

Oral History Interview
with
John W. Tibbetts

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California Department of Education
Adult Education Oral History Project

Oral History Interview

with

JOHN W. TIBBETTS

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1961 - 1992

Consultant to Liberia Project, West Africa,
1968 - 72

Santa Fe Springs High School, Department Chair, Language Arts,
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1958 - 1960

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1954 - 1958

October 21, 1994 - May 17, 1995

Daly City, California

By Cuba Z. Miller

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None.

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PREFACE

Adult education in California has a proud history of helping its citizens to meet the challenges of life in a huge, complex, multicultural state. Through the years, California adult educators have provided leadership to the nation in the development of innovative instructional practices and creative educational solutions.

The California Adult Education Oral History Project began in 1992 as a companion to a print history of adult education commissioned by the California Department of Education. As the century draws to a close, the growth and energy of California adult education in the sixties, the institutionalization of competency based education in response to the influx of refugees and immigrants in the seventies and eighties, and the innovative uses of technology of the nineties will be recorded.

The oral history project started with a small group of leaders whose careers began in the 1950's and 1960's and who witnessed and influenced important events in the development of the nation's largest adult education program. Seven interviews were added in 1994 - 95.

Significant assistance to the project was initially provided by the staffs of both the California State Archives and the Oral History Program, History Department, California State University, Fullerton. This project could not have begun without the vision of Raymond G. Eberhard, Administrator, Adult Education Policy and Planning Unit, California Department of Education, and the support of the late Lynda T. Smith, Consultant, Adult Education Policy and Planning Unit.

Linda L. West
June 30, 1995

INTERVIEW HISTORY

Interviewer

Cuba Z. Miller

Interview Time and Place

Two interviews were conducted in Daly City, California, on October 24, 1994 and May 17, 1995.

Editing

The interviewee reviewed and edited the transcript. When the tape was inaudible or when necessary for clarification, some information was added and is indicated by brackets [].

Tapes

The original cassette tapes were transferred to reel to reel format at California State University, Fullerton and deposited with the California State Archives.

CALIFORNIA ADULT EDUCATION ORAL HISTORY PROJECT

INTERVIEWEE: JOHN W. TIBBETTS

INTERVIEWER: Cuba Z. Miller

[Session 1, October 21, 1994]

[Begin Tape 1, Side A]

MILLER: This is Cuba Miller interviewing Dr. John W. Tibbetts, Emeritus Professor of Adult Education from San Francisco State University. The interview is being conducted in Daly City, California, on October 21, 1994, for the purpose of recording his recollections of significant events and trends in California adult education during his career.

John, you started your teaching career in the public schools, serving at both the elementary and secondary levels. Your initial work at San Francisco State was in teacher training at the secondary level. What led to your transition to adult education?

TIBBETTS: Mainly, I think it was because of a couple of people's influence. I became acquainted with Jane Zahn [now Jane Edises], who was then at the University of California, Berkeley, and she was running their adult education program, and she had engaged Dorothy Westby-Gibson at San Francisco State to teach some classes in

adult ed. We really didn't have a full-blown official program at that time. We had been teaching things like driver's education but not really doing a training program or a credential program. Jane suggested that we get started in a credential program, and so Dorothy began that program. And because she and I were team-teaching in secondary ed, she had, I guess, just naturally asked if I would like to teach some of the courses in adult ed, and so I began teaching that way.

A little bit later, a section of Secondary Education broke away and they formed a new department which was called Interdisciplinary Studies in Education, ISED, and that program sort of had the mavericks. It had all kinds of programs that really didn't belong anywhere else, it was neither secondary or elementary or whatever. And adult ed seemed to be one of those that didn't fit into secondary, it didn't fit into elementary, so they thought, well, that would be a logical place to put that.

MILLER: Sort of a stepchild. [Chuckling]

TIBBETTS: Right, it was a stepchild. And then Jane Zahn came to San Francisco State, and she became chair, in fact, of the ISED Department, and so that's when we fully moved everything in adult ed into ISED. Prior to that we just had a few classes there.

MILLER: Okay. So you and Dorothy actually started the credential program then?

TIBBETTS: Yes.

MILLER: And then I understand that later you established an M.A. program?

TIBBETTS: Yes, we started. . . . Even before the M.A. program, we decided to establish what was called a center. There was a time when centers were allowed at San Francisco State. We read the requirements on that and we thought that would be a logical thing to do with adult education.

MILLER: What does the terminology mean?

TIBBETTS: It meant that it was a freestanding unit. [Chuckling]
Unfortunately, it didn't have any resources, but it did allow you to find outside resources which could come in and maintain the center. So all the university did, really, was to give us permission and to let us establish equipment and have a place, primarily. Our adult ed program had always just been in one room, and we were able to get a trailer in the parking lot, which meant that we had actually four rooms. An interesting point, by the way, if I can jump ahead, since I've retired, adult ed has now gone back to one room.

MILLER: I see. [Chuckling]

TIBBETTS: They moved them out of this building. And it's no reflection on my being retired, [Chuckling] it's just that they closed down the trailer.

MILLER: I think it has something to say about what you were doing for the program. [Chuckling] So from the center, then you went into the M.A. program.

TIBBETTS: After we got the center, then we decided to establish an M.A. because we had so many people coming through the credential programs. And many of them wanted to get a master's but they really didn't want to get it in secondary, and they didn't want to get it in Interdisciplinary Studies, they wanted it in Adult Education. So we decided to put together a program and got that approved. And my recollection is that it's probably the early '70s that we did that.

MILLER: Okay. You're a reading specialist. How has that contributed to your work in adult education in general, and specifically the teacher training?

TIBBETTS: My first interests were really in adult basic education. As a reading [specialist], I had served as chair of the Reading Specialist Credential at San Francisco State for a couple of years, along with

a committee that represented elementary and secondary. I brought in the adult ed interest so that we had a representative in that committee of all the programs. So adult basic ed, as a matter of fact, remained my primary interest throughout. I know something about English as a second language, but it was never a forte. We had other people in the department who sort of had that specialization.

MILLER: And a lot of ABE [adult basic education] students, in fact, do have reading problems.

TIBBETTS: Yes.

MILLER: Did all of your people who were going through the adult ed credential program then have some exposure to diagnosing reading problems, or was that still kind of kept separate?

TIBBETTS: It [had been] kept separate, and so we brought that in as a major part of our basic course, which at San Francisco State was 606, ISED 606, which was the course that everybody took to get a preliminary credential. Those credentials kept changing over the years in terminology, but basically you get a preliminary and then you get a clear one. And in that preliminary one, we felt it was very important that they understand something about diagnosing reading problems and to extrapolate some of the research that had

been done in elementary and secondary. And because I had the background, particularly in the secondary reading programs, it was easier to make that transition to adults.

MILLER: Okay. And I guess that would also contribute to a sort of general understanding of the adult learner, since so many people who do come back to school have reading problems.

TIBBETTS: Right.

MILLER: What's your general assessment of the state of adult education teacher training in California? And how has it changed over the years?

TIBBETTS: Actually I have a fairly good picture of that, having worked for the last three or four years in a national program and doing research specifically to find out what states were doing in adult education. And I'm pleased to say that California is really on the forefront.

The majority of states still do not even have a credential program for their teachers. They are largely elementary or secondary teachers who moonlight in adult education, although there are a few states that have very stringent requirements, such as requiring an elementary or a secondary credential before they can teach in adult ed, and we don't do that.

The credential program, of course, is inadequate in California even. It's very minimal. [With a bachelor's degree and] nine hours of work [in adult education] you can teach, and that really doesn't give a teacher a lot of background if they haven't had some. Fortunately, I think most of our teachers have had experience in teaching, either in Peace Corps or in elementary or in secondary, or have done English as a second language tutoring or something of that sort. But we do get some who [teach] on a preliminary credential with only four hours, four semester hours, which means [sixty classroom hours].

MILLER: So you would still like to see the credential requirements strengthened in the state?

TIBBETTS: Oh yes, I think so. I think they ought to be, maybe not as great as elementary and secondary, which require . . . elementary now at San Francisco State requires forty-some units, and secondary requires about thirty [beyond the bachelor's]. I'm not sure they need that much, but I don't know. One thing we find with most of the teachers who come through our program is they come back anyway. Many of them come back and get the master's, and not so much that they want the master's, because it doesn't do them an awful lot of good in adult education, and what do they do with it?

They get maybe a little higher on the salary scale. They might get a coordinator position or something of that sort part-time, but mainly they come back because they want to know more about teaching adults.

MILLER: Do you see any kind of a relationship between the amount of teacher training and pay scales, as far as adult education is concerned? Do you think if requirements for teaching were higher that there would be a better argument for full-time professional adult education teachers?

TIBBETTS: I think the latter is the key, that until we get some kind of full-time, tenured positions in adult education, we're always going to have teachers who are trained on the fringe. So you're probably right that if we raise the requirements then people would demand more full-time jobs.

Right now, in many instances—it's kind of interesting—the teachers in a sense are their own worst enemies. There are still a lot of adult ed teachers who don't want full-time jobs because they have full-time jobs doing something else, and so they actually sometimes fight the credential structure that would allow them to be a full-time, tenured teacher because they want to maintain what

they're already doing and do this as a sideline. And that's a national pattern, it's not California alone.

MILLER: So there's a real split in the profession along those lines.

TIBBETTS: Right. But I think until we do become. . . . That's a major issue for me. Until we do become full-time, tenured faculty, we will never be treated professionally by our colleagues or by the public in general.

MILLER: And so that at least to try to move towards a split between full-time tenured, and yet keep some part-time to keep the flexibility?

TIBBETTS: Yes.

MILLER: You mentioned earlier that Dorothy Westby-Gibson was already at San Francisco State when you went there?

TIBBETTS: Yes, she came three years before I did.

MILLER: Okay, and you went in '61?

TIBBETTS: Yes, I came in '61, right.

MILLER: Okay. Over the years, you developed a really strong professional partnership with Dorothy. Can you tell us something about her and about your teamwork?

TIBBETTS: It was interesting, when I first came to San Francisco State, I had done some teaching at UCLA [University of California, Los Angeles], but only on the night school kind of program—I'd done

a course here and there—and so this was my first full-time. . . . I was coming directly from chair of an English department in a secondary program in Southern California, in what's now East L.A. but was then Santa Fe Springs. It was interesting how few people sort of offered assistance when I came to the university. They assumed that anyone coming in knew exactly what to do.

