for different reasons than did noncompleters. Dirkx and Jha (1994) used two models: one categorizing learners as completers, continuers, and noncompleters, and the other refining the noncompleters into three subgroups-early and late noncontinuers and stopouts. A majority of noncontinuers were classified as "early" (leaving before 12 hours of instruction). The second model more accurately predicted noncompleters by considering them in separate groups.

A recurring theme in these and other studies is the crucial importance of the first few weeks, especially the first class. Quigley (1995) found that "reluctant learners" who drop out after the first few weeks were younger than persisters and were loners who felt they did not receive enough teacher attention. However, 73% reported they would go back under different conditions.

Kambouri and Francis (1994) reported that most leavers stayed only 2-3 weeks, and Malicky and Norman (1994) also found the highest attrition rates occurred early in the program.

One cause of early withdrawal is a gap between learner expectations and reality. Adult learners may get frustrated early by lack of progress, or they are not given enough information before enrollment to know when to expect change and what they must do to achieve it (Hamann 1994). Noncompleters are motivated enough to enroll in educational programs and many clearly value education (Quigley 1995), but negative past experiences of school may be too strong, especially when they walk into classrooms or deal with instructors that remind them too clearly of those past experiences. This is especially true of learners who experienced culturally insensitive teachers or racism, who had been labeled failures, or whose family and community circumstances demonstrate that education does not necessarily improve mobility (D'Amico-Samuels 1990). Malicky and Norman (1994) also conclude that dropout is related to past school and home experiences but they stress that participation is multifaceted. Often, educational and practical concerns work together to affect the decision to stay or to leave (Perin and Greenberg 1994).

Tinto's model, most often applied to higher education, proposes that retention is related to how well students are socially and academically integrated into the institution. Social integration affects retention in ABE as well. Vann and Hinton (1994) found that 84% of completers of a worksite GED program belonged to class cliques, whereas 70% of dropouts were socially isolated. At work, dropouts networked with other workers of similar educational levels, and it is possible that additional education might disrupt those relationships. Completers networked with workers of higher educational levels, whose influence might contribute to their motivation to achieve.

Adults in Higher Education

Adults now make up at least 50% of higher education enrollments (MacKinnon-Slaney 1994), and their participation is the focus of a great deal of attention. Tinto's model is being examined and refined to determine whether it applies to nontraditional students, whose participation is complicated by competing external factors-jobs, family responsibilities, financial problems. As in ABE, adults in higher education cannot be considered a homogeneous group. The linear life course-education, work, retirement-is increasingly rare as people change jobs, retrain voluntarily or involuntarily, and reenter the work force at various times. Perhaps attrition has increased because more learners are now at widely varying stages of the life cycle compared to the traditional 18- to 22-year-old cohort. Among those elaborating on Tinto's model, MacKinnon-Slaney (1994) developed the Adult Persistence in Learning Model. This model combines personal issues (values, goals, interpersonal competence, mastery of life transitions), academic issues (ability, learning style, study skills), and social/environmental issues (environmental compatibility), based on the assumption that adult participation is a complicated response to a series of issues. The model provides a checklist for counseling, development of comprehensive services, and staff development to deal with retention.

Adults do not live on campus, they participate more in community than campus life, and they have stronger ties to career culture than to academic culture. However, in studying 25 adult

managers or prospective managers in business classes, Ashar and Skenes (1993) found that social integration had a significant positive effect on retention, when the unit of analysis was the class and not the institution. Small groups of peers at the same level of career maturity created a social environment that motivated adult learners to persist. Learning needs alone appeared strong enough to attract adults to the program but not to retain them.

The female graduate students in Hagedorn's (1993) study benefited from contact with students and faculty and wanted to participate in institutional activities. However, family issues were a significant obstacle. Being married increased the probability of leaving by 83% and being single was most predictive of persistence. On the other hand, the highly individual mix of factors affecting retention is demonstrated by the completely opposite findings of Hanniford and Sagaria (1994). Among associate and bachelor's degree completers, marriage had only a limited effect on withdrawal, and those who had a child during enrollment were more likely to complete. Employment, however, had a substantial negative effect. They concluded that life circumstances "may interfere less with persistence than with the initial decision to return" (p. 21). For adults, social integration may be better defined as how one integrates pursuit of education into one's overall life.

As in ABE, "in some instances, noncompletion is the most successful outcome" (Cullen 1994, p. iii). Some of the nontraditional students taking an introductory course at the University of Edinburgh left because life changes made going to school no longer a goal, they found out they were not suited to academic life, or they realized the financial burden would be too great. Rather than considering external factors as beyond institutional control, Cullen proposes investigating whether adequate support might have helped. She also found that the reason given at the time of leaving is often the "last straw" or the least threatening to reveal; such reasons may skew retention research. The right support cannot be given if the underlying reasons are not revealed.

Cullen's subjects felt that being listened to and having their problems acknowledged was important. Vanderpool and Brown (1994) and Towles et al. (1993) also found that personal contact improved retention. In Vanderpool and Brown's study, a peer telephone network supported adult commuter students through phone calls within the first 2 weeks of the term. Students who were called were retained at a higher level than controls; they felt the practice put a human face on the university and gave them a sense of community. Of distance learners who were called by faculty in Towles et al.'s study, 55% completed the course; 64% of those not called did not complete. Towles et al. recommended giving the end-of-course evaluation to noncompleters in order to get more comprehensive assessment data.

Practices to Help Adult Learners Persist

Adult learners in both ABE and higher education have certain similarities: both groups must cope with multiple roles and responsibilities while tackling education; both may have had negative past experiences of school or lack confidence in their ability to return to study; both may face financial difficulties, employment and child care conflicts, or opposition to their continuing education from significant others. Cullen (1994) states that "the pressures of juggling the roles of student, partner, [parent], worker would be lessened if the role of student was seen as including the others" (p. 8). For both groups, early detection of those at risk of withdrawing and

follow-up of those who have withdrawn are effective practices. Strategies for each group are described next.

Adult Basic Education

Comprehensive strategies targeted for specific subpopulations (D'Amico-Samuels 1990)
Curriculum based on learner culture; material that is challenging for adults (D'Amico-Samuels 1990; Quigley 1995)
Opportunities to succeed at something in every class meeting, including the first, no matter how small or simple (Tracy-Mumford et al. 1994)
Alternative arenas for success that enable learners to display competence in other areas (e.g., meals prepared by learners; volunteer tutors in English as a second language classes taught Spanish by adult learners) (Hamann 1994)

Higher Education

Preenrollment counseling to establish expectations, give a sense of the university community (Cullen 1994)
Personal attention; staff willing to listen; assistance with personal and financial problems (Smith and Bailey 1993)
Managing the culture of the institution; recognizing adult anxiety about school (Smith and Bailey 1993)
Flexible, convenient scheduling and frequent contact with faculty (including electronic methods) (Hagedorn 1993)

Tracy-Mumford et al.'s (1994) principles apply to both ABE and higher education: retention requires vision to guide efforts; programs control the conditions that foster retention; retention needs a student support system, high quality instruction, and flexible structures and processes to help motivate and sustain student commitment; and all program personnel affect persistence.

