

**(a)1. Incorporates theories of and research in adult development in designing effective instruction appropriate to the learning environment.**

- a. Attached is the agenda from the three-part Adult Development Study Circle which I facilitated for the National Center for the Study of Adult Learning and Literacy and SABES Southeast. In preparation for this study circle, I read the most recent research by Robert Kegan and others on the developmental levels of students in adult education programs. I then synthesized this research and designed a study circle intended to enhance practitioners understanding of the research and to promote implementation of the research findings into practice.
- b. Attached is a certificate for PDPs issued by SABES Southeast for my work on the Adult Development Study Circle.
- c.
  - 1) Robert Kegan et al.(2001), in their research on the developmental levels of learners in adult basic education programs, have demonstrated how the developmental levels of students influence their approaches to learning and their expectations of a program and their instructors. The research illustrates how learners operating within Instrumental, Socializing, and Self-Authoring ways of knowing experience learning situations differently. In order to promote transformational learning, teachers must create a safe learning or “holding” (Kegan et al., 2001) environment in which students are supported through instruction which meets their expectations while scaffolding (Vygotsky, 1978) and providing challenges which lead to transformation. In order to foster this type of learning environment, it is important that teachers present material in a variety of formats which promote “students’ growth intellectually, physically, emotionally, aesthetically, and spiritually” (Baumgartner, 2001) and which recognize the multiple intelligences of learners (Gardner, 1993). In this manner, the pluralistic nature of the adult education classroom is recognized (Kegan et al., 2001).
  - 2) The overall design of my classes and each individual lesson plan is informed by the findings of Kegan et al. (2001). In order to foster a supportive learning cohort, I incorporate activities into lessons which enable students to know each other and to rely on each other for support during their participation in the program. I also conduct informal assessments to determine the developmental levels of the participants. (See attached lesson plans.) Learning activities and instructional styles are varied to accommodate Instrumental, Socializing, and Self-Authoring learners expectations and ways of knowing (Kegan et al., 2001) and to encourage participants to draw on a range of intelligences to access and demonstrate mastery of subject matter. For example, I present some material in a sequential manner with clear guidelines for how the student is expected to demonstrate mastery to meet the expectations of Instrumental knowers. For Socializing knowers, learning is often facilitated in small groups in which students are encouraged to share ideas. As a teacher, I provide encouragement through weekly journals, mini-conferences, and informal interactions. A variety of participatory learning activities provide an atmosphere for Self-Authoring knowers to express their opinions and to share their knowledge with the group. Because all class members engage in a wide range of learning activities, lessons support their ways of constructing knowledge while also facilitating developmental transformation. (See attached lesson plans.)