Dorothy was one of the few people that really offered to give me her notes, offered to let me sit in on her classes, and she was an excellent teacher, so I learned a lot from her. And I guess, as a result, my style became a little bit like hers, although we were quite different in terms of personality. When an opportunity in secondary ed, when we were both full-time teachers there, came up to do some team teaching, our chair was in favor of it. Dorothy and I asked if we could establish what was in fact the first team teaching program in the university, and certainly the first one in secondary education.

Her background was educational psychology and mine was educational sociology, and those then were required courses as part of the secondary program. So we taught those two and also became supervisors of student teaching. So we would keep the same group of thirty students all year. We would teach the two

courses, which we team-taught together, and then became the supervisors, so we got to know the students very, very well over a year's period.

As a result of that, when we were in adult ed we just sort of continued to work as a team, and so that when people hired us in the state, we did a lot of work for the department of . . . I guess it's now nutrition and [consumer education] . . . but it used to be home ec[onomics] department.

MILLER: The home ec department, okay. [Chuckling]

TIBBETTS: Again, it's consumer economics or whatever they've changed it to today. But we did a series of trainings. Dorothy had a background in that field, and I had some also in nutrition and other areas, so we did a lot of training programs for adult teachers in that field as a team. And in a sense, I guess our reputation sort of spread. Other people kept asking us to do it and we spread out into maximizing human potential and other kinds of programs, including working with Hilda Taba [San Francisco State University] in her programs, which were very helpful for adult ed later.

MILLER: Did you tend to accept roles when you worked together? I mean, was one of you more conceptual and one of you more of a detail person? Or was it really a true sharing of kind of everything?

TIBBETTS: We shared pretty much everything, except my forte was never the details. [Chuckling] Dorothy was very good at details, and she made sure that we had everything when we went on a workshop, and it was checked off on a checklist, you know, very [precise]. I became more like that after she died because I had to do that.

MILLER: But you'd had a good model. [Chuckling]

TIBBETTS: Right. But before that, I guess I was concerned more with the program ideas, although Dorothy certainly shared in that role as well.

MILLER: Did one of you have a more dominant role as sort of a spokesman or a spokesperson for the two of you? Or, again, was that pretty much well-balanced?

TIBBETTS: No, we each had contacts in different areas. For example, with the home ec., Dorothy was pretty much the contact person for that because she knew a lot of people in that field and had worked in that area, and so she was pretty much our liaison for that. In other areas, I served sometimes in that role in adult ed. We developed our relationship where we argued a lot, and were able to do that without rancor, without fighting. It was kind of nice.

MILLER: Okay. You've made really some very major contributions to adult education through your work on projects that were funded through

the Federal Adult Education Act. One of the benchmark projects that prompted a lot of changes in California was the APL [Applied Performance Level] Study out of Texas. Can you briefly tell us what that project entailed and what prompted the change in direction or the different approach to defining literacy that that study took?

TIBBETTS: Well, Norvill Northcutt was the person who headed the research for the APL Study, as you know, and the notion was that there are different kinds of literacy, that people might be literate in books but not literate in daily lives, or vice versa. And so they received a very large grant from the U. S. Department of Education to do a study to see how literate people were in fulfilling their daily life activities. The APL stood for the Adult Performance Level Study. They administered instruments that asked them such things as: how to fill out an application form, to see if they could do that; if they were to purchase something, to see if they could figure out what was the best buy out of three different products; those kinds of daily activities which required computation and reading and writing at that level. And the results of the study, that everybody knows too well by now, was that about 20 percent of the population was considered to be not literate enough to function in those daily

activities. And that created a lot of shock waves across the country and hit the headlines over and over again, and still does.

Interestingly enough, people still go back and quote that; most interestingly because a recent study which was completed pretty much has replicated that that condition still exists.

MILLER: The National Adult Literacy Survey [NALS] that's just been completed.

TIBBETTS: Yes, right. Of course, that's in a way interesting too because the literacy requirements have been increasing every year. The Northcutt study [began] in 1971 or '72, so that's been twenty-five years almost since that happened; and in the last twenty-five years, people in the workforce and in their daily lives I think have to be more literate than they used to be even back then.

MILLER: Okay. You had some direct involvement in that project, didn't you?

TIBBETTS: Not with the APL Study directly. My first involvement became when the Far West Lab had a related project headed by Betty Tuck, and Betty asked Dorothy and I if we would participate with her in that project. And that was sort of a dissemination [project] to get people talking about a performance level study, and particularly to talk about what came to be known as competency-

based adult education. That was the direct outgrowth of the APL Study, that we should train people to be competent in their daily lives. That wasn't being done. We were teaching them to be competent in reading unrelated materials, doing unrelated math and so forth. There was no application or transfer to their daily lives. And that seemed to be a very logical notion to us, and so we became both interested and excited about the possibilities of carrying that on, so we joined Betty Tuck.

Our first California venture was held in San Diego, a conference in 1972, I believe, in which we invited leaders of adult education from around the state. We also invited Norvill Northcutt, and he came and presented his findings, and we broke into small groups and discussed the research study and discussed the implications for adult ed, and there was quite a bit of interest. And that was about the time when there was a transition in adult education directorship from Roy Steeves, who had been the State Director [1967-75], to Don[ald] McCune, who became the State Director [1975-86]. And I can't give you the years for that, but they're certainly on file somewhere. But Don McCune was very interested in the notion of competency-based education; and without his support, it never would have taken off in California.

MILLER: Okay. Now, this conference in San Diego in 1972, was it invitational or was it open to anyone who was interested in attending, or how did that work?

TIBBETTS: [Chuckling] That's an interesting question. I'm not sure. I don't remember it that well. I think it was invitational, but I think the invitations were to anyone who was interested in coming.

[Chuckling] But we sent out, I know, a lot of brochures. I don't remember that we limited the number. But we held it at the Islandia Hotel, I remember that, because they put us out near the fish house where the speakers on the building kept going off periodically as they would call somebody out in the field.

[Laughter]

MILLER: Okay. And I understand that there was more than one of these conferences.

TIBBETTS: Well, that was the major conference at that level. Shortly after that, the state decided to fund, with federal funds and state funds, a project that was to develop some curriculum that would be appropriate for competency-based education. So we started the project which was known as CACE, C-A-C-E, which was California Adult Competency Education Project [1974-80], and we did that first in Northern. . . . I think we did it first in Northern California,

and it was quite successful. Then we were asked to replicate it in Southern California. Then the Central Valley said that they never got anything, that everything always went to the south and the north, [Chuckling] and so we also did a Central Valley CACE project. And those were not ongoing at the same time; they were successive.

MILLER: They were sequential. Were these conferences then, just to clarify the work that you did with Far West, that was just dissemination in California of the APL Study?

TIBBETTS: Right.

MILLER: And these conferences sort of took care of that? Did they do anything else?

TIBBETTS: The only thing that I think that conference did was to stir up considerable interest in California.

MILLER: Okay. So the APL survey word was getting out. You worked with Far West, in terms of specific dissemination in California, and then from that the competency-based projects in California started.

TIBBETTS: Well, yes. Also, at the same time we were working on the CACE Project, there was a lot of national interest. And some people, particularly James Parker at the State Department of Education, was interested—

MILLER: At the federal?

TIBBETTS: At the federal level. Yes, not the State Department. Yes, the U.S. Department of Education, I should say.

MILLER: U.S. Department, yeah.

TIBBETTS: And there was a national conference that was held in Ohio. I think that was the first one. And then because we had those projects going, Dorothy and I were asked to hold the national conference in California. So we did. In fact, we ended up doing three or four of those national conferences.

MILLER: So that was the other conference that I was thinking about from back there, yeah.

TIBBETTS: That's the one you were thinking about. And so that really did a lot in spreading the word to Californians. Because, of course, the conference being in California, we had the largest number of attendees. But also, there were people from all across the United States who came and presented, so that the California attendees got a chance to hear what was happening nationally project by project, and I think that really increased the momentum of the competency-based movement in California.

MILLER: Now, the CACE Project, John, you said it was sequential: Northern, Southern California, and then the [Central] Valley. But

there were some specific curriculum projects that started about the same time, certainly before you completed the sequence. Did CACE work directly with these other curriculum projects, the CLASS [Competency Based Live-Ability Skills, 1976-81] Project out of Clovis, or—

TIBBETTS: Yes, in fact, they sort of grew out of the CACE Project, because Clovis, who started the CLASS Project, was a member of our Central Valley competency-based team. And they started their curriculum and they just kind of went wild with it, you know. [Chuckling] They really liked what they were doing, and they had a person by the name of Elna Dimock at that time. She just revised the CLASS Project which was published with Fearon as *LifeSchool*. That has just been revised this last year by Elna, who is now remarried and has another last name, and I forget what it is. But she called and asked if I would be interested in helping to revise that, and I decided not to do that, so I'm not sure whether she did it alone or with somebody else.

MILLER: So that was kind of an outgrowth?

TIBBETTS: The problem with it, and the reason we started that, was that there were typically no competency-based commercial materials available, and so teachers being part-time and not trained in curriculum

development were having a great deal of difficulty in being able to teach in a competency-based mode without any particular materials. And they didn't have either the skills or the experience in developing curriculum, so that was the purpose of our project, to help them do that. And then when projects such as CLASS came out and published an entire volume, and then of course this was happening nationally so there began to be publications from Texas and from many other places—the APL Study itself began publishing curriculum materials—and then all of a sudden there was just a plethora of competency-based materials.

MILLER: Did the high school diploma program out of Los Angeles, the CAPS [Competency Achievement Packets from the Competency-Based Adult Diploma Project, 1977-81] Program, was that an outgrowth of the Southern California CACE work?

TIBBETTS: The CAPS . . . most of the people who did the CAPS Program had been part of our CACE Project, but that was part of the high school diploma project. And what they decided was that if we were doing this movement in ABE and ESL [English as a second language] that it ought to also extend into the GED [General Educational Development] and the high school diploma program—not so much the GED because that was still being

controlled by the exam, which was not at that point particularly competency-based, it was still more memorization and recall. So the CAPS Program out of Los Angeles, which was curriculum for that high school diploma program, those people . . . I think they all were members . . . almost all were members of the Southern California CACE Project.