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ERIC Clearinghouse on Adult



Goal-Setting with the EFF Citizen/ Community Member Role Map

The “Equipped for the Future” Citizen/Community Member Role Map is a description of the things that effective community members know how to do. It was created by hundreds of people who, themselves, are community activists. The map can be useful for helping adults examine their experience and strengths, and for identifying areas in which they’d like to develop further.

1. Before looking at the role map, ask the group what they think a “Citizen/Community Member Role Map” is. After some predictions, you might explain it as a description of the things that active community members know how to do.
2. Brainstorm a list of thoughts on what effective community members do. Sort the list into categories and give them titles (make your own “map”).
3. Based on your map, talk with a partner or small group about the activities that are your strengths.
4. Write about an example of one of your strengths, or about how you learned to do the activities you are strong in.
5. Look at the role map. [Citizen Role Map](#)

To break it down into manageable chunks, you can:

- Discuss the four section titles: Are these the right ones? What might be in them?
- Have four groups each take one of the sections to read and report on.
- Cut the map apart and put all the bulleted items in a hat. Students pull items out, one at a time, and decide which category that item belongs under.

6. Compare your map to the EFF map; revise your map if you want to. ESOL beginners, especially, might prefer to make their map with pictures.
7. Compare the abilities you need, here and now, to the abilities needed in your parents’ generation, or in your place of origin.

Then ask the group to see if they can find any activities on the map that they would like to be able to do better, and for what purpose. If there is consensus, these could become class goals.



Choosing an Issue to Work On

After you have drawn out the issues that concern people, the group needs to figure out which one they want to work on. Here are some activities that can help to focus the group.

1. Categorizing/clustering

Put all the issues or ideas on post-its (one idea per stickie) and stick them all on a wall or a table. As a group or in pairs, have people make clusters of items they see as related, and then label the category. (Some facilitators like to lead this activity in silence to encourage more equal participation.) To debrief, have people talk about how they made sense of the items and the relationships they saw among them. Since there are usually many ways to categorize things, this invites discussion about the different ways people see the world. By creating categories, it also helps to narrow the number of issues the group will choose from.

2. Prioritizing

One popular way to prioritize issues is by dot voting. In contrast to simple voting, where each person only votes for one choice, dot voting gives each person several votes and allows them to distribute their votes, evenly or unevenly, across the choices. This allows people to weight their support for the options. So if we all get three dots, I can give one dot to three separate issues, or I can give all my dots to one issue that I feel strongly about.

3. Focusing your topic

Before making the final selection of an issue to work on, you might want to think about the size of the issues you're considering. Are they so big that it will be difficult to do anything about them? To figure out if the issues need more focus, try to answer these questions:

- How is this issue a concern in our daily lives?
- What change do we want to see?
- What could we possibly do?
- What would action look like?

Feedback: How Learning Occurs

by Grant P. Wiggins

I now know that I have two things in common with Michael Jordan. First, like Michael, I was cut as a sophomore trying out for the varsity team (soccer, in my case). Second, as you might guess from my voice, is that I'm getting over the flu. When I consider the effort it took to get on an airplane to be with you today, I'm staggered at Jordan's performance in the NBA finals, playing with the flu and leading his team to victory.

His performance is actually a good lead-in to our topic: feedback a word we use a lot, a word front and center to why we're all at this conference. But feedback is a word that I've learned over the years really needs some analysis, some careful thought. Unthinkingly: people often misuse the word. So I want to talk very basically about what feedback is and isn't.

To get back to Michael Jordan and athletics: One obvious thing in watching good athletes, and even in listening to them in interviews, is that they often make clear just how vital ongoing feedback is to their mastery: I was particularly struck by Tiger Woods' recent remarks when he won the Masters. When asked how he turned around his early poor performance, he described how, on the back nine, when he was not playing well, he said to himself that he had to adjust his performance. But to know you need to adjust, you need ongoing feedback. Tiger knew he needed to adjust on the basis of the feedback that he was receiving —not from any person, psychometrician, or indirect proxy test but from the real thing, the unintended effects of his putts and his drives.

So I want us to think today about a point that is utterly commonsensical in the wider performance world, but still hard to grasp, oddly enough, in schools (where one would think that exemplary learning takes place): You don't get good at anything without feedback — not feedback in the sense that an expert translates things for you, but feedback in the sense of watching the ball, where it goes and where it doesn't go, and realizing what the result means for your next actions. To show that feedback enters into all learning and self-adjustment, consider some simple examples: We use feedback as we drive by looking at road signs to making sure we're heading in the right direction; or we use feedback from a videotape that tells us what we did and did not do on our swing — or in your classroom.

Lest the references to driving or sports strike you as a tad unintellectual in a forum such as this, let me refer to Plato and to the Socrates whom we find in Plato's dialogues. The very idea of a dialogue immediately alerts us that feedback and reaction will be central. Indeed, what makes the dialogues not only so interesting and charming but also so powerful is that Socrates invariably takes his cue from the words and ideas of his co-participants. He doesn't have a canned speech to offer. Indeed, if you compare two dialogues — say, for instance, the "Meno" and the "Theaetetus" —they begin very similarly but progress differently as a result of the reactions of the two namesakes. Each is puzzled by Socrates' request for a single conception (virtue and knowledge, respectively) after each has listed examples. "I want to know what the examples have in common," says Socrates. "Try again", and then the dialogues diverge in tone and depth because Meno fails to grasp the nature of the request and Theaetetus immediately sees

the error in his first response. One might say that the rest of each dialogue takes shape around the feedback that Socrates receives to all of his questions and to all of his answers.

So let me say it again, commonsensically: If you want to accomplish a purpose, you need feedback. So, today let us suspend fancy talk of validity and reliability I simply want to talk about that part of assessment that concerns judging whether the performer is accomplishing goals and about the role of feedback in both learning and assessing.

But common sense ends at traditional testing. Our initial axiom that all accomplishments require feedback, when applied to student performance during and after assessment, begins to look quite radical. Ironically and sadly enough, though the rest of the world seems to understand the importance of feedback in how it conducts its affairs, we in the academy still cling to the view that learning is a straightforward, linear affair. We teach, students learn, and tests reveal what and whether they learned. Further, it seems as if teaching itself does not need feedback. Many syllabi are impervious to feedback (namely, diverse student responses, interests, or trouble), so much so that some professors reuse syllabi year after year: If it's the first week in November, it must be supply and demand of *Paradise Lost*. When there is formal feedback from students, it is requested and given at the end of the course — when it can do little good (especially in terms of giving the students a sense that the professor is listening).

