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Helpful Strategies for a U.S. Citizenship Class

by Tiffany Lee

Region 9, Education Service Center
Adult Education Department

Speaking, Listening, Reading, and Writing: the four components of an ESL class. Now think of how you can take those four components and apply them to U.S. Citizenship curriculum. How can you bring U.S. History, Civics, and Government to real-life? How can you help your citizenship students remember 100 citizenship civics questions? There are several strategies you can use to make sure your citizenship class is successful. By having a firm structure, providing class projects, and active participation, your U.S. Citizenship class will be the “talk of the town.”

First, in order for your ESL Citizenship class to be successful, you must have structure, especially, lesson plans. Lesson planning for an ESL Citizenship class includes structure of the class and the class’ content. An example of structure is setting the days, times, assessment testing, how long the class will take, and how many times should we have the class. We have our class four days a week, Mondays through Thursdays, from 9:00a.m. - 11:30a.m. The class is held twice in a school year, Fall and Spring, for 10-11 weeks per session. We have a pre-registration which includes the student’s name and phone number. We ask the student, if interested in the class, to make an appointment for assessment testing before the first start date of class.

Another example of structure is our ESL Citizenship curriculum. I did not have experience teaching U.S. history, civics, or government; I am a mathematics teacher. After training and looking at the curriculum, our class began with the content from New Readers Press, Ready for Citizenship. There are three books which include the U.S. history, civics, and government, getting ready for the interview, and improving literacy skills. It covers all four components of citizenship. It includes a teacher’s resource manual which gives additional teaching elements to include in the lesson plans. Take advantage of any resources, lesson plans, computer programs, or professional development courses, which will change your lesson plans from paper to a rich learning experience for the student.

Secondly, another helpful strategy for ESL Citizenship is to make your class have presence of real life. For example, one of the lessons we covered was democracy, which included the voting process. In order for the students to participate in a democracy, I wanted to make the voting process become a reality. So, we had a class election. I made a ballot box and ballots from the attendance sheet. I passed out the ballots and the students were instructed to follow the instructions. They were to vote for President, Vice-President, and Secretary for Region 9 ESC Adult Education ESL Citizenship. By doing this lesson, the students actively participated in their classroom as well as in their democracy.

Lastly, another helpful strategy for ESL Citizenship is to find ways to help your students, as well as you, remember the 100 Citizenship Questions List. Some instructors would give the students a copy of the 100 questions. However, one strategy that works well to help both the students and the instructor is an activity called Groovy Patterns. Groovy Patterns give students a way to be active in their learning. It helps them be organized and retain information. Also, patterns can help you, the instructor, assess the students of what they know. For example, the week before Christmas break, we had a Groovy Patterns lesson. We made an interactive three-tab pattern. This pattern was about the differences between the three branches of government: legislative, executive, and judicial. Each branch was listed on a tab. Underneath the tab was information pertaining to the three branches, but also answering some of the 100 citizenship questions. For example, some of the questions were: Who is in charge of the executive branch? Who makes the federal laws? What are the two parts of the U.S. Congress? What is the name of the President? Vice-President? Who signs bills to become laws? What does the judicial branch do? Who is the Chief Justice of the United States now? This activity covered several questions dealing with our government. Just by completing this interactive pattern, the students retained the information by using the flaps as flash cards. The students looked

at the flap, legislative, then remembered: the legislative branch makes the laws; the two parts of the legislative branch are the Senate and the House of Representatives.

When I started teaching citizenship, I applied the structure and lesson plans, included real-life activities, and made sure my students had fun by making them a part of their class. By having a strong class structure, having activities that would make citizenship real-life, and having the students be active in their learning, your ESL Citizenship will be successful.

About the Author

Tiffany Lee is a Distance Learning Instructor and GED & ESL Instructor for Region 9 Education Service Center Adult Education Department. She has been teaching for Region 9 since 2007. She has a bachelor's in administration with computer information systems and a master's in education in instructional technology. She presented at 2012 TALAE Conference in San Antonio, "Groovy Patterns in ESL Citizenship." She currently is the ESL Citizenship class instructor where three of her students have received their U.S. Citizenship. If you have any questions, you are welcome to contact her at tiffany.lee@esc9.net.

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The Barbara Bush Foundation for Family Literacy Announces 2012-2013 Texas Grants

In Houston on June 6, The Barbara Bush Foundation for Family Literacy announced ten new grants totaling almost \$400,000 for family literacy programs across Texas. The awards were announced by Neil Bush on behalf of his mother, Former First Lady Barbara Bush. Neil and his wife Maria serve as the Foundation's Chairs of the Texas efforts supporting family literacy.

"The ability to read, write and comprehend empowers people to create brighter and more prosperous futures for themselves, their families and their communities," said Mrs. Bush. "Through the efforts of our Texas Fund and the family literacy programs supported, we believe that it is important this year in hard times to volunteer more, give more money and use our resources to support family literacy programs."

"We're excited about the impact that these worthy programs have on families in Texas and are proud to provide financial support for their important work," says Neil Bush. "Given my mother's legacy commitment to raising awareness and supporting family literacy initiatives, these grants carry extra prestige bearing her name."

Grantees were selected through a vigorous application and selection process. These innovative family literacy programs will be able to develop or expand their reach into their communities. Awardees were selected based on their ability to demonstrate experience and success in providing literacy programming, the creativity of their outreach activities and the diversity of their partnerships and target audiences.

The 2012-2013 Grantees each awarded \$50,000 are:

Advocacy Outreach, Elgin
Communities in Schools-Central Texas, Austin
Lamar CISD, Rosenberg
Austin Learning Academy, Austin
Northside ISD, San Antonio
Plano ISD Foundation, Plano
Victoria Adult Literacy Council, Victoria
Literacy Council of Tyler, Tyler

In addition to these grants, two planning grants were awarded to support building coalitions to develop future family literacy programming. Planning grants of \$5,000 each will go to Aberg Center in Dallas and Northside Inter-Community Agency in Fort Worth.

Since 1996, the Texas initiative has awarded 169 grants totaling almost \$4.8 million for family literacy programs in Texas. Founded by Former First Lady Barbara Bush in 1989, Barbara Bush Foundation for Family Literacy supports the development and expansion of family literacy programs -- in settings where parents and children read and learn together - across the United States. Grants are awarded on a competitive basis to nonprofit organizations, correctional institutions, homeless shelters, schools and school districts, libraries and community- and faith-based agencies. To date, the Foundation has awarded over \$43 million to nearly one-thousand family literacy programs in 50 states, including the nation's capital. To learn more, visit www.barbarabushfoundation.com

For more information on the Texas projects, visit TCALL's website (<http://tcall.tamu.edu>) or contact Harriet Smith, Texas Grant Program Director, Texas Center for the Advancement of Literacy & Learning (TCALL) at Texas A&M University, 979-845-6615, hsmith@tamu.edu or Liz Hirst, Vice President, Barbara Bush Foundation for Family Literacy 850-562-5300.

Building Collaboration & Program Improvement

The Benefits of Program Improvement: Implementation Examples from Brownsville Adult Continuing Education (ACE)

by Debbie Alford

Brownsville Independent School District (ISD)'s program is located in Brownsville, Texas which is the southernmost city of Texas and is on the Mexico border. The majority, of the population of our students, are Mexican immigrants. The average yearly enrollment is around 1,500 students that are primarily served in English as a Second Language (ESL) classes. The rest of the students attend Adult Basic Education (ABE) classes in preparation for taking the GED (General Educational Development) examination. ACE received Gold Recognition for the 2010-2011 school year for meeting all performance measures from the NRS.

During Fiscal year 2010-2011, a new director came on board and decided to change the way the program solicited recruitment by going out to the community to recruit students rather than having students come to the program. This outreach program resulted in the increased number of students registering in the program. The program director and staff knew reform had to come some day and knew that they needed to improve the way registration took place. Changes included (1) training new staff who would be assisting with registration and (2) assurance that everyone throughout Brownsville and the surrounding cities who wanted to continue getting educated would have the opportunity to do so close to home. The program extended the geographical area where classes were held to allow those students who by lack of means were unable to attend classes. This reform led to managed enrollment, which has done wonders, not only for the program, but for the needs of the students. Managed enrollment has allowed for immigrant students

to know they have completed all or part of their goal.