MILLER: Okay. So they were kind of more concurrent rather than one group?

TIBBETTS: It overlapped, but that project really came afterwards. We also directed that project in the beginning.

MILLER: The high school project?

TIBBETTS: Yes.

MILLER: You directed in the beginning?

TIBBETTS: Mm-hmm. Not the L.A. one, but there was a statewide—

MILLER: Not the L.A. one. The CALCOMP [California Competency-Based High School Diploma Project, 1979-80] one.

TIBBETTS: The CALCOMP one.

MILLER: Yes, okay. Okay, now—

TIBBETTS: And that material out of Los Angeles was continuing all during the CALCOMP years. It took years and years for them. They got a very complicated program, and the publishing of it became very

difficult because materials were a different size, and they couldn't find publishers, and it went on for years before it finally got published.

MILLER: And of course Los Angeles is large enough that they could really carry that by themselves.

TIBBETTS: Yes.

MILLER: In Northern California, was the Chinatown [Resources Development Center] ESL Project . . . did the people that worked with that, were they a member of your Northern California CACE?

TIBBETTS: Yes. Yes, they were. I'm not sure whether Lynn Savage [San Francisco Community College], who was . . . I don't remember whether she was a member of our CACE, but she was a member of the Chinatown Resources Project [Integrated Competency-Based Bilingual Vocational ESL—ICB VESL, 1977-80]. And Dorothy and I acted as consultants to that project. But I think most of the members of that were not, as I recall, were not CACE members.

MILLER: Okay. All right, CALCOMP then was the high school level version of CACE?

TIBBETTS: Right.

MILLER: Okay, and actually followed it. As CACE came to a close, then you went on to the high school level?

TIBBETTS: But I would have to say there was much less implementation of competency-based programs in the high school diploma programs, I think, than there were in the adult ABE or the ESL programs.

MILLER: Okay. And then following this initial curriculum development in competency-based materials, you got another major project.

TIBBETTS: Yes [Competency-Based Adult Education (CBAE) Staff Development, 1982-88]. It was about that time when the interest was really blooming, and it took some time to get people interested. I would like to say a word. It was kind of interesting. We had a couple of concepts that we started during the CACE Program, and a lot of it goes back to what we had already talked about, the fact that Dorothy and I had been in team programs, and we felt that team teaching as well as team learning was very, very effective. This was before all the cooperative learning things really became popular. But we asked each district to send us a team for CACE, rather than to come as individuals.

We asked [teachers and administrators] to come together and then to work together when they went back to their sites so they could produce curriculum, because we felt they needed that

support. Oftentimes we did not have the administrators. We tried to get administrators, but they didn't come in every instance as part of the team. And what we found was that where they did, the projects were much more successful. I guess that wouldn't be news to anybody.

So, in order to spread [the competency-based approach] more and more effectively, a new series of projects was started, and part of that grew out of the need to have assessment. And as the need to have assessment . . . and of course Dick [Richard] Stiles [Adult Education Consultant, California Department of Education] who became involved, whose interest was in assessment, began to look at what is now the CASAS [California Adult Student Assessment System, 1980-current]¹ project, which was to take a Rasch scale and to look at developing an instrument that was not tied to other kinds of measurement. Because the old TABE [Test of Adult Basic Education] tests and others were really extrapolations of high school and public school tests, which were not particularly appropriate for adults who were not in grades or grade levels. So they developed this on a sort of . . . the Rasch

¹"California" was later changed to "Comprehensive" when the CASAS system was adopted by other states.

scale is sort of a free-floating scale, where it's simply measured by numbers, like a yardstick, rather than being tied to grade levels and that sort of thing.

So, because assessment then became an important part [of competency-based education], there were two other components that seemed to be very important to go hand-in-hand with assessment. One of those was dissemination, and the other was staff development, so that teachers could be trained to teach in a competency-based mode, that the products that were developed could be made available to other people around the state since there was no vehicle for that to happen, and that some instruments that could truly assess competency-based education be developed. So [with the curriculum projects completed] what happened was then it became a massive state project which was three-pronged, and those three sort of were interwoven, and in many instances we were members of each other's boards or advisory groups, working groups, whatever the different ones called them.²

As a matter of fact, it was at that point in the Staff Development Project, we sort of established a concept that still

²In addition to CASAS and CBAE Staff Development, the third project was the Dissemination Network for Adult Educators, 1981-88.

operates in projects in California, and that was what I call the consortium concept. We developed a group of people who were not just an advisory board, although that was sort of the requirement of our project, but we wanted them to be a working group as well as advisory, and so we called them a consortium rather than an advisory group. And they, in fact, took different pieces.

For example, during the early years of the Staff Development Project, which we headed at San Francisco State at the Center for Adult Education—and Dorothy and I were the leaders of that—we developed a publication which became a handbook for competency-based adult education in California, and members of our consortium wrote chapters. We went away on a retreat, and it still amazes me that that entire document was practically written in two or three days. At least the skeleton was done and the outlines, and then people went back and fleshed them out. And that book became nationally popular. People throughout the country who wanted to start competency-based programs were asking for this handbook on how to do it.

MILLER: Have you read it recently?

TIBBETTS: No, I haven't read it recently, but I had a request from Nevada a couple of months ago saying that they had heard we had done some things on how to be a successful staff developer, and they wanted to know if that was still existing. That, in fact, became the supplement to the handbook. We did a supplement on how to be a successful staff developer, and it included such things as how to handle hostile audiences who didn't want to change over to competency-based education and the like. [Chuckling]

MILLER: The reason I asked if you had read it recently is to see how well the products have held up over time. And I think that they probably have.

TIBBETTS: They have quite well. In fact, Autumn Keltner [San Diego Community College] asked me for a piece of that, and I got it out to run off, to make a Xerox copy from my part of that book less than a month ago, I guess, and I did sort of skim through it. And yeah, the things that are in there are still pretty sound staff development principles, I think.

MILLER: Yes. Now, this Staff Development Project actually started in 1982 when you were talking about the three-pronged approach. I believe that the curriculum development had been more or less . . . was in place by then, and then the assessment had started up and

the need for dissemination and in staff development. But the state took a major step at that point.³

TIBBETTS: Yes. Up until that point . . . well, maybe going back a little bit to the CACE projects. The federal monies that had come into the state had always been distributed to individual districts, and the only dissemination that had been done, going back to Roy Steeves, was I remember that there had been a project that was sort of exemplary programs that got published. Somewhere I had a notebook that showed some exemplary projects. But [project] monies were pretty much distributed on the basis of: well, L.A. always got a big hunk because they were the largest program in the state; and then some of the smaller programs, they sort of took turns; and different programs got funded different amounts in different years. But there was no pattern. There was no organized, central control. The results oftentimes stayed with . . . if there were any results, they stayed with the district who did them. There was no follow-up, there was no. . . . Other than to write a report that got filed somewhere, nobody got to read it. And so Don McCune, particularly his idea was he really needed—

³Beginning in 1982 local agencies were required to start implementing competency-based education as a prerequisite to receiving federal funds. Federal funds are divided between local assistance grants and special projects.

[telephone rings - tape turned off]

TIBBETTS: So Don McCune's idea was particularly to find some way of organizing all of the information and having a central . . . control—I guess is as good as any word—in Sacramento, so that the right hand knew what the left hands were doing statewide. And this was really a major departure nationally, and California has received a lot of credit because what happened was that Don took the monies that had previously been sort of divided among little districts and put them in one large sum, and then the service was given to districts through those three projects: the Staff Development, Assessment, and Dissemination. And of course some agencies were unhappy that they lost their small amounts of money, in the beginning. But I think they came to appreciate the fact that they had access to other people's products and that there was some development being done, some major developments being done on the adult education front that would help all of them.

MILLER: Okay. And when these three major projects came together, it was concurrent with the requirement to implement a competency-based program in order to receive the federal funds.

TIBBETTS: That's correct.

MILLER: And these projects were in support of the local district's efforts.

TIBBETTS: The state issued what they called a mandate, that any agency wanting to receive [local federal grants and access to] the Staff Development funding would have to have a competency-based program.

It was kind of interesting, I'd like to say, in the beginning we got a lot of resistance. I remember going to one site, that I won't mention, very early in our project to [help] establish a competency-based program. I went there with Ray[mond] Eberhard [Adult Education Consultant and later Administrator, California Department of Education], expecting that we would simply tell them and they would of course be excited about the program. Instead the members got up and said they didn't need anyone coming down from the ivory towers to tell them how to run an adult program, that they had been running adult basic education programs for years and their clients were satisfied, and they expected to continue that way. And that's the kindest way of saying what they said. I was totally unprepared for that, as a fact.

This really leads into something I had said a moment before. So we came back and regrouped and said, "What would be the most effective way of bringing about change in California?" And

we decided a two-way approach. One would be to establish teams at each agency that wanted to start a competency-based program, and that, one, it should be voluntary and that the team should include administrators, ABE teachers, ESL teachers, and where available, a counselor or some program person who served primarily in that function.

In some of the sites, for example, Milpitas with Rich Barbier comes to mind immediately, he made the option for his teachers that the teachers could or could not participate in a competency-based program. And there were two teachers in particular who wanted no part of it. They had been there for many, many years, they were very popular teachers and probably very good teachers in their own style. And so Rich said that was fine. Then another group began competency-based teaching. And one day the two teachers came into his office and they tossed their books down on his desk and they said, "Okay, we're ready to do this competency-based thing." And he said, "Well, you don't need to do that. It's perfectly all right, you know. We're happy with what you're doing, your students are happy." And they said, "No, we've decided we're going to do it." Anyway, the upshot as he talked with them was that the other teachers were so excited in the faculty lounge in

talking about what they were doing, and these two teachers felt excluded from their colleagues and what was going on, so they decided they wanted to participate. And I think that was an effective way and one way of bringing about the change.

Another effective way was I began to do less talking about the program, and we got people like Rich Barbier who would get up and say, "A competency-based program is working in our district." And it was harder for administrators or others to say, "You don't know what you're talking about from your ivory tower," because here, in fact, was an administrator talking to other administrators about a successful program.