Consider the wider world by contrast. This is the era of consumerism, and we are better for it. On my flight here, when it was time to land and I had to put my computer away; I picked up the airline's magazine from the pocket in front of me. The little insert that I have here in my hand says: "At Continental, we're listening. We care about what you think, so give us a call any hour, any day. At Continental, we won't just lend you an ear. We'll pay for the call. We want to know what you think about flying with us. What are things you like? Is there anything you'd like us to change? Whatever your thoughts, we want to hear them. So give us a call, fax us, or simply fill out the response card and send it in."

I'm one of those silly people who actually replies. I have called an airline or hotel or car rental, sometimes just to tell them that things are okay (they like that because they're not used to those kinds of phone calls.) But, invariably, I'm treated with respect, even when companies, the article said, in closing, I have a bitter complaint. I'm treated with reasonable sympathy, if not empathy. All well and good, all common and familiar to those of you who travel and fly in airplanes or stay in hotels. And yet, and yet... when was the last time your college or university really made a vigorous push to find out not only what student clients thought and believed and felt but what institutional clients believe and feel about your former students — not as a side effort by your alumni office but as a major initiative by deans and provosts?

I am reminded of an unusual such event that happened in the Louisville, Kentucky school system when the Gheens Academy was responsible for professional development and reform a decade ago. Influenced by the total quality management (TQM) movement and a desire to really prove to the citizens of Louisville that the schools were more responsive, school officials did something extraordinary. Jefferson County Schools is about the thirtieth-largest school district in America, with more than a hundred thousand students. Between September 1st and October 1st in that year, the school system called every single family in the district, every single one. And they began the phone call by asking, "How are we doing?" Well, this was unheard of— think about when and why parents get calls from school about their kids. It generated an out-pouring not only of good information but of goodwill that was hard to beat.

Feedback is neither a luxury nor ancillary to performance. A recent article in the *New Yorker* talked about the history of the development of HDTV high-definition television. It was developed by a curious process, not the usual sort of mythic way in which people with good ideas and a think tank have light bulbs flashing, get a great idea, and run with it as entrepreneurs. No, on the contrary, said the author of the article. The ultimate product was developed by feedback, based on many conversations between the government and the television companies. The article said, in closing that this is now the way of the world. Recent studies have shown that most modern, computer-related innovations, 70 to 80 percent of the refinements and the major features, are proposed by customers through feedback. Indeed, the downside of this, and all of you who live and die with software know it, is that it's become common practice to release beta software for sale to get feedback from people about where the bugs are in order to make the software better.

Some might even say that the result polling and focus groups, the coin of the realm of modern politicians, is the realization in the late twentieth century that we don't really understand all of what we need to do until we hear what many different people think. Now; some people have blamed Clinton and Gingrich and other politicians for having no spine, no will, no vision, no leadership. I say, by contrast, "Hallelujah!" This all sounds like democracy to me. Find out what people think. (Which is not to condone pandering in place of wise judgment; let's err on the side of responsiveness for a change.)

Why is it, however, that we don't gather feedback regularly in schools and colleges and use it to improve service, to improve teaching? That's a puzzle to me. Let's think about it a little further. I'd like to make four simple points about this puzzle:

- (1) You can't learn without feedback

The next three follow from this first point, which I've already made, but they apparently are not self-evident to many educators.

- (2) It's not teaching that causes learning. It's the attempts by the learner to perform that cause learning, dependent upon the quality of the feedback and opportunities to use it
- (3) A single test of anything is, therefore, an incomplete assessment. We need to know whether the student can use the feedback from the results.
- (4) We're wasting our time inventing increasingly arcane psychometric solutions to the problem of accountability. Accountability is a function of feedback that's useful to the learner, not to a handful of people who design the measures. The more arcane the measure, the less likely it is that it will cause any useful progress, despite its validity and reliability. Or to say it the other way around, the more self-evident the feedback to the performer, the more likely the gains.

Let's think about these points a little bit further by clarifying what I mean by *feedback*. If I did a poll about your definition of *feedback*, you would probably say something like, "Feedback

involves telling someone what you did and did not like or what you did or did not judge to be right in what they did — some praise and some blame.” If you ask people about their bad feedback experiences, they usually say things like, “Oh, I really got hammered by the person.” The implication is that, in this profession, we still think that feedback is what you get from people who do or do not like something you did. That, of course, is a mistaken view. Feedback is not about praise or blame, approval or disapproval. That’s what evaluation is — placing value. Feedback is value-neutral. It describes what you did and did not do.

When I was traveling through Boston the other day, I read in the *Boston Globe* about my beloved but depressing Red Sox. The article contained an explanation from the pitching coach about why the Red Sox’s chief relief pitcher, Mr. Slocum, had been recently banished to the bullpen. It seems the pitching coach saw in looking at videotape, “that Heathcliff did not find his location spot 22 out of 29 times. And when that happens, you know that he’s not striding properly. And when that happens, you look at his delivery in such a way that he planted his foot four, five, six inches to the left of where he normally plants it, throwing the ball consistently outside.” Notice that there is not one negative or positive value judgment in that account by the coach, merely a description of what the videotape revealed. That’s what feedback is. No praise. No blame. It just describes what you did and did not do in terms of your goal.

The best scoring rubrics for student performance do the same thing. In fact, when we work with people on the design of rubrics, we always say, “The rubrics will be powerful and useful to the extent that you rid them of value and comparative language, such as *excellent, good, fair, poor, better than, worse than, clearer than, and less clear than*. Substitute for all that phraseology discrete descriptors of what is actually true of a certain level.” So, indeed, we do understand the importance of description in terms of rubric design.

I have a nice example from my son when he was four. Writing his name, he said, “Look!” When I saw what he was doing, I put on my Piaget hat. (Don’t be alarmed; they’re on to me now. You don’t have to call the child-abuse people.) I said, “Gee, Justin, that’s really interesting. What does it say?” He replied, “It’s my name.” I said, “Show me.” He did: J-u-s-t-i-n, Justin. But his N really was ambiguous. It could have been an H. So I asked, “What’s that last letter?” He said, “N.” After writing a block N and a block H, I asked him to identify each, and he did. Then I asked, pointing to the letter that he’d written, “What’s that?” Now here’s the most important part of this whole speech — forget everything else, but remember this — with a long pause and the congenial Wiggins furrowed brow; my son’s precious words were “Not what I wanted!”

Notice that he didn’t say; “I’m sorry you didn’t like it” or “Not what you wanted.” He said, “Not what I wanted!” And that’s the way real feedback works. I have an intent, I cause an effect, I discover to my dismay it was not the effect I intended, and I work very hard to honor it differently. I own this problem. When it’s real feedback, I own it. I’m not angry at the person who gave it. People are hungry for real feedback that helps. When someone takes the time to carefully look at and describe what they have done, from their vantage point, that’s a good feedback system.