The completion of students' educational goals begins by insuring that adult education teachers are fully trained in reading test scores from the Test of Adult Basic Education (TABE) and Basic English Skills Test (BEST) Plus baseline results. Teachers share baseline scores with their students. This has allowed students to feel the program is meeting their educational needs since all infor-

mation is disclosed and shared with the student during the orientation and goal-setting process. The student is thus part of the entire process. Once students have been placed in a classroom, the teacher goes over individual scores and addresses individual student needs. The program in Brownsville has seen the increase of TABE and BEST Plus progress scores since the inception of these processes.



These advanced ESL students attend a workshop at the local school district to learn about employment in school cafeterias. Students were taught how to apply for a job and how to prepare for the interview and interviewing skills.

In addition, for those students who for some reason or another are unable to sit in a face-to-face classroom, they were offered distance learning as an option. This technology program allows students to be part of a class from their own home or local library by using a computer and having internet access. They complete a minimum of twelve face-to-face instructional hours prior to being registered for Distance Learning (DL) class. They receive proxy hours when working from home, and continue to receive direct hours when able to attend classes. Our program offers these opportunities to a variety of students, such as students whose work schedules change on a weekly basis, students who are truck driv-

ers, students with childcare issues and any other students who may have difficulty attending a regular face to face class.

Our fully trained DL teachers are responsible for giving students in the DL class credit hours. We are presently using PLATO with our adult secondary education (ASE) students and English Discoveries with the ESL students. ESL/immigrant students benefit by receiving instruction rich in language development allowing them to transition to a second language and perhaps into the workforce. Technology has made a big difference in the program allowing students with lack of means to attend a regular program and to be part of a class, even if it's from home.

Immigrant students attending the program find it rewarding to be able to enjoy English Literacy and Civics classes, the computer lab, and Friday tutorials where they can be with a teacher at a more personal level. Friday tutorial classes are smaller in size and provide enrichment, including access to computer programs, which assist students who may be seeking their GED. It also helps improve everyday literacy and communication skills. For the advanced immigrant student, we are offering Texas Industry Specific English as a Second Language (TISESL) Modules in the workforce areas of Health and Sales/Service.

These advanced students who participate in TISESL learn vocabulary that is familiar to the particular workforce area of study. It is a wonderful opportunity not only to learn how to communicate verbally and in writing, but to key in on a particular area of employment they may be interested in. Aside from the curriculum that is offered to them, we offer them free workshops in collaboration with the local school district and community.

Additional resources used to insure students meet their educational goals include but are not limited to the following: Complete

GED Preparation, PLATO Learning, Skills tutor, OPT Official GED Practice Test, ESL ALL-STAR, English Discoveries, and a variety of GED, ESL EI Civics Trainings, Workshops, Academies, and Educational Learning Websites.

Aside from the traditional classroom curriculum, ACE offers recent immigrants many opportunities to branch out in the community and better themselves. Our EL Civics curriculum, prepares students to become United States citizens. We also have a volunteer deputy voter registrar on staff who registers students to vote. We also offer Project-Based Learning that is crucial in the development of literacy for recent immigrants. In the 2011-2012 school year, these students completed a project that involved working in groups to make the following: 1) booklets of recipes based on their cultural heritage; 2) booklets of stories or legends based on their cultural heritage; and 3) booklets of remedies based on their cultural heritage. The local newspaper was invited to join us when we unveiled all of their hard work and wrote a beautiful article about them. They are also involved in a project involving gardening. Students plot their gardens and maintain them; they also document all of this information in the form of a newsletter and share it with their classmates. We also bring in speakers from the Expanded Food and Nutrition Program, Battered Women's Shelter, and local junior college and university to provide education to our students that is beneficial to them personally.

The percentage of students completing an educational functioning level has risen from forty-four percent (44%) in 2007-2008 to sixty-seven percent (67%) in 2010-2011. All of our hard work has contributed to the increased performance.

About the Author

Debbie Alford is an administrator in the adult education department at Brownsville ISD.

A Reachable Dream

by Lavonda Melendez

Walking this path of life I find,
I find that I am in a hole.

A hole I have put myself in,
I feel like I have neglected my dreams.

I have neglected my passions.
Awake,....

Awake, I now am,
I will rise with great determination, to the liberating task of achieving my GED.

With courage and strength,
I will commit myself to the lasting effort, to take myself into a better future.

Light, I finally see light from this hole
I am getting there.

I will soon be free from this hole.

About the Author

Lavonda Melendez is a poet at heart as she has written more than one poem for her instructor, Cynthia Body, Granbury, TX class.

Note from Barbara Yoder, Director of Adult Education, Cleburne ISD

We view Ms. Melendez as a true success story. She was true to her educational goal and loyal to class at 60 contact hours. Additionally she had a score of 800 on the language arts reading part of the GED test, which we rarely see.

Five Examples of Innovative Reform: Ideas from Northside ISD Adult Education Program

by Nancy Bentley Dunlap

Northside ISD is located in San Antonio, Texas and has initiated efforts to reform its program and increase educational functioning level completions. Nancy Bentley Dunlap, the Northside Adult Education Coordinator has included in its reform the following:

- Developed a robust distance learning program
- Developed a bridge program for transitions to college
- Serves a student population that is more diverse than most, including a very challenging refugee population
- Developed and maintains a very effective family literacy program
- Developed and maintains a very strong collaborations with workforce, colleges and refugee organizations

In addition, Northside ISD initiated an informal local policy that each semester every class must have a project-based learning activity and prepare a culminating presentation at a project fair sponsored by the Adult Education program for the public to attend. Each class adopts a theme or project that is decided by the students and teacher. The class as a whole group or in smaller groups spends time every class day involved in the project. Ideas such as recycling programs, healthy living, use of technology, nutrition, how to become a citizen, and family literacy activities are just a few examples of how members of the Northside ISD Adult Education classes have integrated their curriculum and become active in finding ways to contribute to the needs of their city and its society.

Many of the refugee newcomers have found success in the Northside ISD ESOL classes. Many have come to the United States for the first time not knowing English, and some with no written language from their own land. The Northside ISD partners with many community organizations to find resources to successfully further the life situations of these immigrants. Employment is their ultimate goal, and Northside is preparing them with workplace literacy. Because many of the refugees were farmers, a community garden has been initiated with over 30 families working their own plots.

Preparing Adults for College and Career Transitions (PACCT) enables students to enter college at the college level, by providing intensive instruction to improve reading, writing, and math skills. Students in this class are able to attend a student development class as part of PACCT that transfers as a credit to the local college's requirement for a Student Development class.

Using the Texas LEARNS approved Distance Learning programs, the NISD Adult Education Distance Learning program has served about 300 ASE and ESOL students who have not been able to attend regular classes because of work, family issues, or just be-

cause they want to work on-line.

The innovations implemented by the Northside ISD Adult Education program have contributed to the increased performance in all levels of the program.



Early weeks of Refugee Community Garden



One of Project Fair Posters



Student presenting at Project Fair

About the Author

Nancy is the Adult Education Coordinator at Northside ISD.