MILLER: It sounds then as if this approach that you took to the work was very empowering of local staff.

TIBBETTS: Yes, the teachers really liked it. And it wasn't all empowerment; part of it was just communication. Teachers who had been coming in and doing whatever they were doing and passing another teacher in the hallway maybe on their way out from a class, but there really had been no opportunity for teachers to talk about the act of teaching adults. And what this did was to provide suddenly a forum where they were not only talking about competency-based education but they were talking about what is the best way of

teaching adults in ABE and ESL, and it provided a framework under which to do that. And teachers were so desperate to have that opportunity to talk about their craft of teaching that I think that was one of the major reasons that it became successful.

MILLER: And some of the things that the project did was you sponsored the state conferences?

TIBBETTS: Yes.

MILLER: And you had special sessions for some of these local team leaders [such as] leadership training?

TIBBETTS: Yes, we did state conferences and we did regional conferences, and then we developed a group of people. . . . Because as I said, one, we didn't want to do it from the university because in many cases we had less credibility with the people in the field. So we developed what we called, [Chuckling] for want of another term, "advanced staff developers," and these were people that we trained on how to train. They then went back to their regions and trained others in that region on how to teach. And so they became a trainer of trainers, in a sense.

And this cadre that we developed, the "advanced staff developers," were the people that we found getting the most requests. For example, people would call and say, "Oh, can we get

Autumn Keltner to come to our district, because we've heard that Autumn is really good at talking about administration of competency-based," just for an example. And so we sort of ended up being brokers in that sense. The project brokered people that were advanced staff developers to any agency in the state.

Initially our plan had been that everything would be regionalized and all the people would come from one region, but in many cases there wasn't anybody in that region who had a particular skill that people wanted, so we ended up crossing those regions.

MILLER: You had a couple other products from that project. What's an ISAM [Institutional Self-Assessment Measure]?

TIBBETTS: [Chuckling] Yes, there were a couple that were really exciting. The ISAM came about because, whereas CASAS was developing student assessment instruments, there was nothing that had really been developed to evaluate a program. And so we needed to know if a program was successfully competency-based, and we said, "How do you do that?" And it was determined that, well, you look at the management and you look at the instruction and see whether those two are in some way incorporating competency-based [methods].

We were lucky because we had in our consortium a person by the name of John Wise [Elsinore Unified School District], who was indeed very wise. [Chuckling] And offered to take on the task, became quite excited about the idea and offered to take on the task of developing a rough draft of an instrument that might measure this program change to competency-based. And the draft of the instrument that he came back with he had called an Instructional. . . .

MILLER: Institutional.

TIBBETTS: Institutional Self-Assessment Measure, ISAM. And it was "Self-Assessment" because it was John's idea that an agency could take that and measure their own programs. As it turned out, most agencies didn't want to do that or didn't feel comfortable in doing that, so that it later became a guided ISAM, Institutional Self-Assessment Measure. And that measure went through a number of changes over the years. We, for example, revised it totally to add in JTPA [Job Training Partnership Act] programs at one point. And it continues to be revised even to this day. But basically it turned out to be a very, very helpful instrument, and one of the first that agencies had had of evaluating their programs. Programs rarely got evaluated, except when they wrote a final

report for the state. They would write down some stuff whether or not it had . . . that sounds cynical, but whether or not it really happened. And at least this gave them an instrument that they could point to specific behaviors that were taking place within the agency at the program level.

MILLER: To let them know where they were, in terms of implementing a competency-based program.

TIBBETTS: Exactly, yes.

MILLER: It turned out to be very popular.

TIBBETTS: Another very exciting development that I found that came out of that, we were getting so many demands from teachers who wanted to say, "Well, this sounds good but I want to see it. What does a competency-based program look like? What does the teacher do when they're up there in front of the class to make it competency-based?" And so, at our workshops and at the national conferences and the state conferences that we were holding each year, we had sessions that did that. But given the turnover of teachers and the fact that not all teachers got to those conferences, we knew that that was not adequate, so we decided to make a series of videotapes that would demonstrate exemplary competency-based teaching. And we tried to do that on different levels so that we

had beginning ESL, intermediate ESL, advanced ESL, beginning ABE, intermediate ABE, and then we had Vocational English as a Second Language programs. In all, we did over fifteen demonstration tapes, some better than others, and some of them really so good that they have been picked up by other national projects, and are being used as we speak, to demonstrate good teaching.

MILLER: Even today? [Chuckling]

TIBBETTS: Yes.

MILLER: How did this work in California, compared then with what was going on elsewhere in the nation?

TIBBETTS: Well, fortunately, California being such a large state and having massive ESL populations at this time, probably more than any other state in the country, meant that we also got more funding, so that we were able to develop programs more extensively than others. Again, many others were not organized in the way that we were as well, so that California really became the leader in the competency-based movement. Not everybody still subscribed to competency-based, or as Bill [William] Spady's program called it, "outcomes-based education."

Outcomes-based education, interestingly enough, is still a very volatile issue in the elementary and secondary programs. I get the *Educational Leadership* journal that's published by ASCD [Association for Supervision and Curriculum Development], and they're still debating and devoting entire issues to outcome-based education. So I think it's just kind of accepted as an acceptable kind of education. It's been modified since the beginning, as all programs are, but I think it did a lot to improve instruction, not only in California but nationally.

MILLER: Before we leave this, is there just anything else about the Staff Development Project, the CBAE Staff Development Project, or about these CBAE projects in the late '70s and '80s that you might want to add?

TIBBETTS: I don't think of anything off the top of my head, no.

MILLER: Okay.

[End Tape 1, Side A]

[Begin Tape 1, Side B]

MILLER: Okay, you have one more thing on the competency-based programs, the NOMOS [Institute] study [California Adult Competency Survey (CACS), 1978-81].

TIBBETTS: Yes. One thing that we should mention is the NOMOS study. Several questions were raised as to whether or not California was anything like the national APL Study and whether it would reflect the same [skill] level of people questioned. They said, "Well, we're different in California. We're brighter. Certainly we won't find 20 percent of the adult population here who would not pass these kinds of tests." So a kind of replication was designed and the instruments expanded to include some other areas, so that it wasn't just a replication but also expanded to look at some economic issues and some academic issues as well as the life skill issues.

To make a very brief statement on that: The [CACS] results, interestingly, were almost identical to the [APL] Study. So it, like the new study that's just recently been completed, did support that indeed California was about the same as other states and the nation as a whole in the level of people who are not functionally competent as that was defined by the APL Study.⁴

MILLER: What role did you play in the NOMOS study, John?

TIBBETTS: I was an advisor and consultant to that project.

⁴California commissioned a State Adult Literacy Survey as a part of the National Adult Literacy Survey. It is published by Educational Testing Service as *Adult Literacy in California* (1994). Thus, the APL and CACS Studies of the 1970s have been updated by NALS and SALS in the 1990s.

MILLER: Did you help develop the instrumentation?

TIBBETTS: I didn't develop the instrumentation, but served as a critic, if you will. We read the items and suggested changes in the items as the instrument was being developed.

MILLER: Okay. The competency-based movement was really put to the test by some government initiatives that had a major impact on the state's adult education programs, and these hit the state in the late '70s and during the '80s: the Southeast Asian refugee policy; job training programs such as JTPA and GAIN [Greater Avenues to Independence]; and the Amnesty Program. How did the growing emphasis on competency-based adult education respond to these initiatives?

TIBBETTS: Given today's climate on the discussion of immigration in California, it's kind of interesting to look back and see the development that was coming all the way from the refugees through to the present state that we have today. But there was a great thrust to try and educate immigrants as they came into this country, particularly because people realized that if we don't have a functionally competent immigration population—being a large percentage of our population—then California as a state is not going to be a very competent state. So [of] the different programs

that you have mentioned, the GAIN program, was designed to deal with our welfare population, which was increasingly large in California, a lot of single mothers particularly, but also immigrant persons who came in who were ending up on welfare. [There was] the need to get them into the mainstream workforce, [but] it was very difficult, particularly since the wages that they could earn would not support their children. [So] there needed to be some child care as well as opportunities for them to learn a trade which would get enough income so they could, in fact, support their families and live independently and be productive. So the GAIN program was designed, through counseling and education, to provide those services.

Likewise, at the same time we had a massive influx into California from Southeast Asia, which was quite different from the immigration population that had been here before, which were largely Hispanic. And the particular needs we were finding in the Southeast Asian populations, people that have now come to be called non-literate. That is, that they not only in many cases did not have a language that was written in the countries from which they came, and therefore they had only an oral language, so they needed to learn to both speak and write a new language when they

had not even learned how to do that in their own language. And that was a much more difficult problem, and teachers were desperate to find methods that could be used for this population. And a competency-based approach, I think, was a particularly legitimate one for them because, like the GAIN program, there was a great need for this population to become productive, to become workers, and to learn English as fast as they could. VESL [vocational English as a second language] programs became very important. One of those came out of the Chinatown Resources Development Center, the *English That Works* [commercial title of the materials from that project] that David Hemphill [CRDC] and Lynn Savage developed. It was the first one, for example, that had basic work instructions in five different languages on tapes, because they found that there was the need for the participants to know about the safety hazards, for example, of their employment before they learned how to speak the English to do that. So that was kind of a new concept of competency-based education that developed specifically for our ESL populations.

Later, of course, the Amnesty Act allowed many people who had been in this country and had not become legalized to become legal, if they were to register, and had been in this country a

number of years. And so a new program was developed and similar needs were found for that population. Many teachers didn't know how to combine the teaching of ESL and the teaching of citizenship skills and U.S. history, those sorts of things together, and so a new kind of curriculum began to be developed. And the competency-based program served as the model for developing those new programs as well, so it's had a long-range effect in a variety of programs, particularly in California.

MILLER: We keep repeating the term "need" here in relation to the competency-based programs, and I realize we've never exactly defined the competency-based approach. Can you do that for us?

TIBBETTS: Yes, and I think we talked a little bit about it in the beginning, and that is, when we developed competency-based curriculum, it was curriculum that allowed people to achieve their daily goals in as competent a manner as possible. In other words, to fill out job applications or to purchase—

MILLER: The need to define those goals, to identify what those goals are.

TIBBETTS: Yes, right. Yes, exactly.

MILLER: And then to address them.