Let’s bump it up from children to college. Some of you know about two significant findings in the work of Dick Light and the Harvard Assessment Seminar. The chief finding from the Harvard Assessment Seminar about the most effective courses at Harvard, as judged by students and alums, was the importance of quick and detailed feedback. Students overwhelmingly reported that the single most important ingredient for making a course effective is getting rapid response.

Students suggested it should be possible in many courses to get immediate feedback. A second major finding is that an overwhelming majority of students were convinced that their best learning takes place when they have a chance to submit an early version, get detailed feedback and criticism, and then hand in a final revised version. Many students observed that their most memorable learning came from courses where such opportunities were routine policy.

When I was in the education department at Brown, working with Ted Sizer, I taught one course per semester. In one of the courses that I taught, I did something that I had always done as a high school teacher, which was to make the first paper assignment and the last paper assignment of the course the same assignment. I had Brown juniors, seniors, and MATs tell me that this assignment was one of the most significant events in their years at Brown, in terms of helping them understand what they had and had not known initially, how much they had and had not made progress on the ideas of the course.

What my anecdotes, the Harvard example, and my experience suggest is, in fact, radical in the commonsensical. It's the idea that assessment is not an episode in which a test is taken, it's over, and results are given. An assessment must include the student's ability to use the feedback, because that's what eventual autonomous performance requires.

We've heard a lot during the past ten or fifteen years in both the higher education and K-12 settings about the importance of student self-assessment. Despite the importance of the idea, it is a misleading phrase. Self-assessment is not the goal. Self-adjustment is the goal. That's what makes Tiger Woods and Michael Jordan great. That's what makes Socrates so impressive. That's what our best students and teachers do. They self-adjust, with minimal effort and optimal effect.

All well and good. But suppose students have never been taught the importance of self-adjustment. Indeed, how are they ever going to be taught it in a scope- and sequence-coverage curriculum with a one-shot test? Regrettably we still live in an assessment framework inherited from the Middle Ages, one predicated on a defunct theory of learning. That theory of learning says:

“Take it all in, contemplate it, play with it a little bit, give it back, and we'll then certify that you understand. And if you don't understand, well, you can't enter the guild, the medieval tradition of the university”

The modern view, however, says: “No, that's not how it works. It's more like soft-ware. It's like basketball. It's like learning to print your name. You don't really understand it unless you can adjust. Unless you can cope with feedback, unless you can innovate with what you learn.”

Two examples from professional academic practices are illustrative. A simple example happens at this kind of forum. How many times has it happened to you? You hear somebody give a really interesting talk, and then when the question-and-answer period comes, the person embarrasses him- or herself. You conclude that the speaker does not really understand the subject. Or consider the pinnacle performance in formal education. Why do we have the dissertation and also its defense? We have the defense because the dissertation is insufficient. Four hundred pages and eight hundred footnotes are necessary but not sufficient evidence of understanding. As suggested above, understanding is often only revealed through dialogue in the broadest sense: dialogue with people or dialogue with experience and phenomena. Assessment must reflect this fact.

Some very innovative practices in places abroad do this now. One of my favorites is in Great Britain, in science K-12. A number of performance tasks designed for the national assessment ask the student to design simple scientific experiments. For instance, one of them involves watching and playing with a wind-up toy. The question then asked is, “What’s the relationship of wind-ups to linear distance?” — appropriate because the toy goes all over and is not very predictable. The student has to design a little experiment to answer the question. After an hour or so, the student writes up his or her results. Then the assessor asks, “Great, now that you know what you know, how would you redesign the experiment, in light of the results, in light of the question, and in light of the scientific method?” Evaluators found an interesting thing. They found that almost half of the students who had perfectly reasonable answers nonetheless could not justify their methods or propose deficiencies in their method.

We are only slowly learning to grapple with the phenomenon of student misconception, that wonderful but disturbing research that began in physics twenty years ago at Johns Hopkins (and is now noted everywhere, in part thanks to Howard Gardner’s wonderful book *The Unschooled Mind*, in which he summarizes all this research). In the absence of interactive assessment, in the absence of assessment that doesn’t require students to use feedback and respond to it, student mis-understandings can be hidden behind their correct answers. In the British practice, the British experimenters actually gave as many points to the answer to the question as to the original experimental design. Here’s the sad footnote, The National Assessment of Educational Progress (NAEP) borrowed the British task and six others and used them in its hands-on science assessment seven or eight years ago. But it took out the latter part of the test. It didn’t score students on their response to questions. It only asked the students to design the experiment.

Let me give you a different example. The Province of Quebec has begun to practice what I’m preaching as a system. The sixth tenth-grade writing assessment for students is multi-day; and the students bring previously written and evaluated work to the exam. They have to revise previously written and graded papers. They seek feedback during the exam. That’s called “cheating” in most places. And that shows you how far we are from understanding this commonsensical message. What is considered intelligent, adaptive, and responsive behavior by performers in every other venue is considered cheating in schools and colleges.

Someone who had this down to a science was an eleventh-grade English teacher in rural Ohio. He said to his students:

I want you to do peer editing, and I want you to do two things, and two things only. I’m going to teach you how to do it because too much peer editing is the blind leading the blind, pooled ignorance. Here’s what you’re going to do: (1) Attach to your draft a statement of purpose. “What was I trying to do in this paper?” The peer editors will respond in terms of that purpose. Not, just “Ah, I liked this, I didn’t like that,” amid the other kind of random things that sometimes are helpful and sometimes not in peer review. But, “Okay, you were trying to do this, but here’s how it seemed to me.” (2) Mark the place on the paper where you lost interest and explain why.

I’ve told this English teacher story a lot of times during the past few years, and the amazing part is the number of teachers and professors who are disturbed by this idea. They actually find it difficult to imagine that they might confront students with the fact that their writing

is uninteresting or boring in places. And yet, what's the most common thing you hear about student papers anywhere in the world? That they're boring.

This teacher finishes off the "lesson" in just the right way. Ultimately, feedback is for empowering the performer. He doesn't set up the peer reviewers as God. On the contrary, when students submit the final draft, they must tell him which feedback they took and why which feedback they didn't take and why and then attach a final self-assessment to their final paper. That's a teacher who understands today's message. That's a teacher who gets extraordinary results from not particularly gifted students. That's a teacher who understands not only that we should not shy away from feedback but also that it is essential to how "we get good at things".

Dick Light, in the Harvard Assessment Seminar report, went on to describe the parallelism for professors of what he had asked students: "Faculty members at Harvard were asked what single change most improved their teaching. Two ideas swamped all others. One is enhancing student awareness of the big picture, the big point of it all. The second is the importance of helpful and regular feedback from students, so a professor can make midcourse corrections."