Adult Learner Transitions to Work and Postsecondary Education

Crossing the Street: ABE Students Transformed from a Community of Learners to a Community of Activists

by Lynda Webb



When you live in West Texas, community is not just a word, but an active process of helping people. When you live with drought, dust and football as the major subjects of conversation, it is important to create bonding relationships in times of need. Midland College opened its doors with a one day open house called *Si'MC*. The college's mission was to reach first generation students and their families and to bring them to the main campus. The event was hosted by several entities in the community to provide outreach and promotion, but the real hosts were the students who have said to the Adult Education program how hard it is to cross the street. Even in West Texas, where smiles and kindness abound, there is an invisible line in the city that divides two cultures. The northern section of the city understands the need and availability of college. The southern part of the city has more than 95% of its residents without any college education, 66% are low income and 68% are Hispanic. The railroad tracks literally divide Midland between North and South. As one passes into South Midland, the primary language spoken becomes Spanish and the educational attainment of the citizenry dramatically decreases. A year of planning with the *Si'MC* committee, whose members include leaders from churches, social service agencies, local business, Midland Independent School District, and Midland College was able to host a day for everyone to feel welcome. The day included live

entertainment from Midland College Glee Ensemble, local high school bands and choirs, and dance groups. Free food, prize drawings, information sessions [on college, financial aid, success stories, dual credit, Early College High School, GED (General Educational Development) and English as a Second Language (ESL) classes], jumpers, rock-climbing wall, video game competition, and MC tours and program information were available to the entire community.

Three years ago, an outreach committee began with conversations between the Adult Education GED and ESL coordinators, the Title V project director, passionate students from each program, and the director of the Midland College south campus. The committee grew with help from many interested community partners, including Midland ISD who helped host an annual fall fair in at the college's south campus. The partnership with the community members in South Midland, allowed for the discussion of changing the venue from the South campus to the main campus. Students, families, and the entire Midland community needed to cross the invisible street that no one talked about openly, but obviously existed in the minds of the residents in the community. The shared vision and open dialog worked to transform the college philosophy of community outreach. Forming the outreach committee was daunting, but with the blessing of the college president and his administration, transformative change in the discussion of who comes to college has changed. The partnership with MISD and the efforts to bring those students (especially those in the AVID (Advancement Via Individual Determination) College Readiness System, ESL classrooms and Communities in Schools) and their parents onto campus was labor and time intensive, but everyone did come. Many of the kids and parents who were on campus Saturday had never been to Midland College before. In a year, the students in the ABE (Adult Basic Education) program have transformed from a community of learners to a community of

activists. The lesson the students have presented to the college is to build a crosswalk over the railroad tracks to the college, and the students will arrive.

The invisible barrier to college is real to the students and their families. Adult Education students have even a greater barrier to enrolling in college. The world they live in is culturally different than the academic world. Many students find the path to college most difficult when they leave their neighborhood friends. Even though the student is the same person, the perception within the community has changed about the student seeking further education. Many of the ABE students have difficulty with the cultural bias about attaining further education from the community they share with their friends and neighbors. Cultural bias is present when ABE students seek education beyond English language acquisition or a GED. The support network of classmates and friends who do not cross the invisible street disappears, and the student is alienated. The solution for Midland College was to invite everyone to see the campus and have lunch together.

With 2,000 hot dogs; testimonials from ESL, GED and Hispanic

leaders in the community; and a day in the sun; the cultural barrier to college was removed. Adult Education students manned their tables and distributed information to their friends and family about attending Midland College. Students at the college brought their parents and friends to campus to see where they hang out and learn. Students who have transitioned from the ABE program spoke to prospective ESL and GED students. Living testimonials about “If I can go to college, you can too,” were real and powerful tools to opening the doors to further education. The students from MISD translated for their parents the offerings of ABE, and the students became the mentors for their families. *Si’MC* was a crosswalk over an invisible street of cultural misconceptions. One day does not change the community’s mindset, but the foundation is in place to build a college going culture in all areas of the city.

About the Author

Lynda Webb is the Dean of Adult and Developmental Education at Midland College. With help from a Title V grant, courageous students, and excellent Adult Education instructors and directors, Midland College is changing the mindset of its students. Building a college-going culture is happening one dream at a time.

TISESL’s Employability Standalone Curriculum: A Workforce Skill Builder for ESL and ABE

by Barbara Tondre

Looking for a way to address basic employability topics with your ESL (English as a Second Language) and ABE (Adult Basic Education) students? A number of adult education programs in Texas have discovered the broad applicability of the **Employability Standalone** component, which is part of the **Texas Industry-Specific English as a Second Language (TISESL)** curricula and is not industry-specific. Rather, it addresses general employability and workforce-related topics of interest to a large percentage of adult learners enrolled in both ESL and ABE classes.

The **Employability Standalone** component includes six lessons:

- What’s Your Bottom Line?
- Taking Inventory
- Word Power
- Explore Your Options
- Dress Your Best
- Apply Yourself

What’s Your Bottom Line describes the fundamental working conditions and minimum pay individuals can expect to pay their bills, achieve their objectives, and gain personal satisfaction. This unit also helps learners address short and long term goals and the related costs of pursuing these goals.

Taking Inventory assists learners in taking inventory of valuable knowledge and abilities gained through life experiences. Recognizing these assets helps learners determine their qualifications for specific jobs and plan for job training. Many skills and abilities valued in the workplace are common across different jobs and are “portable” across different fields of work.

Word Power addresses learners’ ability to speak, read, and write clearly and how language affects life and work. Language competence influences how individuals look for jobs, the way they work, and ways to access future opportunities. Attitudes about language and language learning affect the directions learners take in pursuing employment.

Explore Your Options guides learners as they examine job descriptions and determine how their goals, knowledge, experience, and language abilities coincide with available work. Learners also reflect on the future and determine how available work options can help them move to more responsible and better-paying positions.

Dress Your Best helps learners to consider their appearance when preparing for job interviews and work itself. Students learn

that adjusting their individual style choices may be necessary in the world of work. This unit discusses company image and dress codes, making compromises, and affording clothing. It includes a checklist to help learners to dress for an interview.

Apply Yourself enables learners to take a systematic and careful approach to applying for a job. Tips on completing job applications and participating in interviews, plus practice activities, are included. Students learn to track their job applications, interviews, and follow up activities. An interview checklist and typical interview questions are included as well as tips on asking questions during the interview process.

An added advantage to using the **Employability Standalone** component is the accompanying website. Teachers and students gain access to this site and a wide selection of online activities for the duration of their studies.

An excellent companion to the **Employability Standalone** component is the industry-related **Communication Scenarios**. Work-related vignettes are introduced with pictures and accompanying audio. Learners engage in comprehension checks, story map discussion, retelling of the story, shared reading, and discussion of options/solutions to the work-related problems. There is opportunity for dialogue and role play, language and vocabulary practice, and discussion of cultural notes.

Workplace Scenarios to build communication and problem solving skills include the following:

- The Friendly Security Guard
- Dealing with Multiple Demands
- The Frustrated Supervisor
- The Sick Baby
- Stop the Line
- The Missing Utility Knife

Both the **Employability Stand Alone** component and **Communication Scenarios** are available for use by state and federally funded adult education programs in Texas. Professional development to prepare programs for implementation is available through the regional GREAT Centers. Programs completing the training have access to all the materials via a Cloud Content Management (CCM) system called Box.net. This system provides one location for storing the most current versions of the **TISESL** curricula, including edits made over the past year. The link is password protected.

Programs interested in receiving training for **TISESL's Employability Standalone** component or **Communication Scenarios** should contact their regional GREAT Center. For additional information about the TISESL curricula, programs may contact Barbara Tondre at btondre@earthlink.net.

SHOP TALK is a series sponsored by Texas LEARNS to highlight promising practices and address issues, concerns, and questions related to meeting adult learners' needs for workforce development and successful transitions. For additional information or to request that a particular topic be addressed, contact Barbara Tondre at btondre@earthlink.net.

Join Leadership Excellence Academy Cohort 6 and Become a Certified Manager of Program Improvement (CMPI) in Adult Education!

Texas LEARNS invites Adult Education and English Literacy-Civics program administrative staff to participate in the sixth cohort of the National Leadership Excellence Academy (LEA) in 2012-2013. LEA is a responsive, cost-effective leadership development program that utilizes a skills-based approach, grounded in sound leadership and management concepts, principles, and practices designed to strengthen program performance. Participants who successfully complete the two-year LEA process will earn the nationally-recognized professional designation of CMPI - Certified Manager of Program Improvement in Adult Education.