TIBBETTS: And then to address them. So that needs assessment, by the way, became a very important part of the competency-based program,

and needs assessment on two levels. We did needs assessment of teachers to find out what it was they needed to be able to do to serve their populations, and they in turn did needs assessment of their students, trying to find out what the students needed most in order for them to survive and function in society.

MILLER: Okay. Certainly the bulk of your work has centered on teacher training, including staff development, but you have done other things as well. Why don't you tell us about some of these auxiliary activities, such as materials development and things of that nature?

TIBBETTS: One of the things that we did that sort of bridges the two areas was when we had the Staff Development Project. Toward the end we decided that we needed to really look back and see whether or not it had made a difference in what teachers were doing. So we mounted an evaluation study that consisted of visiting hundreds of classrooms and interviewing individual teachers, interviewing students, interviewing administrators, to see what changes had taken place as a result of the competency-based thrust that had been going on in California. And that was a very revealing study. We found that massive changes had in fact taken place. That project, in fact, received a national award at the AAACE [American Association for Adult and Continuing Education]

meeting as an evaluation project [*Investing in Change: Evaluation Study Report, Competency-Based Adult Education in California, 1987*].

And another area that I was interested in was developing reading materials. That's never really left me. So with Sheila Shaw at San Diego Community College—she was dean of the Educational and Cultural Complex—we developed a series of videotapes with teachers' guides that explain [the process] to the teachers. They were designed to serve two functions, and I think maybe they were the first materials that were designed to do that. One, they served as staff development through the teacher's manual, explaining to the teacher exactly why everything was being done in those reading tapes, what the purpose was, and why they should be done, so they just weren't observing them. And secondly, they were to be used with students, so that students would also be able to see the videotape, see what other students were doing, and then pick up where the video left off and do some things on their own that were suggested for the teachers in the manual. And we did such things as visualization in reading, using picture clues, and we did materials on both beginning and

intermediate level, but mostly beginning level, and these have been published by the Educational Activities Incorporated in New York.

MILLER: How many of those tapes are there, John?

TIBBETTS: There are three of those tapes at the moment that are available, and I'm not sure whether we'll do more of those or not because of the problem of finding a video source. We have more written but they haven't yet been produced.

MILLER: And you're continuing to do a lot of work in staff development?

TIBBETTS: Yes. We've had two projects at the national level. The first one was a project on developing training materials, and that was done with several organizations nationally. Pelavin Associates in Washington was the lead in that, and then an organization in northern Illinois, and San Francisco State University Center for Adult Education.

What we did was kind of to do three things on a national level. First we did a research study to find out what the needs were nationally, in terms of staff development. As a result of that survey, we developed a series of training packets, and those packets really had three kinds of thrusts to them. One of them was to provide information on what exemplary staff development might look like. And the second one, in particular, was to show

that staff development as a one-time function did not tend to change teacher behavior. Referring back to the evaluation study we were just talking about, we saw that very clearly from our competency-based programs in California: it took a lot of time to make changes in people's behavior. And yet nationally, the pattern we found in our survey was that people were either being sent to a conference where they see something one time, or somebody would come in for a half a day or a day at the beginning of the school session, "do staff development"—in quotes—and that was it for the year. And we suspected that that made very little change in what teachers did in the classroom, so we tried to promote that in the packets. And thirdly, we knew also that, as with our own projects, that the staff development time was very limited for teachers who were part-time and for administrators who may not have the skills.

So we tried to develop a series of training packets in areas that seemed to be most needed nationally. And we had an excellent advisory board from around the United States who helped us both in collating the results of the surveys that we did of what teachers said they needed nationally, suggesting what our

priorities should be, and we developed ten training packets. And those have been very successful, very well received nationally.

A new project which is just starting this month, in October of . . . '94? [Chuckling]

MILLER: Yes. [Chuckling]

TIBBETTS: Has three other kinds of thrusts, as we see it at the moment. It's still in the planning stages, but we plan to do some . . . at least one more training packet, and that packet this time will introduce teachers to other methods of staff development. So our pattern so far has been pretty much the workshop training pattern, but we know there are a lot of other ways of doing staff development. In fact, we have listed five or six, and that's still in process but it will come out as some number like that. And one of the ways particularly that we are interested in exploring with teachers is what's known as action research, so that teachers themselves do research on their classes and make changes as a result. So it's kind of a hands-on teacher change. And also to use electronic medium in accomplishing that, so that there'll be some what's called on-line action research. And California had one of the first projects with CASAS on on-line action research.

MILLER: And you worked on that also, didn't you?

TIBBETTS: No, I didn't work on that.

MILLER: You didn't work on that? Okay.

TIBBETTS: No, I did not. That was done strictly out of CASAS, but I'm very familiar with it. So that we will then introduce them to a variety. We will continue to reinforce what we did in the other packets, and then we will introduce them particularly to on-line action research.

And an area that I'm especially interested, and I don't know whether our advisory board will go along with that or not, but I think it's time that we started looking at the evaluation of effective staff development.

MILLER: There's never been a really strong staff development evaluation done in the country, has there?

TIBBETTS: No.

MILLER: On the adult level.

TIBBETTS: In fact, there's never been effective evaluation done on almost anything, including program evaluation, nationally. Evaluation is the area that almost always gets left out. And I think we know a lot about how to find out whether or not the staff development is being effective with teachers.

A whole new project that we of course won't look at in this one is whether or not staff development has any effect on students learning. That's a very difficult area because of the turn-over of students and all of those variables, but at least we can look at teachers and say to what extent the teachers change their behavior in teaching as a result of the staff development that they receive. And I would like this to help train teachers to do that, and their staff developers to do that nationally in this project, so we may be doing some of that as well.

MILLER: Are there other things that you're continuing to work on?

TIBBETTS: Well, I work with the national association a lot, the American Association for Adult and Continuing Education, fondly known as AAACE [pronounced triple-A-C-E]. This is my second year as chair of the Publications Committee. I have previously served as guest editor on a lot of issues of *Adult Learning* magazine, for example, because writing and editing have always been an interest of mine. And in the new role as chair, we have done a survey of the membership of AAACE and found out what their interests are in publications, and we hope to begin to serve some of those needs. AAACE does not have a lot of money. They cannot do a lot of publications because it's expensive both to produce them and

to distribute them. But we do want to do them in several categories, both books, monographs, booklets, and fact sheets of some sort each year.

MILLER: Okay. As you look back on your career, can you identify who or what you would consider the key driving forces of the adult education programs in California, what has been most instrumental in what's taken place?

TIBBETTS: Well, I guess I would have to say, and, you know, maybe that's because I was most actively involved in it, but I would have to say the competency-based movement—if you want to call it a movement. It certainly had a tremendous long-range effect.

I would have to say that as an individual I think Don McCune certainly was a major force in bringing about change in adult education in California.

I think certainly our changing population created a major change in the service. Adult education was night school for many, many years. But suddenly, with the influx of the immigration refugee populations, there became a need and a demand to serve that population. And so suddenly, from a small operation we became a major operation, operating year-round and all-day rather

than just in the evening. That's been a major thrust that I've seen in my time in California.

MILLER: Okay. Anything else?

TIBBETTS: Yes, for my own personal changes, one of the major changes that happened to me was serving in other countries with populations and teaching them reading. I spent nearly five years in West Africa and worked as an advisor to reading programs for adults, particularly for teachers in that country, and I learned so much about how to work with adults from another culture in that procedure.

I learned a lot in New Zealand working with the Maori, where we found interesting inconsistencies regarding culture. For just one example, there was a very high dropout rate of the Maori students in the elementary and secondary programs. New Zealand is based on a very British model of teaching, whereas if you work together you're cheating. There is no cooperative learning; it's independent, do-it-yourself teaching. But the Maori culture is directly the opposite. Children are punished if they don't help one another, and nobody is finished until everybody is finished; so that if you get your job done first, you help somebody else until their job is done. And so we found that children who were being

punished at home for not helping one another were being punished at school when they did.

And I think that those kinds of differences that we're finding coming into California with the immigrant population, the results are true. Because I have an adopted son from West Africa, and he was working in a bank in California, the Crocker Bank, when they merged with Wells Fargo. And in the section where he was working, they cut back almost the entire department. He was the one person that was retained, and it was interesting why he was retained, and it was because he had that same cultural background that when he finished his work in the department he helped whoever else had not finished. Whereas everybody else in the American syndrome was: "I got my work done first, ha! ha! Too bad. You've got to stay longer." And so when they went to do the merger, they found he was the only person that knew every job in the department, simply because he had helped other people. And that had not been the motivation, but it ended up being the reason that he was retained. And so there are some real positives in that sort of thing.

And so with the new movement of cooperative learning, I think that there are a lot of new things in adult education that we

need to learn from the K-12 system, for example, now that we have not yet incorporated but need to: things like whole language and cooperative learning and some of those.

MILLER: And that's beginning to take place.

TIBBETTS: Yes, it is.

MILLER: Particularly in the ESL classrooms. What overall have you found most rewarding about your work?

TIBBETTS: That's really hard to say because I thoroughly enjoyed elementary when I was doing elementary, and I enjoyed secondary when I was teaching secondary. And as I have moved up into older populations each time, I guess I've enjoyed them more because I've matured myself along with them. But I think it's the relationship.

Just last week I went back and taught a class at the university, and I realized that what I really missed is not the university, not the administration, not the bureaucracy, but I missed the students. Because in the class that I taught, there were students from Ethiopia and from South America and Japan. It's an international classroom, and I think that's more true in adult education. And working with adults, you know, on the level of treating them like adults and being adults, I find very rewarding.

MILLER: Okay. Anything else?

TIBBETTS: No, that's it.

MILLER: Okay. You've certainly had a rich career, John, and I want to thank you both for this interview and for the contributions you've made to California's adult education programs.

This interview was completed as a part of the California Adult Education Oral History Project.

[Session 2, May 17, 1995]

[Begin Tape 1, Side A]

MILLER: This is Cuba Miller conducting a second interview with Dr. John Tibbetts. The interview is being conducted in Daly City, California, on May 17, 1995.

John, in reviewing the transcript from our first session, we both realized that there were some components of the CBAE Staff Development Project that needed elaboration or that were overlooked completely in our initial interview. I think that's probably testimony to how much innovative work was jammed into those few years. You mentioned that consortium members served as a working group and not just an advisory body. Let's go back to talk about the consortium for just a bit. What determined membership?