Probably everybody in this room works at an institution where some form of final course evaluation is normal or even, perhaps, policy. But final course evaluation makes the same mistake as final testing. It's at the end, when it's too late — too late in a very important sense. You might say well, it's not too late. The professor is going to teach the course again. No, it's too late for the students. The students don't have the satisfaction and the moral respect of seeing their feedback make a difference. Or worse, they see that it doesn't.

I had a colleague, when I taught, who asked the same two questions every Friday. He handed out index cards on which students answered the questions "What worked for you this week?" and "What didn't?" notice the language. Not. "What did you like?" Rather "What worked?" He always was surprised, and he's a good teacher. What worked for Joe did not work for Jill. I get feedback to almost everything that I do now in writing, either on Scan sheets or in written comments, and I'm always stunned at the enormous disparity among some of the comments. Some people think I'm the greatest thing since sliced bread. Other people think I should be run out of town on a rail. Some people think I'm sensitive to the problems, the issues, and the audience. Other people think I'm arrogant and aloof. What the hell do I make of it? But that's the challenge! That's teaching. That's performance. That's customer relations. That's assessment.

Interestingly, a high school student who used to work for me went off to Harvard this year as a freshman. I asked him to collect for me examples of Harvard exams (Harvard is unusual in that it places all freshman exams on reserve in the Freshman Library. In fact, exams have changed enormously over the years. Exams from 1901 are all 'Trivial Pursuit.' If you think we haven't made gains, go look at some of those early exams.) Our friend found two exams that he said he knew I'd be interested in, and I was. The professors gave the students 20 or 15 percent credit for a full appraisal of the course's strengths and weaknesses in terms of the criteria that the professors laid out, and for student recommendations on how to improve the things that they thought were deficient. Yes, it's done at the end. But giving it exam credit sends a message.

As I suggested a few minutes ago in the British story; and as many of the other examples from the wider world indicate, the next great leap in assessment is to understand that a solitary

test, in which there is no interaction between the person taking the test and the assessor, will turn out to be as foolish, dimwitted, and pre modern as some of the practices involving rods and canes were a hundred years ago. If we want to know if students understand something, we have to see if they can deal with feedback and with counter-arguments to their arguments and their own ideas, just as we do in the dissertation's defense.

But as the stories also illustrate, it's not necessarily a function or human one-on-one. Feedback built into assessment is about compelling the student to have her or his ideas intersect with reality; to see if the balsa bridge will hold the weight predicted by the physics the student proposes using — to see if the student can convince the client that this solution to the problem of environmental pollution is, in fact, feasible scientifically economically, and politically. Indeed, one of the most exciting things to me about the so-called problem-based learning in the professional schools, in medical school, business, engineering, and the like — that's now finding its way into the collegiate and pre collegiate world is that problem-based learning, by its very nature, builds feedback and the need to use it into the work. Even if we are only able to simulate it, we can nonetheless alert students that they have to show that they can deal with feedback. They have to show that they can deal with the unexpected to be said to truly understand and be skilled.

Indeed, if we take this lesson to heart, we will come to a very disturbing truth that follows from the commonsensical premise that we began with. None of us who has been a teacher is anywhere near as good as we can be, if we are not routinely getting feedback from students. It's as if Michael Jordan had to wait until some psychometrician gave him the score from the game a week later. It's as if the player can't see the ball go in. It's as if the person speaking to his audience can't tell if he's boring them and putting them to sleep. If all we get back is a psychometrically derived, indirect score, if all we get back is what we put into our students, we can be sure that they're not getting all of what they could get and give. We can be sure that there's so much to understand about what they don't understand.

In this regard, one of the most striking things about the Harvard Assessment Seminar reports is that professors relate that the single most useful addition to their teaching repertoire, amid the way to hone the two points earlier identified as most helpful in improving teaching, is the so-called "One-Minute Essay" (where old friend of AAHE Pat Cross is cited as the originator). At the end of each lecture, professors ask "What were the most important points today?" and "with what questions do you leave?" What a shock it was to some professors to discover that what was so clear; elegant, thorough, concise, and self-evident made absolutely no sense to all those eager-beaver Harvard undergrads. That is the point of feedback

So I leave you then with a plea. Instead of resisting regular feedback, embrace it. In terms of your own assessing, stop confusing feedback with praise and blame and give far more genuine feedback or contrive situations that force the student to seek and respond to situational feedback. Praise is necessary. (Blame is sometimes also necessary.) But praise only keeps you in the game. It doesn't get you better. Feedback gets you better. And the student is entitled to more of it than the student normally gets.

In closing, as a cautionary reminder, I note the story I told six or seven years ago in this forum, for those of you who were here. Mike comes up to his tenth-grade teacher at the end of the year and says, "I really like your teaching, but you kept writing this word all over my papers, and I don't know what it is. "What was the word?" she asks. "Vagoo" is the reply. As a former

English teacher who wrote the word *vague* many times, on many papers, I didn't find the incident as funny as the audience. It was, in fact, painful. And that, of course, is the point. What seems like self-evident feedback from our point of view isn't necessarily so to the learner. And therein lies the pathos of teaching.

Now some would say that when students become undergraduates or graduate students, it's their problem. Let them figure out what's wrong with their work. Such responses show me that we're not there yet; we're not yet understanding how learning and assessment work. They show me that Continental Air-lines still has much to teach us on this subject. We need the feedback of (even) the novice to achieve expertise.

So I leave you, then, with this idea. Feedback is not praise or blame. It's what you did and did not do, whether you realized it or intended it. Assessment should make its chief business the confronting of performers with the effect of their work, including performers called teachers. And then performers must do something about the effect, either to explain it, to just it, or to correct it.

I await your feedback. Thank you.

How People Learn: Assumptions for Designing

John J. Scherer

How People Learn; March 28, 1978

"Designing" in participatory, experiential learning is the thinking process you go through to arrive at a series of activities or experiences that make up a learning event. People frequently ask me, "How do you design?" Rather than try to explain that - I'm not even sure I could - I want to try to describe the *basic assumptions* that underlie my designing process, leaving you to come up with your own way of moving from the situation facing you to a plan of action.

- 1. Learning is change.** Learning is basically being forced by some experience of dissatisfaction into encountering a new way of being in the world.
A good design should be self-conscious about how people change.
- 2. Change is always resisted, and occasionally desired.** People are ambivalent about change/learning, depending on many variables.
An accurate force field analysis would be a smart part of a good design.
- 3. Learning is accelerated by reducing restraining forces.** Assume that people already have driving forces to learn/change (otherwise they wouldn't be here). What they need is help in reducing their restraining forces.
The design needs to focus on reducing restrainers, not so much on adding drivers.
- 4. People already have a lot of life experiences.** They are not *tabula rasae*, but pulsing piles of experiences.
A major design task is to help participants convert experience into learning.
- 5. People usually show up with self-esteem issues unresolved.**
Help people feel safe and capable in the early stages of the design.
- 6. People have large bodies subject to gravity.** They get tired holding themselves up and alive for long periods of time.
Provide a comfortable setting and take lots of breaks.
- 7. People have different learning styles.** Remember the Myers-Briggs. Some are interactive learners, some reflective; some like structure, some resist it; some need to feel good to learn, some are challenged to learn by new thoughts.
A good design will allow for different styles and not be a projection only of the leader's own style.
- 8. Early behavior will be self-oriented.** Don't expect people to work effectively on group or organizational tasks at the beginning. They are working on inclusion and psychological safety. Hold group learning or organizational activities until later on.