Year one participation will include three face-to-face workshops, two one-hour online courses and three one-hour webcasts. The local program must cover the one-day travel, hotel if needed, and modest event registration fees for the three in-person workshops. Those face-to-face meetings will be held in San Antonio in October 2012, January 2013 and April 2013 – exact dates to be announced.

The application process for Leadership Excellence Academy Cohort 6 will be announced in the near future on TCALL's Email Discussion Lists. For more information, see the **Leadership Excellence Academy** web page, found under the **State Leadership Activities** link on the home pages of both Texas LEARNS and TCALL (<http://tcall.tamu.edu>).

Innovation

MiFi and Mobile Computer Labs

by Kristi Hayman and Benny Raley

With extra federal funds from last year, Region 6 Education Service Center (ESC) was able to furnish its rural programs with MiFi® routers, effectively creating mobile computer labs. MiFi® – or “My Wi-Fi” is a line of compact wireless routers produced by Novatel Wireless that create mobile Wi-Fi hotspots. The MiFi® provides internet or network access to any Wi-Fi enabled device.

In conjunction with these devices, Region 6 ESC provides participants the use of laptop computers in areas where participants don't otherwise have opportunities to use such technology. These 'mobile computer labs' are utilized in areas where HotSpots are inaccessible and in locations where adult students do not have access to ISD technology.

In the adult education classes, students are able to gain hands on technology literacy. Electronic email, log-ins, basic internet navigation, PC/laptop basics, introduction to state approved proxy programs, and employability skills are some of the proficiencies acquired. Several students, who attribute their success directly to involvement with the ESC6 program, have successfully obtained employment because they were able to fill out applications electronically and understand basic computer literacy.

[Personal story from a Region 6 ESC teacher]
I dropped by one of our open computer labs and about 6 students were there working on distance learning programs. One young man named Filberto couldn't get to me fast enough to tell me his news. He recently got a new job, the best job he has ever had, and he attributed it to DL.

He explained that before becoming active with our DL program he had never had an email or really worked with computers. By participating in DL, he has gained confidence working with computers, answering questions, and getting to know the keyboard and the like. As the story goes, he went in for an interview for a job he really wanted. The employer asked if he could use a computer and Filberto answered with confidence that he could, so the manager had him complete an online application and interest

survey/questionnaire.

Filberto went on to say that in the past a situation like this would have scared him “too much,” but not this time. He answered the question with ease, and tapping his experience with DL, he got the job! He told me over and over how much he appreciated the experience of using the computers to learn. “Thank you, Miss Robin. I have learned so much and this DL has helped me get a better job. I am so happy.”

Providing the 'mobile computer labs' through the use of the Mifi and Hotspots has proven to be a great success because students are offered the ability to access relevant information to become more informed community members.

Other successes come from the Texas Industry Specific English as a Second Language (TISESL) program that was offered in conjunction with the College Station Hilton where a few of the employees have been able to advance internally at that location. Students were able to fill out required information during their annual health benefit enrollment making it easier for them and the Human Resources department.

Region 6 ESC's partnership with the *Conroe Hispanic Task Force* has enabled a greater transfer of information regarding citizenship and its requirements to adult learners. A “mobile citizenship office” is made available to participants so that travel to Houston (where the Immigration Services Offices are located) is not required. Having technology enables participants who do not own computers to be aware of requirements and be prepared for the window of opportunity when the mobile unit is in their area. This partnership was recognized in November when the Mexican Consul was present along with the City of Conroe and other providers.

Over the past year, several things initiated by our local program have made a difference in the lives of immigrants as well as their community. The percentage of students completing an educational functioning level has risen from forty-nine percent (49%)

in 2007-2008 to fifty-seven percent (57%) in 2010-2011. The technological innovations implemented by the Region 6 ESC have contributed to the increased performance. The data tables showing the increase in performance follow on the next page. The tables show the state targets and the local program performance.

It is imperative that basic technology be provided in adult education classes - whether to spark a bit of interest, to empower students to continue to learn and acquire information outside the classroom, or to seek employment. As educators it is the

philosophy of the Region 6 teachers that it is their duty to offer technology training to participants who wish to have it. What was once the geographical or cultural divide has now become the technological divide. Adult learners must be provided the skills to navigate this divide.

About the Authors

Kristi Hayman is Adult Education Program Coordinator, ESC, Region 6.

Benny Raley is Component Director, ESC, Region 6.

Texas is pleased to announce the Texas TEAL Writing Institute, August 13-14 in San Antonio.

The Texas TEAL Writing Institute is a collaboration of the Far West GREAT Center, the South Central GREAT Center, TCALL, Texas LEARNS and American Institutes for Research (AIR). Each program is invited to send up to two teachers to this **two-day intensive writing institute**. Presenters are National TEAL project director Dr. Mary Ann Corley and Dr. Chris Rauscher, national TEAL team member, both of AIR, along with Texas TEAL Team members Sandra Schneider, Hillary Gwilt and Michele Glenn. Material for the Texas TEAL Writing Institute was developed by AIR, through a contract awarded by the U.S. Department of Education Office of Vocational and Adult Education (OVAE).

The Texas TEAL Team has had great success in improving writing and reading for ABE students using TEAL strategies over the past two years. **LEARN** how Texas ABE teachers improved reading skills by one or more completion levels in a single semester by using TEAL writing strategies. Participants will **RECEIVE** a hard copy of The TEAL Just Write! Guide. The intent of the guide is to **INCREASE** the familiarity of adult basic education teachers with evidence-based writing instruction and to **FACILITATE** translation of research findings into teaching practices and products that will **ENHANCE** the quality of instruction delivered to adult learners.

The Texas TEAL Writing Institute is excellent training for preparing students for the changes anticipated in **GED 2014**. By 2014, students will need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. TEAL writing strategies will help students to produce high-quality first draft text under a tight deadline and to develop the capacity to revisit and make improvements to a piece of writing over multiple drafts.



TEAL Writing Institute August 13-14

**Region 20
San Antonio, Tx
El Tropicano Hotel
Each program can send
up to two teachers.**

For more information,
contact Beth Thompson
ethompson@hcde-texas.org.

- Sponsored by the Far West GREAT Center, the South Central GREAT Center, AIR, Texas LEARNS and TCALL
- No registration fee, working lunches included
- Up to two nights hotel at El Tropicano Hotel paid by Far West GREAT Center in collaboration with the South Central GREAT Center (hotel provides free breakfast and free parking)
- A hard copy of The TEAL Just Write! Guide for each participant
- Free airport shuttle, compliments of TCALL

Translating Research into Literacy Practice

Supporting Professional Development through Research at TCALL

by Dr. Debbie Lechuga

Did you know that research is among the many services that TCALL provides? In fact, the research conducted at TCALL plays a behind-the-scenes role in planning instructional support for Texas adult educators. The research team, headed by TCALL's principal investigator Dr. Mary Alfred, collects and analyzes data in order to help Texas LEARNS and the eight GREAT Centers make informed decisions regarding teacher professional development trainings.

The research team consists of four doctoral students in adult education and human resource development from Texas A&M University—Mrudula Anne, Michelle Johnson, Mattyna Stephens, and Donald Stoddart—and TCALL's research associate, Dr. Debbie Lechuga. The research activities are also supported by knowledge and expertise provided by Ken Appelt, professional development specialist, and Federico Salas-Isnardi, adult literacy specialist. In this issue, we briefly highlight three research projects conducted over the past four years. The reports of these projects can be viewed on the research page of the TCALL website: www-tcall.tamu.edu/research.htm

In 2008, the research staff surveyed the adult education teachers in Texas to better understand what types of professional development teachers feel they need. The purpose of the survey was to 1) get a sense of what would motivate teachers to participate in professional development, and 2) identify instructional areas that teachers need more support. 1,147 teachers responded to the survey.