TIBBETTS: We tried to have representatives from not only the state level but from the districts, and we tried to bring people in who represented the areas that we were working on particularly. And those

included guidance and counseling, they included the instructional areas of ABE, ESL, and Vocational ESL or VESL, and they included assessment. And we also had membership on our consortium from the other projects who were working then. There was the Dissemination Project, so that Jane Zinner [Director, Dissemination Network for Adult Education, Association of California School Administrators (ACSA)] was part of our membership, and CASAS was operating during that time, and Pat Rickard [Director, CASAS, San Diego Community College] was also a member of our consortium, so that we all knew in a sense what each other was doing and the different projects could dovetail together rather than being isolated projects which so often had been the case.

MILLER: Yes, you had mentioned earlier that this was kind of a three-pronged approach to implementing the CBAE mandate that had come down.

TIBBETTS: One thing I wanted to say about the working group notion. I think maybe we were the first to think of the consortium as not just an advisory group of someone, we came and told them what we were doing and they sat and listened, or we came and asked them to sort of rubber-stamp what we were doing and get some

suggestions. We saw each member as actually picking up a piece of the project which was in their area of expertise and then designing ideas and trying out programs, and then we'd bring them all back together and share what people's ideas were. And so the meetings were very exciting ones. They were never static.

[Chuckling] And we always could have gone a couple of extra days beyond the meeting because so many things generated. And that's really why we did so much is because everyone brought in ideas of things that they wanted to have or that they thought should be done, and so it just kept mushrooming, in a sense.

MILLER: Getting bigger and bigger.

TIBBETTS: Yes. And broader and broader.

MILLER: There was some understanding of competency-based education scattered throughout the state from the curriculum projects that had been done starting in the mid '70s and from the conferences that you had held to spread the word about the APL study and competency-based education in general. But CBAE hadn't caught on statewide, and thus the decision to mandate it for the 321 projects. What were the first steps that your project took to get the ball rolling towards statewide implementation?

TIBBETTS: I don't recall exactly what we discussed in our earlier tape on that, but I remember one of the things that we did which taught us more than anything, I guess, [Chuckling] was the group from the project went to agencies around the state to tell them about this exciting new idea of competency-based adult education. I remember in one site when Ray Eberhard and I were the two persons at that site. When we got about halfway through our presentation, members of the audience stood up, administrators particularly, from that area and informed us that they had been doing ABE and ESL for twenty or thirty years and that they knew what they were doing and that the customers liked what they were providing and they didn't need someone coming down from the ivory tower and telling them how to run their programs. And that was a great learning experience because we then had to go back and regroup and think about [the fact] that this was not the way to convince people.

So that also . . . helped to promote the consortium concept, because then we had people who were actually in the field who were doing the work and spreading the word. And then when we had conferences, we from the project headquarters never made the presentations; we always had someone who was trying it out in the

field. For example, [for] the administrators who had criticized us—at the next conference we had administrators who were doing competency-based who got up and spoke to other administrators and said, "This is working at my site, and the teachers like it and I like it." And it was much more difficult then for people to tell them they didn't know what they were talking about.

MILLER: How was the plan for implementation of CBAE put into effect at the . . . I mean, did everyone do it at once, or was it phased in or . . . There was a period of time that districts had to make the changeover.

TIBBETTS: Yes, the mandate, the state mandate for competency-based gave a period of time, and I really don't remember the exact limits of that, but it was not as strict as it appeared, and some moved much more quickly than others.

MILLER: And they actually got extra staff development money when they were ready to put a big emphasis on that.

TIBBETTS: Yes.

MILLER: You told us about training the advanced staff developers to give workshops locally or regionally, and what was the mechanism for that? How was the state divided and who was responsible for the regions and . . .

TIBBETTS: Yeah, that came about, as I may have mentioned before, because we found that the same people were being requested over and over throughout the state, people who really had a degree of expertise. And although we had said, you know, any members who were trained were ready to do this, the agencies wanted to be sure they had somebody who was really knowledgeable. So we decided to pick the people that were being requested most and to do special training with them, and so that's how we came up with the roster of advanced staff developers. And the second part of your question was. . . ?

MILLER: Sort of the mechanism for organizing the regional staff development.

[telephone rings - tape turned off]

TIBBETTS: One of the things that I had mentioned about the consortium was that it not only was representative of the content areas and administrative areas and other projects, but it was also representative of various geographical areas in the state, so that we tried to have people from the six or seven regions that existed in California. And what we did was to put members of the consortium . . . to make members of the consortium responsible for what training went on in that region and what activities were

taking place to promote competency-based adult education. And they had a budget from our project which they could use for training and other developments which they coordinated through the consortium.

MILLER: Okay. After that first year, and it was the only time that it took place, but after the first year of the project there was a summer institute. And can you tell us a little bit about that and who attended and a little bit about the program, if you recall that?

TIBBETTS: The consortium felt at that time that we really needed a chance to have a longer period of time—we were always running out of time in our meetings—to really look back over the first year and see what had been done and sort of project what directions the project should take, for the coming year at least. So we decided not only to spend all our time meeting but to bringing some outside experts to stimulate our thinking about some of the possibilities.

And Bruce Joyce [San Francisco State University] was one of those persons who had worked largely in K-12 but was knowledgeable about adult education, and he was Chairman of Secondary Education at San Francisco State, so he was easily accessible, and free, at the time. So he came in and talked to us about his research in staff development, which was really

interesting. They had researched in K-12 quite thoroughly what worked and what didn't work, and there were a series of six or seven steps that one had to go through. Information alone, for example, was necessary but not sufficient. Once they had knowledge they needed to see it demonstrated, they needed to try it out, they needed to get feedback on it.

And what was interesting particularly was that in order to make it really work it had to be tried out sequentially over a period of time with some kind of structured feedback. And coaching was the mechanism which Bruce Joyce was recommending to do that—that is, teachers coaching teachers to help them do that. And the leap was phenomenal. Before that, simply attending meetings, even if you were excited about them, fewer than 25 percent actually implemented this as part of their repertoire. But once they had been coached and got rid of the anxiety and the bugs in the new techniques, then they were likely to keep it as a technique. So that was an important finding, I think, that we made that summer, and we kind of incorporated that in our staff development training.

MILLER: I was going to say that's actually influenced the way staff development's been given in California a lot since then.

TIBBETTS: Not only in California but nationally, as a matter of fact, because the Pelavin Project, which we worked on last year, was one of the things that those of us who had participated in California insisted be built into this new one, and that we just not continue doing workshops which people say, "Oh, that was nice," but nothing results from it.

MILLER: And then go home, and that was nice. [Chuckling]

TIBBETTS: Right.

MILLER: And I believe that at that first-year summer institute that the districts that had first said, "Yes, we're going to implement this first year," attended that institute also.

TIBBETTS: Yes, that's right.

MILLER: And you mentioned Bruce Joyce, certainly an authority on staff development, but your project during the year had also brought in some other national authorities on CBE. I think they were at our state conference.

TIBBETTS: One of those particularly that was influential was Ruth Nickse from Massachusetts. Ruth often refers to herself as "the mother of competency-based education." [Chuckling]

MILLER: I've heard her use that expression. [Chuckling]

TIBBETTS: And she had done a lot of work in that field back East and had also been active in performance-based assessment, so she kind of was able to step over both the lines of the CASAS project as well as lines of our project. And that was helpful in her coming and talking with the members of our consortium and state leaders in CBAE. Another was Violet Malone, who was, I believe, out of Illinois at the time.

MILLER: I think so.

TIBBETTS: And she was president of the national association, AEA [Adult Education Association of the USA], and had great influence. She was a wonderful speaker; she was motivating, she was funny, and she had a lot of expertise in competency-based adult ed, so we used her at several conferences that we did as kind of a keynote speaker.

MILLER: There were a couple of offshoots from the main project that you initiated, or at least took care of—they came under your umbrella, whether they were originally intended to or not—that later were kind of developed as separate projects. One of those dealt with the ABE teachers in the state. Can you tell us what your project did special for the ABE teachers?

TIBBETTS: Yeah, there grew to be a lot of criticism from the minority group of ABE teachers because, as you'll recall, at this time we were having a tremendous influx of ESL students, and agencies were able to fill up all of their classrooms with ESL students. And as a result, the former programs that had been done on recruitment and retention of ABE students kind of got put aside because it wasn't necessary to recruit anybody. They had more students than they could handle. So those persons who were concerned about literacy of ABE students in California suggested that we really needed to do something to get some focus back into ABE. So we formed a network, an ABE network. This was funded separately through Grant Union High School District [Sacramento], and Joan Polster was the chair of that, or the director, I guess, of that network, which worked in conjunction with our project. And we pulled people from all over the state, who were either teachers or leaders in ABE, and designed some steps that we felt needed to be taken to get some focus back into ABE teaching—in a competency-based mode of course.

MILLER: Of course. [Laughter] And you had a couple of special training sessions for them, for institutes that were just for the ABE teachers.

- TIBBETTS: Yes, that's right. We ran some ABE institutes. And those were very successful and very much appreciated, and I have to say that Joan Polster was an exemplary leader in that project.
- MILLER: Okay. And then you had some other special training for administrative and coordinator teams that we sort of generally referred to as "leadership training" that . . . because these were the people that usually gave staff development.
- TIBBETTS: That's right.
- MILLER: And seldom received any.
- TIBBETTS: There were other kinds of leadership programs going on. There were the ACSA institutes, or whatever they call those, and there were some training programs on how to become a state leader, but there was really nothing that dealt with leadership in the CBAE area.
- MILLER: Instructional leadership.
- TIBBETTS: Instructional leadership. So we tried to fill that gap with some . . . what we called "leadership institutes," I think. And those were hugely successful. Largely, again through the advice of our consortium, we set up case studies, and the case studies were typical case studies written by people in the field of instances or problems that actually existed, and then we put administrators

together to kind of share their expertise on how those problems might be solved. So people went home feeling that they really had grappled with something that was real and significant to them.

MILLER: John, had case studies been used for training much before that?