9. People are a *gestalt*, not isolated, discrete pieces. Thinking, feeling and doing are all interconnected. An activity aimed at one will have profound effects on the other two.

Be ready for unexpected effects from activities, remember that any event will kick off ripples in the WHOLE person.

10. Inclusion is the first issue. People will learn next to nothing until they feel "in" at a comfortable level.

Hold important input until inclusion is addressed, and assist that process in the early stages of the design.

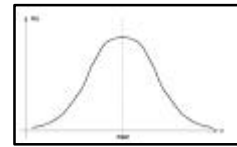
11. Remember the bell curve, and keep it holy! You'll get an inevitable spectrum on these issues:

Feelings of relevance

Motivation to participate

Ability to "process" experiences

Willingness to follow directions



Don't get nervous when you see people "out of it" ... (but don't forget to take "temperature checks," either)

12. People are basically consistent. They do HERE what they do THERE.

Provide "here and now-ing" facets to the design. "How is what is happening NOW similar to/different than what happens THEN?"

13. A sense of community can facilitate learning. Many people learn faster and better when they feel supported by others, when they sense that they are not alone, when they see others also struggling along, and when they can share their strengths and concerns with each other.

Provide opportunities for participants to discover that "I am not alone here!"

14. People learn best when they feel they have some control over the pace and depth of the learning process.

Share control by making directions into suggestions, allowing "outs," and believing yourself that "avoiding" is not all bad.

15. Transfer of learning depends on how similar the experiences are to the back-home situation. The more similar, the easier the transfer is.

Do your homework, interview, plan WITH the participants, use role-plays or actual situations from the participants' real lives as grist for the mill.

16. People come with a set stance towards authority (YOU). Remember the Dependence/Counter dependence/Independence/Interdependence continuum. Your goal is to help participants become their OWN authority.

Don't take it all so personally ... You're probably their Father/Mother.

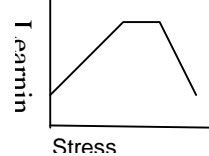
17. "Teachable moments" DO occur:

- When solving a problem
- When facing conflict
- When addressing an inadequacy
- When planning for the future

Seize the moments when they occur and plan ways to enhance them.

18. Some stress is necessary for learning to take place; not too much, though.

Remember the stress curve.



19. People pursue with great enthusiasm their own needs. Apathy and lack of motivation are the result of people being asked to pursue someone else's goals.

Hook them up with their own needs early in the design, find out why they're REALLY COMING to your program.

20. These assumptions are subject to change without notice.

Stay loose, stay in touch with your customers, and trust your instincts.

The following is a common-sense problem-solving model I think about when I need to design or structure a learning situation.

SITUATION: What is going on now? Who else thinks so? Who is affected by the situation? What is it 'costing' the people to be in this situation? What are the 'hard' facts about the current situation?

TARGET: What needs to happen? Who thinks so? What are the goals? What are some "I wish ..." statements? How would the situation look if it were perfect? Who shares this picture? Who doesn't? Why? How could you get more people to agree on the targets?

RESTRAINING FORCES: What's keeping these things from happening? Forces inside and outside? Who stands to lose the most if this project succeeds? While you are at it, what would be some DRIVING FORCES? How significant are these forces to the desired changes?

IDEAS: What "tricks" come to mind? What do I know how to do? Who else can help? How can you get data about key forces? Which restrainers are both **significant** and **reducible**? How will the plan of action affect these forces?

PLAN: How can we string together those ideas into a design? Given all the previous ideas, what do we think we should do? What are all the ideas, programs, people, packages, nifty designs we can think of that are different than what hasn't worked? Can we sequence them into a compact, simple process? What effect will our finished plan have on the forces we identified?

EVALUATE: How will we know if we succeeded? What would the signs be, in the participants' own day-to-day terms, of success or failure? How can you get more participants involved in assessing results? What would be your own personal signs of success or failure? Who else has to agree? How do they measure success? How many of the ideas generated can be made concretely measurable?

You can start ANYWHERE on the 675,3(sequence. Just touch all the bases and you will usually be within tolerances.

Letter Finding Activity

Give students a section of the newspaper and ask each of them to select an article. Give them one or two letter combinations. Instruct the students to circle the letter combination(s) each time they see them appear in the article.

NOTE: Be sure that the letters appear in the *same order* as in the example.

es & sp

op & qu

rt & iv

sm & ng

ing & ss

ol & ly

ie & ph

ou & ae

mp & ai

th & tt

wh & es

sp & en

ing & cc

ob & pl

igh & dd

el & ly

ch & ck

oe & so

ew & no

if & ac

ti & li

pc & mi

ay & ho

gl & or

of & ho

me & nd

au & up

di & ee

ha & ed

tr & at

ro & bi

st & us

ub & dis

pp & er

gh & th

ta & oo

ar & em

st & ur

ny & oa

de & oy

br & ow

ar & x

or & nt

sk & pl

an & oo

lk & de

it & se

id & aw

Hierarchy of Questions for Building Comprehension & Critical Thinking

Reading is a form of communication in which the reader adds information and insight from his/her own experience to complete the communication from the author. Comprehension occurs on three levels: the literal, the interpretive, and the critical/creative level.

In order to help your student(s) build comprehension on all three levels, use the hierarchy of questions when discussing a reading passage with him/her.

LITERAL comprehension involves recalling facts, ideas, or concepts from the passage. Questions involving literal comprehension might include such language as:

who	where	identify	describe
what	which	underline	explain
when	list	rephrase	

INTERPRETIVE comprehension requires students to define relationships, make comparisons, or draw conclusions. Questions involving interpretive comprehension might include such language as:

why	compare	illustrate	predict
what cues	contrast	which part	examine
how is _____	like _____		

CRITICAL comprehension asks students to evaluate ideas and apply them in another context. Questions involving critical comprehension might include such language as:

what if	what feelings	evaluate
how else	design	expand upon
what do you think about _____		

Kino heard the little splash of morning waves on the beach. It was good – Kino closed his eyes again to listen to the music. Perhaps he alone did this and perhaps all of his people did it. His people had once been great makers of songs so that everything they saw or thought or did or heard became a song. That was very long ago. The songs remained; Kino knew them, but no new songs were added. That does not mean that there were no personal songs. In Kino's head there was a song now, clear and soft, and if he had been able to speak of it, if he would have called it the Song of the Family.