Overall, the responses from the survey showed that teachers feel the three most important factors that would motivate them to participate in professional development are 1) the ability to improve instruction, 2) receiving materials during training that can be used in the classroom, and 3) feeling that the topics addressed are relevant to teaching. In addition, the primary area that teachers

felt they need improvement was incorporating technology in the classroom. In fact, this finding was found across all eight GREAT Regions.

In 2010, the research staff again surveyed the adult education teachers in Texas but with a focus on technology and distance learning. The purpose of the 2010 survey was to determine 1) in which areas of technology teachers needed training and 2) the extent to which they would be interested in distance learning forms of professional development. 1,088 teachers responded to the survey.

Two main conclusions came out of the 2010 study. First, a majority of teachers are not incorporating technology in the classroom. Those that are use basic technology tools, such as Microsoft applications, in their classrooms or with students. Second, although teachers indicated a preference for face-to-face forms of training, they say they are willing to participate in hybrid forms of training—trainings that combine online and face-to-face formats.

Most recently in 2011, the research staff surveyed the directors of the volunteer/CBO programs. The purpose of the 2011 survey was to better understand what the training directors feel their volunteer teachers and tutors need. The survey items included examples of trainings offered by the GREAT Centers. Directors were asked to select from a list of various workshops the ones that would be of most value to their teachers. 83 responses were collected.

The results of the survey indicated that the types of training that teachers in the volunteer/CBO programs need most are 1) English pronunciation, 2) ESL listening and speaking skills, and 3) principles of teaching the adult learner.

So what does this all mean?

The results from the first survey in 2008 suggested that teachers needed the most support in using and integrating technology in the classroom. The results from the second survey in 2010 further specified the types of technology training teachers need. What we found was that teachers need training in basic forms of technology, such as word processing, rather than more sophisticated tools such as remote response clickers.

Another interesting finding was the increased interest or willingness of teachers to participate in hybrid forms of professional development. Whereas teachers in the 2008 survey indicated low interest in hybrid or online forms of professional development, teachers in the 2010 indicated greater interest in hybrid forms of training.

Finally, the results from the third survey conducted in 2011 suggested that the types of training that directors in the volunteer/CBO programs feel teachers need are not on topics that have been most talked about: transitions to postsecondary education

and the workforce. Instead, the results suggest that teachers in the volunteer/CBO programs need training in basic ESL instruction and basic adult learning principles. Although this may seem surprising, this makes sense given the nature of the students whom the volunteer/CBO programs serve, many of whom are adult students with lower literacy skills in English.

Texas LEARNS and the GREAT Centers are using these findings to make sure the professional development opportunities are meeting the needs of teachers. To view the available trainings offered by your GREAT Center, check the statewide events calendar on the TCALL website:

<http://www-tcall.tamu.edu/calendars.htm>

About the Author

Dr. Debbie Lechuga is the Research Associate for TCALL. She has a Ph.D. in Higher, Adult, and Lifelong Education from Michigan State University.

More than Just a GED®

by Caleb Pomales

The C-4 GED® Program has helped me in multiple ways, from obtaining a GED® to getting a job. It has benefited me in all the areas that I needed to improve. My main objective is getting to college, and this program is getting me there quicker.

Obtaining a GED® isn't the only thing you'll get out of the GED® program. I've managed to meet and hang out with a lot of intelligent and cool people. We've grown pretty close, close enough to be my extended family. We also love to push each other to do better, so we can all make our main goal happen.

Through the C-4 GED® program, I managed to get a job. It may not be much, but it's still a job. I've gotten more confident in getting a job if I want it, and that is awesome!

Lastly, I increased my knowledge more than I would have in public school. The GED® class is completely relaxed. It is a great learning environment. I have been coming since October and I came everyday that I could.

In conclusion, I've an extended family, a higher level of education, and finally I got a job.

*C-4 refers to that part of *Advancing Texas: A Strategic Plan for the Texas Workforce System (FY 2010 - FY 2015)*, which calls for adult education to serve adult learners who, while their intent is to earn a GED® credential, are at risk of dropping out of the educational continuum before reaching this objective.*

Barbara Tondre, Texas LEARNS

Welcome to Our Library. . .

Librarian Susan Morris and her staff of student library workers stand ready to assist you! Call them at 800-441-READ (7323) or email tcall@tamu.edu to request materials by mail or information on the Library's services.



In this issue, we are highlighting the Library's loan resources on the Teaching-Learning Transaction, one of the six Core Content Areas of the Texas Adult Education Credential.

"This core content is the key to success for both the adult learner and the adult educator. Teaching the adult learner requires an ethic of caring and knowledge of successful teaching and learning practices that motivate the adult learner and promote a community of learning." (The Six Core Content Areas of the Credential, retrieved from the Credential Project's website - <http://www.tei.education.txstate.edu/credential/>).

10 Best Teaching Practices: How Brain Research, Learning Styles, and Standards Define Teaching Competencies, Second Edition. Tileston, Donna Walker (2005). Thousand Oaks, CA: Corwin Press. In this book, the author offers a practical guide to inspiring, motivating, and therefore educating even the most unenthusiastic students. Tileston details the fundamentals of differentiated teaching strategies, teaching for long-term memory, collaborative learning, higher-order thinking skills, technology integration, evaluating learning through authentic assessments, and making the connection from prior learning and experiences to new learning. Examples illustrate how each teaching practice can be employed.

Adult Learning Methods: A Guide for Effective Instruction, Third Edition. Galbraith, Michael W., Editor (2004). Malabar, FL: Krieger Publishing Company. Part One of this book examines such topics as characteristics of a good teacher, understanding adults as learners, philosophical and teaching style orientations, designing instruction, motivation strategies, and ethical reasoning. Part Two describes various methods and techniques (discussion, lecture, interactive television, distance learning methods, learning contracts, course portfolio, critical thinking techniques, demonstration, simulation, case study, mentoring, etc.) and how to select among these options. This book is available for loan to Texas educators ONLY.

Becoming a Wiz at Brain-Based Teaching: How to Make Every Year Your Best Year. Sprenger, Marilee (2002). Thousand Oaks, CA: Corwin Press, Inc. Using an analogy of characters from The Wizard of Oz, the author gives an overview of cognitive research and applications of research findings to the classroom. She provides tools to cope with "the Lion's stress, the Tin Woodsman's need for emotional intelligence, and the Scarecrow's desire for higher level thinking" - from the Editorial Notes. Some of the

subjects covered include memory pathways, learning styles, and multiple intelligences. Additional chapters include: "Which Witch is Which? Calming and Controlling the Classroom" and "No Place Like Home: The Learning Environment".

Contextual Teaching Works! Increasing Students' Achievement. Parnell, Dale (2001). Waco, TX: CCI Publishing. The author combines anecdotal and quantitative evidence to prove that contextual teaching increases student achievement. Inspiring stories (from a variety of ages and levels) are combined with information on brain-based learning, contextual teaching/learning, and exemplary practices, including project-based learning. One chapter offers "What the Research Says About Contextual Teaching and Higher Levels of Student Achievement".

Country Boys DVD. Sutherland, David, Producer (2006). Alexandria, VA: Public Broadcasting System. Video of six-hour documentary is a portrait of the trials and triumphs of Chris Johnson and Cody Perkins, two boys coming of age in the Appalachian hills of Floyd County in eastern Kentucky. Filmed over three years (1999-2002), Country Boys tracks the dramatic stories of Chris and Cody from ages 15 to 18, and the two boys' struggles to overcome the poverty and family dysfunction of their childhood in a quest for a brighter future. This film also offers unexpected insights into a forgotten corner of rural America.

Creating Learning Scenarios: A Planning Guide for Adult Educators. Errington, Ed (2005). New Zealand: CoolBooks. Editorial Description: "This guide is intended for educators from all subject, discipline, and workplace/vocational areas of adult education. It has been written to help educators plan, deliver, evaluate and reflect on the uses of scenarios for learning and teaching purposes. The guide begins with a rationale for using 'scenario-based learning' - why educators employ it, some motivational qualities of scenarios (through their closeness to film and television), and a note on what constitutes 'successful scenarios.' This is followed by an in-depth look at four main scenario options, and how these can be used to achieve particular learning intentions. The guide then focuses on a systematic approach to the planning of learning scenarios including the conditions necessary to optimize success. From here attention is given to the actual delivery of scenarios and selected moments for evaluation, and reflection."