TIBBETTS: Not that I know of, and I'm not sure that they are now—that is, in California. I know they are in some states and they are in some institutions. For example, Harvard at the moment is running one of its entire programs on a case study basis. And even in medical schools.

MILLER: Because they're really effective.

TIBBETTS: Yes.

MILLER: And I know after we started them with those leadership training institutes that we've made quite a bit of use of them here since then.

TIBBETTS: It would be exciting to go back now because with the use of the technology we have, you know, you could put video and sound and computer all together and really do some exciting case studies that people could grapple with. But that's another project. [Chuckling]

MILLER: A really major product of the CBAE Staff Development Project, which we both missed our first time around, was the Teaching Improvement Process [TIP]. I don't know how we missed it

because . . . [Chuckling] but we did. What was the TIP, and what prompted its development?

TIBBETTS: The TIP began because we had people who were out in the field sitting in on classrooms as part of an evaluation project to see whether or not competency-based instruction was really taking place or whether it was largely a lip service kind of activity. And as the people sat in the classrooms, particularly Sylvia Ramirez [Mira Costa Community College] and David Hemphill, they began to notice that there seemed to be several different criteria in place where teachers were successful. And so, rather than sitting down and saying, "What is it that we can think about that would be a successful teacher?" what they did was then to take all those notes from those observations, that each of them and some others had made independently, and to pull from those into six categories that seemed to make the difference for successful teachers versus teachers that were not very successful in implementing competency-based adult education. And those became the six categories of the Teaching Improvement Process. And at that point then an instrument was designed called the TIP, and David and Sylvia again designed that instrument, and it was very, very successful throughout the state in training teachers. Then we took

the opposite step. Having come to it from sitting in the classrooms, we now turned it around and went back and used that as the instrument to train teachers in ways that they could improve their teaching. And videos were made and used so that we were able to get a degree of. . . .

MILLER: Consistency.

TIBBETTS: Yeah, that is a. . . .

[tape turned off]

TIBBETTS: So we were able to get a degree of inter-rater reliability, so that after training for a period of time, different people could look at the same classroom video and rate the teacher in the six categories the same way, so that it began to have validity and reliability as an instrument. And that, I think, is probably still being used in a lot of districts around. It was a good complement to the ISAM, which I think we mentioned last time.

MILLER: Yes, we spent quite a bit of time on that.

TIBBETTS: Because the ISAM . . . and I don't know how we did one with[out] the other, because the ISAM was designed to improve programs whereas the TIP was designed to improve instruction.

MILLER: And the TIP had multiple uses, which is one of the things that made it so worthwhile, because it could be used by program

managers to observe the classroom, and it could be used by the teachers to improve their own instruction.

TIBBETTS: Yeah, that's right. It could be used as an evaluation instrument of professional development, or a teacher could take it by herself or himself and simply say, "This is an area I want to improve in," and the behaviors were described in that instrument so that they could pick out those behaviors they wanted to improve in. For example, in working with groups, which was one of the areas we found teachers doing least when we sat in the classrooms. Even in ESL classrooms we found the whole class repeating as the standard and not even much in the way of pair practice, which now is just accepted practice, I think, in ESL in California. So that a teacher could take that and say, "Yes, this is something I can do to improve my teaching." And if they needed help, then they could go and ask for someone to come in and do training with them.

MILLER: I remember David [who was at San Francisco State University after 1985] describing this instrument really as a communication instrument, that it opened up the pathways for discussion of. . . .

TIBBETTS: Yes. You know, one of the things that, Cuba, we didn't talk about either that came out of that evaluation study was that we found that agencies who were really successful in implementing CBAE,

there was someone that . . . David, I think, coined the phrase, or Sylvia, they called it "key communicator."

MILLER: That was an awful phrase, by the way. [Laughter]

TIBBETTS: But what it did was to designate that there was usually somebody, and not always the administrator, who was coordinating the program and making sure that it was successful. As a matter of fact, as sort of a sidelight, what we found was that that person was almost always a female. Even though the administrator was almost always a male in those programs, usually there was a woman who was coordinating the program to make sure it was successful.

MILLER: I have sometimes thought that the CBAE movement was a prime force in increasing the number of female administrators in the state.

TIBBETTS: I would like to think that. Certainly it increased the number of coordinators. That was a position that almost got created. There often was not an ESL coordinator or an ABE coordinator in the districts, there was just the administrator and the teachers, you know, or a vice principal or somebody.

MILLER: And so many of those coordinators have now moved on up into administration. It would be interesting if we could find out whether that was really a factor.

TIBBETTS: Yes. I'd be interested, and somebody ought to do a study to see how many top administrators in adult programs are now female in the state of California. I have no idea.

MILLER: More than in the '80s, that's for sure. Okay, John, you also had piloted a coaching project, and it was something very dear to your heart but it never quite got implemented. What had you hoped to accomplish through the coaching project, and what happened to it?

TIBBETTS: Well, as Joan Rivers would say, "Can we talk?" [Laughter] Yes, that again grew out of the . . . as I mentioned earlier, the Bruce Joyce recommendation. If that's really what made the difference, why weren't we doing it? If we really were doing a staff development project and we weren't getting 95 percent of our teachers incorporating competency-based techniques into their classroom and we knew there was a way that we could do that, why indeed were we not doing that? So we did a pilot project in coaching with a number of districts throughout the state of California, ranging all the way from Sweetwater in the south to agencies in the north. And without exception it was hugely successful. The teachers loved it.

We learned something out of that, parenthetically, and that was that for a moment there we forgot our team concept. And we

had teachers coming as teams but we didn't always have administrators. And I know that I remember in one district where the teachers were so excited about what they were doing in their using cooperative learning and coaching together, that they invited their assistant superintendent to make his annual visit to the classroom when they were using that technique. And he gave them a very low rating because he said the class was out of control: the people were moving around and everybody was talking and they were moving from one group to another. I remember having to go down and do some staff development with the assistant superintendent so that he understood what the teacher was doing. And that reinforced the notion that we really do need to include administrators in programs as a team member when we're working with teachers; otherwise it can backfire on the teacher, and that was not our intent.

But despite its success, it was never implemented, largely because the state felt that it would be too expensive. The problem that they saw was that . . . you know, in our pilot site it was okay, but somebody had to have released time to visit one another and to coach one another, and so districts began to get very frightened about who was going to pay for releasing teachers to sit in one

another's classrooms and watch them do techniques—although the teachers loved it, of course, it was the kind of support that they had wanted all along. And it is sort of unfortunate that it was the funding that killed an idea which could really have made a difference in California.

And it was interesting, just this year I heard a state department official from California saying, "We really ought to get into coaching. It looks like that's an area that we need to move into." And, you know, those things come back to visit you years later. [Chuckling]

MILLER: What goes around comes around. [Chuckling]

TIBBETTS: Right.

MILLER: And you can provide consultant expertise on that if they decide to revisit it. So the ESL Institute in recent years has had a mentor teacher training, and not to the degree that coaching would be, but along the same ideas as trying to set up a few teachers within an agency to help other teachers.

TIBBETTS: Yeah, I have to say that that was a very smart thing that the ESL Institute did because they changed the name. Mentoring was okay but coaching was not. [Chuckling]

MILLER: Because the State Department of Education had a mentor teacher program. [Chuckling]

TIBBETTS: That's right. And if we had been that smart we would have called it mentoring instead of coaching. [Laughter]

MILLER: Okay, the last year of your project there was sort of an imposed program that all of the 310 project directors were involved in, and that was selection of the demonstration sites. Can you tell us a little bit about that?

TIBBETTS: [Chuckling] I'm not sure I even want to remember that. That was a horrendous experience.

MILLER: You're laughing. [Chuckling]

TIBBETTS: It was a horrendous experience. We gathered so much data from [agencies] that applied to be demonstration sites, and we wanted to have at least one demonstration site in each region of the state who then could serve as the place to hold staff development programs and to sort of be a clearinghouse for that region in the area of competency-based adult education. And it was very difficult because some of them were very close in their abilities, and some of those who were better, you know, there may have been three or four in one region that were better than one in another region, but they needed somebody in that region.

MILLER: In each region.

TIBBETTS: And so it was a very hard task to decide on that, but all of the projects worked together and the people from our projects, and we did do that. We finally decided on the regions and what sites were to be the leadership sites in those regions. Whether or not those are still in operation, I haven't kept up.

MILLER: They're essentially the same. They've gone through name changes, you know, and most recently have been labeled the State Literacy Resource Centers.

TIBBETTS: Which have just been de-funded. [Chuckling]

MILLER: Which have just been de-funded. So who knows, you know? I assume the state will take over their funding again next year, but anyway. . . . Again, John, as I look back on the six years of the CBAE staff development project, I'm still amazed at the amount and the quality of work and the number of products that came from the project. Do you have any final reflections on the impact that it had on adult ed in the state?

TIBBETTS: I think it's almost had more impact nationally than it has statewide, because other states are still looking at what happened to California during those years and adopting programs and using techniques and ideas. And many of us who were involved at the

state level during that time are now working at the national level on new programs that will affect a much broader base. And it came from . . . really, those ideas came from the persons who were largely on the working group, because, you know, once you start a ball like that rolling, it picks up a lot of moss. [Chuckling]

And I remember one time I came in toward the end of the year and I had this really exciting idea. I had designed a new way of . . . I don't even remember exactly what it was now, but I had diagrammed it. I had stayed up a couple of nights almost all night working on this, and I presented it with great excitement to the consortium. And everyone sat there looking at me—it was toward the end of the year—and there was a long silence and then someone said, "That's a wonderful idea, John, but we're tired."

[Laughter]

[tape turned off]

MILLER: I guess that's as good a place as any to stop. I mean, it certainly shows the dynamics of the consortium, and it, I think, is a credit to your leadership and to the group for everything that was accomplished. Thank you.

TIBBETTS: You're welcome.

[This interview was completed as a part of the California Adult
Education Oral History Project.]

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RESUME

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Academic Degrees:

Ed.D. University of Southern California (1968)
Majors: Educational Sociology and Education Psychology
M.A.T. Harvard University (1956)
Major: English
B.S. Gorham State University, Gorham, ME (1952)
Majors: English, Social Studies; Minors: Art, Drama

Professional Experience:

1994 - Present Consultant/Author, PRO-NET Project
U.S.D.E., Pelavin Research Institute,
ALRC, CASAS. Professional development
network for adult education.