His blanket was over his nose to protect him from the dank air. His eyes flicked to a rustle beside him. It was Juana arising, almost soundlessly. On her hard bare feet she went to the hanging box where Coyotito slept, and she leaned over and said a little reassuring word.

Coyotito looked up for a moment and closed his eyes and slept again.

Juana went to the fire pit and uncovered a coal and fanned it alive while she broke little pieces of brush over it.

Now Kino got up and wrapped his blanket about his head and nose and shoulders. He slipped his feet into his sandals and went outside to watch the dawn.

Outside the door he squatted down and gathered the blanket ends about his knees. He saw the specks of Gulf clouds flame high in the air. And a goat came near and sniffed at him and stared with its cold yellow eyes. Behind him Juana's fire leaped into flame and threw spears of light through the chinks of the brush house wall and threw a wavering square of light out the door. A late moth blustered in to find the fire. The Song of the Family came now from behind Kino. And the rhythm of the family song was the grinding stone where Juana worked the corn for the morning cakes.

John Steinbeck
from *The Pearl*

GOAL SETTING MATERIALS

The magic begins when we set goals. It is then that the switch is turned on, the current begins to flow, and the power to accomplish becomes a reality.

We choose our tomorrows

by the

goals we select.

Working toward a goal is like traveling in a car. If you don't turn on the motor, you'll never get there. Once started, you may at times go in the wrong direction, but at least you're moving. Even after you know what you want, you have to find a way to keep the motor running. Then you have to learn how to keep going in the right direction. Once you get the hang of it, you can get just about anywhere you want to go.

TIME !

A

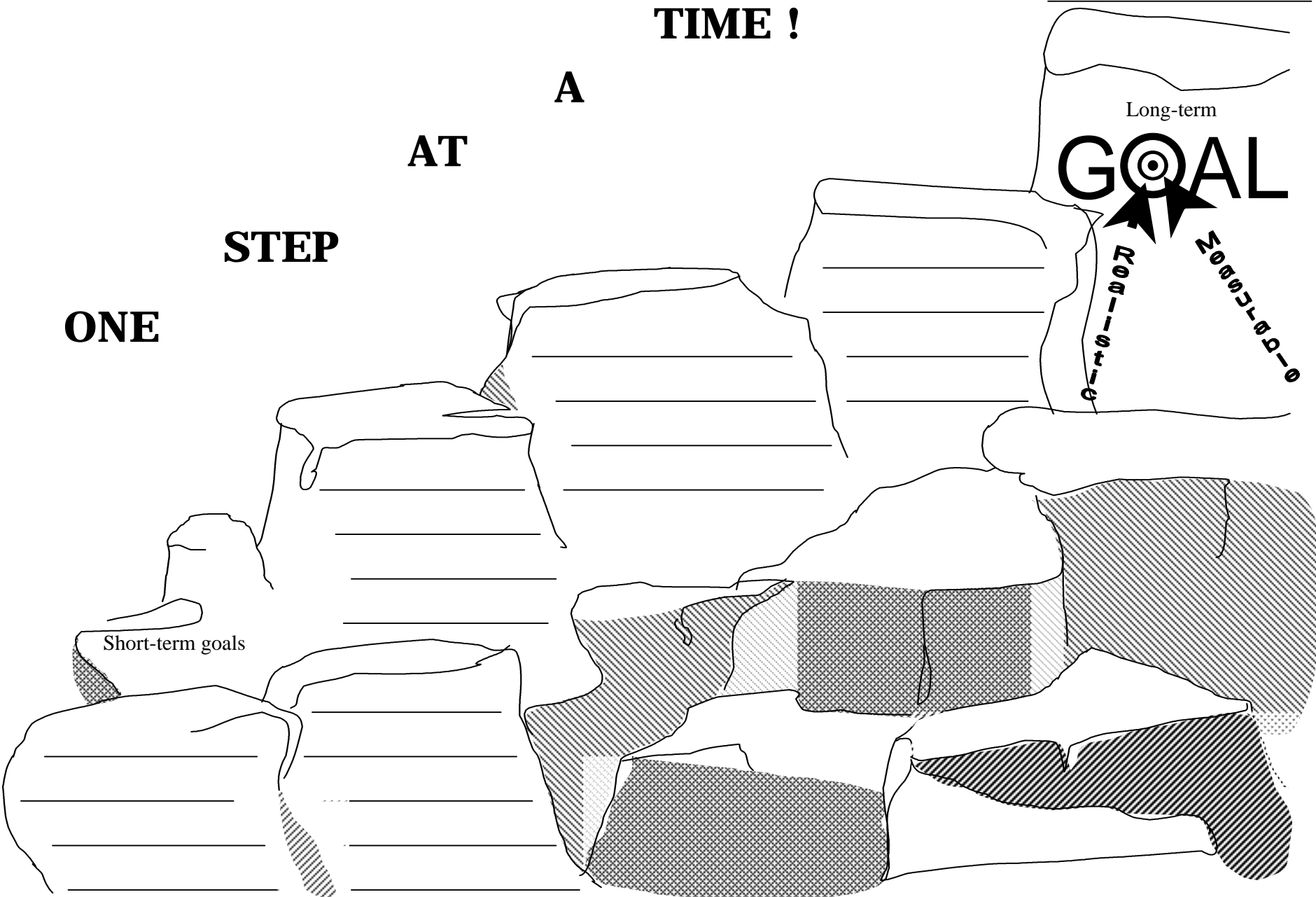
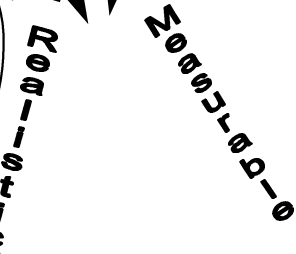
AT

STEP

ONE

Long-term

GOAL



Short-term goals

Utilizing Personal Goals to Achieve Success

- ◆ If you have more than one goal, combine them and work on them together as a project.
- ◆ Work with someone who has the same goals.
- ◆ Try to imagine the goal already reached.
- ◆ Make your goal very specific.
- ◆ Write down everything that motivates you toward reaching your goal.
- ◆ Develop visual and written supports.
- ◆ Develop support systems.
- ◆ Remember that change does not happen overnight.
- ◆ Brainstorm – alone or with others. (Brainstorming is looking at every possible problem, solution, or resource. In other words, explore everything that might help to set and reach goals.
- ◆ Select a goal that is challenging.
- ◆ Be sure now and then to ask yourself if the struggle to reach the goal is worth it.

Smart Goals

- Specific** Student knows exactly what he/she wants.
- Measurable** Student knows when he/she has reached his goal.
- Attainable** Goal must be realistic.
- Relevant** Is what the student doing related to the goal that he/she has set?
- Tractable** Student must be able to keep score.