HOW DOES THIS MAIL ORDER LENDING LIBRARY WORK?

Books and other resources described in the Library section may be requested for a 30-day loan. We will mail each borrower up to five loan items at a time (just two for first-time borrowers), and even include a postage-paid return address sticker for mailing them back to us! Borrowers must be affiliated with a non-profit program providing adult or family literacy services. Annotated bibliographies of our entire library of resources are available in hard copy by request, and the library can also be searched in 'real time' on our website (<http://tcall.tamu.edu>). Call 800-441-7323 or email tcall@tamu.edu to check out materials described here or to request hard copy listings of even more resources.

Energize Your Audience! 75 Quick Activities That Get Them Started and Keep Them Going. Ukens, Lorraine J. (2000). San Francisco, CA: Jossey-Bass/Pfeiffer. For use in training sessions to keep participants alert and actively engaged, the reproducible exercises in this book are designed to be facilitated in fifteen minutes or less. Sections include Icebreakers, Energizers, and Group Challenges.

Guide to Improving Parenting Education in Even Start Family Literacy Programs. Powell, Douglas R. and D'Angelo, Diane (September 2000). Washington, DC: United States Department of Education. Developed in response to the growing body of research on parenting and children's school-related success, this guide provides a framework and suggestions for strengthening the quality and impact of parenting education services. It is intended for use by Even Start state coordinators, local program administrators, and program staff responsible for designing and implementing parenting education services. Included are: a content framework for parenting education in Even Start; illustrative practices for putting the content framework into action; and suggestions for measuring parenting education outcomes.

Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults, Revised Edition. Vella, Jane (2002). San Francisco, CA: Jossey-Bass Publishers. From the cover: In this updated version of her landmark book, Jane Vella revisits her twelve principles of dialogue education with a theoretical perspective gleaned from the discipline of quantum physics. Vella sees the path to learning as a holistic, integrated, spiritual, energetic process. She uses personal stories of her work in a variety of adult learning settings, in different countries and with different educational purposes, to show readers how to utilize the twelve principles in their own practice with any type of adult learner, anywhere. New material includes: the latest research on learning tasks; updated ways to do needs assessment; and new insights from the field of quantum physics applied to adult teaching and learning.

Learning to Think, Learning to Learn: What the Science of Thinking and Learning Has to Offer Adult Education. Cromley, Jennifer (2000). Washington, DC: National Institute for Literacy. This book is meant for adult educators who teach or tutor reading (including science, literature, and social studies) in GED-level classrooms, as well as trainers and staff developers of these teachers. It may also be useful to ABE and ESL teachers and

trainers. The author summarizes into "fact sheets" 18 theories about learning methods based on cognitive research. Each fact sheet includes: questions for teacher reflection; a summary of the ideas and evidence; information specific to adult learners; the implications for teachers of adults; and a set of short lesson ideas based on the findings. At the end of the book are: appendices on learning styles and brain theory; short articles summarizing many of the fact sheets, which may be reproduced in teacher newsletters; a selected bibliography; a glossary of technical terms used in the book; and an index.

The New Teacher of Adults: A Handbook for Teachers of Adult Learners, Second Edition. Brady, Michael and Lampert, Allen (2007). Old Orchard Beach, ME: New Teacher Concepts. Handbook is designed to help new and inexperienced teachers with practical teaching methods and examples based in research and theory, but using "non-threatening language". Short chapters put theory into the context of teaching practice, with classroom examples and sample teaching tools such as syllabi, advance-organizers, mind-maps, and more. Some chapter titles include: The Basic Characteristics of Adult Learners; Planning a New Class and Building a Syllabus; Choosing Books, Materials, and Assignments; Establishing a Safe Environment for Learning; The Art and Science of Lectures; Planning for and Facilitating Group Discussion; Teaching Through Writing; Peer Learning; Instructional Media and Technology; Teaching Online; Assessing Student Learning; and Co-Teaching.

Promoting Journal Writing in Adult Education. English, Leona M. and Gillen, Marie A., Editors (Summer 2001). San Francisco, CA: Jossey-Bass Publishers. Number 90 in the New Directions for Adult and Continuing Education series. The goal of this volume is to establish journal writing as an integral part of the teaching and learning process, point out how journal writing can blur the boundaries between personal and professional, and suggest ways that adult educators can play a role in using journal writing to enhance reflection in learning. The chapter authors give examples of how journal writing can be, and has been, integrated into educational areas as diverse as health education, higher education, education for women, and English as a Second Language ... and raise practical and ethical issues about the use and place of journal writing.

Raising Cain: Protecting the Emotional Life of Boys. Kindlon, Dan and Thompson, Michael (2000). New York, NY: Ballantine Books. In this New York Times bestselling book, two of the coun-

try's leading child psychologists share what they have learned in more than thirty-five years of combined experience working with boys and their families. The authors identify the social and emotional challenges that boys encounter in school and show how parents can help boys cultivate emotional awareness and empathy -- giving them the vital connections and support they need to navigate the social pressures of youth.

Raising Cain DVD

Thompson, Michael (2006).

Alexandria, VA: Public Broadcasting System.

Two-hour documentary is a separate loan item.

Students Who Drive You Crazy: Succeeding With Resistant, Unmotivated, and Otherwise Difficult Young People. Kottler, Jeffrey A. (2002). Thousand Oaks, CA: Corwin Press, Inc. Blending theory and research with examples from the author's teaching experience, this book offers suggestions for remaining motivated and effective while teaching particularly challenging elementary and secondary students. (Suggestions would apply to teens in adult education classrooms as well as children in family literacy programs.) Highlights include: an examination of the forces influencing student behaviors; "rules of engagement" and other strategies for preventing difficult relationships; techniques for overcoming conflicts with parents and colleagues; how to resolve internal personal issues that interfere with effectiveness; and real-life scenarios.

Taking Learning to Task: Creative Strategies for Teaching Adults. Vella, Jane (2000). San Francisco, CA: Jossey-Bass Publishers. Unlike traditional teaching methods, learning tasks are open questions that lead to dialogue between teacher and learner. Vella draws from current theory and practice to explore the meaning and power of learning tasks. To illustrate this approach, she provides seven steps to planning learner-centered courses, four types of learning tasks, a checklist of principles and practices, critical questions for instructional design, key components for evaluation, and other tools. She also shares real-world examples of such successful learning programs, including online and distance learning courses.

Teaching English as a Second or Foreign Language, Third Edition. Celce-Murcia, Marianne, Editor (2001). Boston, MA: Heinle & Heinle/Thompson Learning. Methodology resource gives both experienced and prospective ESL/EFL teachers the theoretical background and practical applications they need to decide which methods, materials, and resources can and should be used in their classrooms. Chapters new to the Third Edition include: computers in language teaching; syllabus design; cognitive approaches to grammar instruction; styles and strategies of language learners; and building awareness and practical skills

to facilitate cross-cultural communication. Some integrated approaches include: content-based and immersion models; literature as content; experiential and negotiated language learning; and bilingual approaches to language learning. Other skills for teachers the book addresses include: evaluating textbooks; action research, teacher research, and classroom research in language teaching; reflective teaching; and keeping up to date as an ESL/EFL professional.

Teaching Large Multilevel Classes. Hess, Natalie (2001). Cambridge, UK: Cambridge University Press. This book provides practical advice for language teachers who work with large, mixed-ability classes. It offers a wide variety of activities to develop student motivation, interest, participation and responsibility. Book is for English language teachers in a variety of teaching environments, including adult literacy. Sections include: getting to know students; motivation and activation; reviewing while maintaining interest and momentum; dealing with written work; working well in groups; individualising and personalizing student work; making students responsible for their own learning; and establishing routines and procedures.