1990 - 1993 Principal Investigator, USDE funded
project, "Instructor Training Approaches
for ABE/ESL & Volunteer Instructors" with
Pelavin Associates, Washington D.C. and
Adult Learning Resources Center (ALRC),
Des Plaines, IL.

1992 - Present Emeritus Professor of Education
San Francisco State University

1961 - 1992 San Francisco State University
During tenure at SFSU, highlights have
included:
- Established and taught first team-taught
integrated teacher-training program in
Secondary Education Department
- Coordinated Advising and Student
Teaching for Secondary Education
- Coordinated and participated in
developing the Reading Specialist
Credential Program
- Developed the MA program in Adult
Education
- Established the Center for Adult
Education

1981 (Summer) University of Auckland, New Zealand
(Reading and Adult Education)

- 1978 (Summer) Consultant and Instructor, EFL Institute on Staff Development at SFSU
- 1973 - 1974 Consultant in Reading, Newark Unified School District, Newark, CA
- 1968 - 1972 Liberia Project, Deputy Chief-of-Party (1971-72) Language Arts/Reading
- 1968 (Summer) University of Southern Maine, Gorham Adult Education
- 1967 (Summer) Consultant, American Indian Reading Project, NDEA, (Navajo) coordinated by Calif. State University, Northridge
- 1958 - 1960 Santa Fe Springs H. S., Whittier Union H. S. District., Dept. Chair, Language Arts
- 1954 - 1955 McClain Elementary School, Rockland ME Teacher
- 1952 - 1954 U. S. Army, Second Army Headquarters, Personnel Management Specialist

Related Activities:

- 1982 - 88 Co-Director, California Staff Development Project (Director, 1984-85)**

Provided staff development for the State of California in adult basic education including English as a Second Language in state-wide mandated competency-based adult education.

- 1981 - 1982 Co-Director, CALCOMP Project, State of CA**

Coordinated a statewide consortium to plan and pilot test a competency-based high school diploma program for adults.

- 1979 - 1981 Co-Director, Project on Personal and Family Financial Planning Across the Lifespan for Multicultural Adults (funded by American Council of Life Insurance)**

Researched and authored a handbook and training modules for training adult basic education teachers on the most-likely family and financial problems of multicultural adults. Presented workshops and training programs nationally.

1974 - 1980 Co-Director, California Adult Competency Education (CACE) Project for the State of California.

Based on the research of Northcutt's Adult Performance Level (APL) study in Texas, conducted long-term training sessions in developing competency-based curriculum modules for classroom instruction.

1977 and 1979 Planned and directed with Dorothy Westby-Gibson, two national conferences on competency-based adult education.

1979 - 1981 Nutrition Education Project (CA State Department of Consumer and Homemaking Education)

Served as state consultant in planning and conducting statewide workshops in nutrition education, K-12.

1979 - 1981 Parenthood Education Project (CA State Department of Consumer and Homemaking Education)

Served as state consultant in planning and conducting statewide workshops in parenthood education K-adult.

1976 - 1978 Maximizing Human Potential Project (CA State Department of Consumer and Homemaking Education)

Developed a program, publications, and conducted workshops on maximizing human potential for multicultural students in consumer and homemaking education, K-12.

1972 - 1977 Innovative Curriculum in Consumer Education Project (CA State Department of Consumer and Homemaking Education)

Developed, trained teachers in, and published a statewide curricula for innovative instruction in consumer education, K-12.

Related Publications:

Member, Editorial Board of Adult Learning, published by AAACE. Editor, and "UpFront" author for issues on Staff Development, Facilitation, Cultural Diversity, and Learning to Learn.

Adult Education Staff Development Resource Bibliography
National Adult Education Staff Development Consortium
(NAESDC), September, 1994.

Reaching Out. Amnesty Education Outreach Project,
Mira Costa College, 1992.

Immigrant Voices: Pursuing an American Dream. Amnesty
Education Outreach Project, Mira Costa College, 1991.

Services to Formerly Migratory Children in the Chapter 1
Migrant Education Program (a report for the National
Association of State Directors of Migrant Education)
1990.

Section 5, Handbook on GAIN Education Services,
"Competency-Based Education," Sept., 1986 (with co-
author Richard Stiles, Ca. State Department of
Education.

Investing in Change: Evaluation Study Report of CBAE in
California (Received National Research Award) with
authors Alamprese, Hemphill and Ramirez.

"Management Manual" with D. Westby-Gibson to accompany
Lifeschool series (ESL and Basic Skills Classroom
Sequence; 4 volumes) Pitman Learning, Inc. 1980.

"The Process Model of Staff Development" with D.
Westby-Gibson in Personal and Family Financial
Planning (Staff Development for Community College
Trainers and Faculty, Washington, D. C., American
Council of Life Insurance, 1984.

"Money Management and Life Choices" with D. Westby-
Gibson, Lifelong Learning: The Adult Years, 6:18-21.
March 1983.

Editor, Handbook for CBAE Staff Development. San
Francisco CBAE Staff Development Project, S.F.S.U.
1983.

Editor, Winter, 1980 Issue of California Journal of
Teacher Education on "Adult Education for the 1980's:
Priorities for Staff Development."

"Process Approaches to CBAE Staff and Program
Development: The California Experience." Adult
Literacy and Basic Education. 3:201-10, Fall 1979.

Chapter in Gerald Weinstein and Mario Fantini, Toward
Humanistic Education: A Curriculum of Affect,

Prager, 1970.

Teaching in the Developing Nations, with M. Akeson and M. Silverman, Wadsworth Publishing Co., Belmont, CA 1968.

Media:

Executive Producer, video series on adult reading, "VCR: Video-Connected Reading" (video plus text) for Educational Activities, Inc. N.Y.

Guest, Talk Show on Family Problems, KQED (1989) on "Adult Literacy." (National audience)

Presenter, "Like a Disease" on Assignment 2, KTVU's documentary on adult illiteracy.

Presenter, "Worlds of Man" series on Creativity (KPIX) Ch. 5.

Interviewer, in "Youth Inquires" (KRON-TV) Series.

Executive Producer, Video Staff Development Series:

Implementing CBE in the ESL Classroom:

Beginning Level

Implementing CBE in the ESL Classroom:

Intermediate Level

Implementing CBE in the ABE Classroom:

Focus on Reading

Implementing CBE in the ABE Classroom:

Focus on Math (in a Learning Center)

New to CBE

VESL Approaches: (3 videotapes) Vocational English as a Second Language: the ESL program approach, the vocational program approach, and the work experience approach.

Scriptwriter and Director, Videotape on GAIN Education Services in California (1988)

Author, Film Guide for Horizons with for California Council of Growers

Presentations:

Presentations are too numerous to list here. They include, however, annual presentations at the AAACE national conference on Adult Education; at the national COABE (Council on Adult Basic Education) conferences; the Adult Literacy and

Technology National Conference; the California state conference on Competency Based Education (CBE Conference); the California Council on Adult Education (CCAЕ) both state and regional conferences; and many, many presentations to local and state organizations, business and industry, and projects with which I am affiliated.

A sample in 1995 includes:

Training Series on the Adult Learner for Virginia
State Department of Education, Richmond, VA.

Workshop Presenter, The Adult Learner, Baldwin Park,
CA.

Workshop Presenter, The Adult Learner, Hayward, CA

Workshop Presenter, The Adult Learner, CCAE State
Conference, San Diego

Workshop Presenter, Improving Thinking Skills Series
for Oregon and Washington States

Workshop Presenter, Improving Thinking Skills, Grant
Union H.S. District, Sacramento, CA

Workshop Presenter, Adult Learning Disabilities, Merced,
CA

Workshop Presenter, Learning and Thinking Styles,
Merced, CA

Workshop Presenter, Empowerment Through Team Learning
(projected) Adult Learning Resource Center, Des
Plaines, IL

Keynote Speaker, (projected) Northwest Regional
Educational Consortium (WA, OR, ID, AK) Seattle, WA

Professional and Academic Association Memberships:

Chair, New Publications Committee, American Association of
Adult and Continuing Education (AAACE), current.

Co-Chair, National Adult Education Staff Development
Consortium (NAESDC), 1995-96.

California State Board of Directors, Literacy Volunteers of
America.

Board of Directors, Project Read (S.F. Public Library
Literacy Program)

Board of Directors, Consumer Credit Counseling Graduate Program, SFSU

Life Member, American Association of Adult and Continuing Education

Commission on Adult Basic Education (COABE) - National Orgn.

California Council on Adult Education

California Association for Teachers of English to Speakers of Other Languages (CATESOL)

Congress of Faculty Associations (CFA) (Includes NEA, CTA, AAUP and SFSU Faculty Club)

Harvard Club of San Francisco

Awards and Honors:

- 1989 American Association of Adult and Continuing Education (AAACE) "Award of Meritorious Service to the Field of Adult Education."
- 1986 California Council on Adult Education (CCAE) "Citation of Merit for Outstanding Contribution to Adult Education in California." (One selected in California each year.)
- 1986 Adult Competency Education Unit of AAACE's annual research award for the study "Investing in Change," a 3-year investigation of the implementation of competency-based adult literacy programs in California. (with Alamprese, Hemphill and Ramirez).

CALIFORNIA ADULT EDUCATION ORAL HISTORY PROJECT

RELEASE FORM

For and in consideration of the participation by the *California Adult Education Oral History Project*, funded by the *California Department of Education*, in any programs involving the dissemination of tape-recorded memoirs and oral history material for publication, copyright, and other uses, I hereby release all right, title, or interest in and to all of my tape-recorded memoirs to the *California Adult Education Oral History Project* and declare that they may be used without any restriction whatsoever and may be copyrighted and distributed by the *California Department of Education*, which may also assign said copyright and publication rights to serious research scholars.

In addition to the rights and authority given to you under the preceding paragraph, I hereby authorize you to edit, publish, sell and/or license the use of my oral history memoir in any other manner which the *California Department of Education* considers to be desirable, and I waive any claim to any payments which may be received as a consequence thereof by the *Department*.

PLACE Daly City
California

DATE October 21, 1994

John A. Tillet
(Interviewee)

Barbara J. Miller
(Interviewer)
(for California Adult Education
Oral History Project)