Goal Setting Practice Sheet

Include: the **task or objective** you want to accomplish.

how it will be measured or what **standard or target** will be reached.

time span.

Examples: I will read at least three books a month for
(task) (standard)
the next three months.
(time span)

I will lose six pounds by lowering my fat intake
(task) (standard)
by September 1.
(time span)

Your turn:

#1 _____

Can I really achieve this? (realistic) Yes _____ No _____

How will I know when I've achieved this? (measurable)

#2 _____

Can I really achieve this? (realistic) Yes _____ No _____

How will I know when I've achieved this? (measurable)

Major Goal



4.	5.	5.	
	4.		
	3.	3.	
2.	2.		
	1.	1.	

Decide what your major goal is and what small goals you will have to achieve to reach your major goal. Write in your major goal in the top box. Write in the small goals in the boxes. Keep your goals in sequence (what needs to be achieved first, then second, etc.) Fill in each box as you complete each goal until the long box is completely filled in and you have reached your major goal.

Where do I want to Go?

Decide with your teacher what your general goals are:

I would like to be able to:

I hope to achieve this by _____ (date).

Signed _____ Date _____

HOW HAVE I DONE?

MY COMMENTS

Write down what you feel most confident about.....

TEACHER'S COMMENTS

Ask your teacher to write down his/her thoughts on how you have done.

.....and what you are still unsure of.

AGREED COMMENTS

Discuss your progress with your teacher and list the things you agreed on.

My Goals

NAME _____ DATE _____

Here are some goals other students in a class have mentioned. Check whether this is something you already can do, something you would like to do, or something you really have no interest in. When you have met this goal, write down the date, and check it off your goals list.

In your own words, can you tell me your reasons for coming to school now?

Goal	Already Can Do	WouldLike ToDo	No Interest	Met Goal/ Date
Personal				
Read/write your name and address.				
Read signs (which ones).				
Read labels/instructions.				
Read/write notes to/from family.				
Read and write shopping lists.				
Read a calendar, bus schedules, TV guides.				
Use a phone book.				
Read menus or recipes.				
Read bills.				
Write checks.				
Read maps.				
Read information related to health.				
Fill out forms.				
Read/write personal letters.				
Read the newspaper (which sections).				
Read magazines (which ones).				
Use a dictionary.				
Work				
Fill out a job application.				
Use reading to find out about jobs.				
Use reading to do your job better or open a business.				
Read and write notes from and to co-workers.				
Read or write work reports, logs, announcements.				
Fill out and order form/lists.				
Participant in work related meetings; take notes.				
Education				
Attend a job training program.				
Attend classes to learn something new (self-improvement, read).				
Pass a work-related test.				
Get a GED.				

(Turn page over)

Goal	Already Can Do	WouldLike ToDo	No Interest	Met Goal/ Date
Children				
Read to your children/grandchildren.				
Help children with homework.				
Read/write notes from school.				
Take part in school-related meetings and events.				
Community				
Register to vote.				
Apply for citizenship.				
Read leases/contracts.				
Apply for a library card.				
Take the driving test.				
Participate in community meetings/clubs/religious meetings.				
Join in a group to work on a problem.				
Publish a newsletter or writing.				
Personal				
Read for enjoyment.				
Read to get information.				
Write for yourself.				

Of all the goals mentioned, name two that are most important to you right now.

1.

2.

Can you think of any other goals you have which weren't mentioned?

Student Weekly Goals

Student Name

Date

Subject	Goals	Actual Assignment	Completed
Reading	Obstacles:		
Writing	Obstacles:		
Math	Obstacles:		
Social Studies	Obstacles:		
Science	Obstacles:		
Attendance	Obstacles:		

Student Name

Date

<i>Personal Goals</i>	Goals	Actual Assignment	Completed
"Just for Me:"	Obstacles:		
Family:	Obstacles:		
Community:	Obstacles:		
Career:	Obstacles:		
Long term:	Obstacles:		

My thoughts about completion of my goals:

My instructor's thoughts:

Learning Plan

Learner's Name: _____ Date: _____ Date of Review of Plan: _____

What do you want to do?

How do you plan to do it?

When do you plan to do it?

Reading Goals:

Problem-Solving Goals:

Learning Strategy Goals:

Other Goals:

Learning Plan Review

Learner's Name: _____ Date: _____ Date of Review of Plan: _____

GOALS	PROGRESS	NEW GOALS
Reading Goals:		
Problem-Solving Goals:		
Learning Strategy Goals:		
Other Goals:		

MONTHLY GOAL CALENDAR

Month _____

Monthly Goal(s)

Weekly Goal(s)

Monday	Tuesday	Wednesday	Thursday	Friday

Goals

This exercise is to help you think about what you have learned, and what you want to do next. In a few months you can look back on this exercise to see how far you have come.

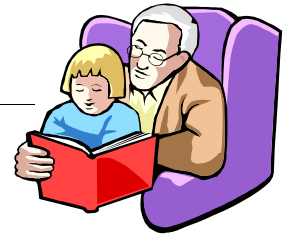
Reading

What are you reading now?



What could you read before?

Have you tried to read any new things lately? If so, what?



What would you like to be able to read?

What do you want to read next?

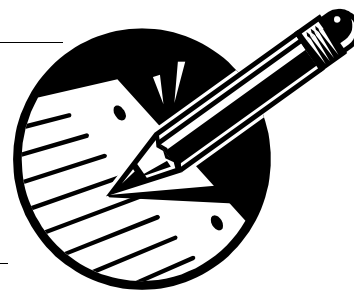


Writing

What are you writing now?

What could you write before?

Have you tried to write any new things lately?

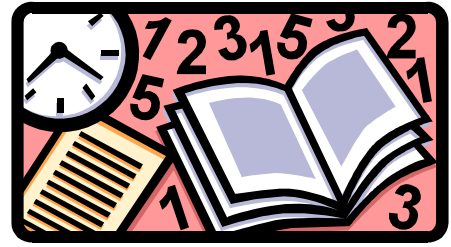


What would you like to be able to write?

What writing do you want to work on next?

Math

What math are you doing now?



What could you do before?

Have you tried any new things with math?



What would you like to be able to do with math?

What math would you like to work on next?

What Did You Do This Week?

1. What was the high point of this week? _____

2. What did you “put off” this week that should/could have been done? _____

3. Did you do anything this week that required more than 2 hours? What? _____

4. What did you do this week you wished you hadn't spent time on? _____

5. How was this week different from last week? _____

6. What is one thing you wish you had finished this week? _____

7. Did you make any plans for future events this week? What? _____

8. What local or world events affected what you did this week? _____

9. Do you wish you had taken action on some local or world event? _____

10. List one way this week could have been better. _____

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