Teaching Math to Adolescents and Adults. Leaf, Beth Ann and Thistlethwaite, Linda L. (2000). Macomb, IL: Central Illinois Adult Education Service Center. This manual was designed for adult educators working with students at all levels of mathematical ability. The strategies and accompanying problems are based on the math standards developed by the National Council of Teachers of Mathematics, with a slight revision of those standards to make them more relevant to adult learners. One chapter focuses on the importance of having adult learners make connections between math literacy and real life. Another chapter focuses on helping adult learners to view math learning more positively. The rest of the book offers eight specific math strategies, with example problems at beginning, intermediate, and advanced levels of mathematical ability. The strategies in this manual have ties to Howard Gardner's concept of multiple intelligences.

You're in Charge! Strategies for Success in Life. Hawkes, Brian (2000). Upper Saddle River, NJ: Globe Fearon, Inc. Student lesson book and teacher's resource manual provide learning, cognitive, and metacognitive strategies needed in real life functions: speaking with confidence, working with others, making to-do lists, using calendars, active reading, note taking, estimating in math. The student is asked to apply each strategy to the following areas of her or his life: school, home, work, community, and personal (coordinating with the Equipped for the Future roles). Book also provides mini lessons on identifying students' learning style(s), what is a strategy and how to use it, and when a strategy can be used.



Email TCALL's Library Staff (tcall@tamu.edu) to request the current web address of these online resources - or to request a free hard copy by mail.

Read it Online or Free by Mail

In this issue, we are highlighting the most popular free online resources cataloged in TCALL's Library in the category of Teaching-Learning Transaction, one of the six Core Content Areas of the Texas Adult Education Credential.

"This core content is the key to success for both the adult learner and the adult educator. Teaching the adult learner requires an ethic of caring and knowledge of successful teaching and learning practices that motivate the adult learner and promote a community of learning." (The Six Core Content Areas of the Credential, retrieved from the Credential Project's website - <http://www.tei.education.txstate.edu/credential/>).

Adult Learner Persistence, Motivation, and Retention.

Seibert, Connie (October 2006). College Station, TX: Texas Center for the Advancement of Literacy and Learning. In this article for TCALL's Literacy Links publication, Seibert, an ESL and GED teacher and Adult Education Coordinator for Austin Learning Academy, writes about program components that contribute to retention of adult learners. Those include: the design of registration and orientation sessions; creation of a comfortable learning environment with a flexible individual study plan; facilitators who impart the skills students seek; administering progress assessments early on and continuously; incorporating higher education as a goal; monitoring student attendance; helping with transportation, childcare, mental health, legal and family problems and a myriad of other barriers to persistence; and most importantly, establishing and maintaining a personal relationship with students.

Adult Learners – Keep Them Involved, Motivate Them, Retain Them.

Sharp, Mary (October 2006). College Station, TX: Texas Center for the Advancement of Literacy and Learning. Adult learners come to class to improve their skills and for many other reasons that educators seek to understand and to address. In this article for TCALL's Literacy Links publication, Sharp, a teacher of adult ESL in San Antonio, elaborates on approaches to instruction that go beyond content to provide adult learners with a total learning experience that engages them, motivates them to participate, and encourages their persistence in the program they have chosen.

Applying Research Findings to Instruction for Adult Eng-

lish Language Students. Smith, Cristine and Harris, Kathryn and Reder, Stephen (September 2005). Washington, DC: Center for Adult English Language Acquisition. This brief is written for the practitioners -- teachers, teacher trainers, curriculum writers, and program administrators -- who work with adult English language students in ESL classes or in mixed ABE classes (with native English speakers and English language learners). If educators are not experienced with using research findings to guide instruction, they need to know more about how research can be accessed, understood, evaluated, and used. This brief describes why research is important to instruction, defines scientifically based research and evidence-based instruction, explains what we know about how to help teachers use research, gives an example of teachers using research to improve their practice, and lists places where research-based resources can be accessed.

Applying Research in Reading Instruction for Adults:

First Steps for Teachers. McShane, Susan (December 2005). Washington, DC: The Partnership for Reading, National Institute for Literacy. This publication is intended to build adult literacy instructors' knowledge of scientifically based reading research and provide basic guidance on how to apply that research in the classroom. The language and format are intended to be "teacher friendly," using student and classroom illustrations and sample instructional activities to make research principles concrete for readers. The focus in applying the research is on modeling thinking, planning, and problem solving in the context of fictional adult education settings. Student and class profiles in these illustrations are based on actual assessment data from adult literacy research studies.

Beyond Basic Skills: State Strategies to Connect Low-Skilled Students to an Employer-Valued Postsecondary Education.

Foster, Marcie and Strawn, Julie and Duke-Benfield, Amy Ellen (March 2011). Washington, DC: Center for Postsecondary and Economic Success. Beyond Basic Skills describes strategies that can be used to strengthen connections between basic skills education and postsecondary education to help lower-skilled adults and out-of-school youth attain the postsecondary credentials they need to advance in the labor market. This includes state-level innovations such as: instructional strategies that provide a strong foundation in occupational skills required for jobs in the local economy; ac-

celeration strategies that help students progress further and more quickly in education and training programs in a shorter period of time than traditional approaches, and funding formulas, assessment policies, and other administrative policies that support a statewide vision to provide adults and youth with pathways to better jobs through postsecondary education.

CAELA Guide for Adult ESL Trainers. Center for Adult English Language Acquisition (September 2007). Washington, DC: Center for Adult English Language Acquisition. The CAELA Guide for Adult ESL Trainers was prepared for professional developers and training staff to use in training novice and experienced teachers of adult English language learners. This guide contains resources for preparing and implementing professional development activities such as coaching, peer mentoring, study circles, workshops for local program staff. It also provides information on using the CAELA Web site as a resource for professional development activities and references for additional training materials.

ESL GED Civics Curriculum CD , Version 2.0. Simmons, Jane (February 2008). Tyler, TX: Literacy Council of Tyler, Inc. This curriculum promotes civic responsibility while also integrating other instruction for the typical ESL student. Some examples of these skills are sentence structure, parts of speech, and vocabulary building. The GED lessons also cover other instruction needed by the typical GED student. Some examples of these skills are reading comprehension, essay writing, and mathematical analysis. As the curriculum is distributed and used in the field, it will continue to be revised and other lessons added. The CD (available free on request) contains both PDF and Publisher files. The PDF files duplicate the best but cannot be changed; however, the Publisher files allow you to change the names of elected officials to reflect the people serving in your local area. The print version of these files (with a copy of the CD) is available as a loan item.

Family Health and Literacy: A Guide to Easy-to-Read Health Education Materials and Web Sites for Families. McKinney, Julie and Kurtz-Rossi, Sabrina (2006). Boston, MA: World Education and National Institute for Literacy. This guide for adult literacy practitioners and health educators lists resources to teach health to families with lower literacy skills. Guide also discusses how to integrate health and literacy education, how to get started and engage adult learners, and how to build connections between literacy programs and local health services. **This 94-page resource is available only in hard copy by mail for Texas educators.**

How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction? Burt, Miriam and Peyton, Joy Kreeft and Van Duzer, Carol (March 2005). Washington, DC: Center for Adult English Language Acquisition. This brief sum-

marizes the research base on adult English speakers learning to read and the suggestions for instructions from these studies. Then, using findings from a synthesis of research on adult English language learners learning to read, it describes how these learners differ from native English speakers, and how these differences should affect instruction.

Ideas for Teaching Reading: ABE: Seminar Guide. NC-SALL (September 2005). Cambridge, MA: National Center for the Study of Adult Learning and Literacy. Materials for a three-hour seminar enable adult education practitioners to examine reading instruction for ESOL (English for Speakers of Other Language) learners, and to consider how reading instruction varies from that for learners who are native language speakers.

Ideas for Teaching Reading: ESOL: Seminar Guide. NC-SALL (September 2005). Cambridge, MA: National Center for the Study of Adult Learning and Literacy. Materials for a three-hour seminar enable adult education practitioners to examine reading instruction for ESOL (English for Speakers of Other Language) learners, and to consider how reading instruction varies from that for learners who are native language speakers.

Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Kamil, Michael L., et al (August 2008). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Produced by the U.S. Department of Education's What Works Clearinghouse (WWC), this practice guide provides five specific recommendations to improve literacy among adolescents in the upper elementary, middle, and high school grades, presumably with possible relevance for teens served in adult education programs as well. Designed for teachers and other personnel who have direct contact with students, the guide presents strategies that have the strongest research support and are appropriate for use with adolescents.

Improving Immigrants' Employment Prospects through Work-Focused Language Instruction. McHugh, Margie and Challinor, A.E. (June 2011). Washington, DC: Migration Policy Institute. Implementing effective employment-focused language training programs can be difficult, given the wide range of occupations and the variable literacy skills of immigrant adults. This policy memo describes a range of different approaches in both the United States and Europe, and their effectiveness. Examples include: language instruction contextualized for the workplace; simultaneous contextualized language and job skills training; partnerships among employers, unions, and teachers; and workplace-based instruction. The brief offers suggestions for diffusion of best practices, such

as: rigorous evaluation of effectiveness; alignment of funding and other incentives with program designs; and instructional practices that have been proven effective.

Integrating Career Awareness into the ABE/ESOL Classroom. Oesch, Martha and Bower, Carol (2009). Boston, MA: National College Transitions Network and System for Adult Basic Education Support. This curriculum helps practitioners equip learners with career planning skills using lessons and activities correlated to the SCANS competencies. It is designed for classroom instruction and/or counseling and geared toward all levels. Section I includes 5 lessons on The Cultural Context for Career Awareness. Section II includes 12 lessons on The Self-Exploration Process. Section III includes 6 lessons on Occupational Exploration. Section IV includes 24 lessons on Career Planning Skills. Some of the career planning skills covered in Section IV are reality checking, goal setting, problem solving, college awareness, college vocabulary, being a smart consumer of education, comparing schools, the admissions process, placement tests, navigating college, college success skills, self-advocacy, financial aid, financial planning, and planning for career and education. Appendices provide additional resources on lesson planning, the SCANS Competencies, Multicultural Career Education and Development, and Career Awareness Resources. The accompanying CD includes reproducible handouts for use with the lessons.

Investigating the Language and Literacy Skills Required for Independent Online Learning. Silver-Pacuilla, Heidi (September 2008). Washington, DC: National Institute for Literacy. Written by Heidi Silver-Pacuilla from Stephen Reder's original analysis, this resource reports on a study undertaken to investigate the levels of literacy and language proficiency needed for adult learners to undertake independent online learning. Researchers identified that no concrete threshold exists; rather, the relationship among the learner's skills, the opportunities afforded to the learner, and available supports determines what is needed for the learner to be successful. Learners at all levels of language and literacy proficiency were found to be both eager and able to successfully engage in online learning if the above three elements were present. Furthermore, adult learners are strongly motivated to gain these skills as they perceive them as being related to job improvement. This report offers information on how to balance the elements to optimize adult learning. The authors address creating opportunities for learning, instruction, program planning, and content development.

Learners' Engagement in Adult Literacy Education. Beder, Hal and Tomkins, Jessica and Medina, Patsy and Riccioni, Regina and Deng, Weiling (March 2006). Cambridge, MA: National Center for the Study of Adult Learning and Literacy. Engagement is mental effort focused on learning and is a

precondition to learning progress. It is important to understand how and why adult learners engage in literacy instruction because engagement is a precondition to learning progress. This study focused on how learning context shapes engagement. The practical reason for doing so is that to a great extent adult educators control the educational context. Thus if they understand how the educational context shapes engagement, they can influence engagement in positive ways.

Learning to Achieve: A Professional's Guide to Educating Adults with Learning Disabilities. National Institute for Literacy (October 2010). Washington, DC: National Institute for Literacy. This resource is both a companion guide to the Learning to Achieve (L2A) training and a stand-alone resource for professionals who work with adults with LD and have not taken the training. A major theme in research and practice focused on adults with LD is that effective interventions for this heterogeneous group are appropriate for all individuals who struggle with learning. Thus, the information provided in this guide is relevant to adult educators' work with a broad spectrum of individuals enrolled in adult education programs. L2A is designed to help adult education professional developers, teachers, and other human service partners understand learning disabilities in adults, including the neurobiological processes of learning, explicit instruction techniques, and how to actively support adults with LD in educational and workplace settings.

Motivating Your Students: One Answer to Classroom Management. Paiz, Marie (May 2005). College Station, TX: Texas Center for the Advancement of Literacy and Learning. The author of this Literacy Links newsletter article defines classroom management for adult learners as the ability to keep everyone in the classroom interested in the subject being worked on without alienating anyone. Paiz uses examples from her GED preparation class to demonstrate how this can be accomplished even in a multilevel classroom and across the various subject areas of the GED.

Promoting Learner Engagement When Working with Adult English Language Learners. Miller, Susan Finn (July 2010). Washington, DC: Center for Applied Linguistics. This brief describes specific instructional strategies and program structures to promote the engagement of adults learning English. It provides an overview of theory and research on learner engagement in language-learning settings and makes recommendations for further research.

QEd: Scientific Evidence for Adult Literacy Educators, Issue 1. Kruidenier, John R., Editor (2007). Washington, DC: National Institute for Literacy. This is the first in a five-issue series for the adult education community published by the

National Institute for Literacy. The series will cover ideas and information on the expanding scientific research base on how adults learn to read. This first issue tells the story of how researchers are using the high quality, scientific standards that adult literacy deserves and demands. The issue also discusses another publication, *Applying Research in Reading Instruction for Adults: First Steps for Teachers* (available as a separate title from the Clearinghouse). The series will also offer other useful resources and discussion lists.

Staying Healthy: An English Learner's Guide to Health Care and Healthy Living. Kurtz-Rossi, Sabrina and Lane, Martha A. and McKinney, Julie and Frost, Jordana and Smith, Gregory (2008). Orlando, FL: Florida Literacy Coalition. These materials focus on increasing health literacy among English language learners. The curriculum encourages them to make healthy choices about nutrition and engage in preventive health care. Written at the 4th through 5th grade levels, the materials are suitable for high beginning/low intermediate level ESOL learners and above. The student book has numerous photographs and illustrations to help English learners better grasp the concepts and vocabulary presented in the publication. With easy-to-read charts and tables, practice dialogs, and "how to learn more" sections, students are encouraged to seek additional information and assistance from expert health-care professionals; locating free and low-cost healthcare facilities; engaging in open communication and taking on a more active role in their own health care management and healthy lifestyle. The teacher's guide includes ideas for lessons, activities, and ways to facilitate learning.

Sustained Silent Reading: A Useful Model. Campagna, Susanne (March 2005). Cambridge, MA: National Center for the Study of Adult Learning and Literacy. This article by Susanne Campagna was featured in the March 2005 issue of *Focus on Basics*, published by the National Center for the Study of Adult Learning and Literacy. Teaching reading, writing, and math while allowing learners to stay focused on their individual goals requires careful planning, excellent time management skills, and flexibility. This is no easy task when an instructor sees her students a mere 10.5 hours a week or less. So why, you might ask, would our program set aside an hour and a half of instructional time every week to have our students engage in sustained silent reading?

Talking About Wordless Picture Books: A Tutor Strategy Supporting English Language Learners. Fulton, Janet M. (2006). Louisville, KY: National Center for Family Literacy. Developed with support from UPS (United Parcel Service), this resource describes a culturally sensitive instructional strategy designed for tutors working with low-intermediate English language learners who have preschool children. It describes guided activities that help parents build and practice

English conversation skills. Following the tutoring sessions, parents are encouraged to use these strategies with their children at home.

Teaching Adults to Read. Curtis, Mary E. and Kruidenier, John R. (Fall 2005). Washington, DC: The Partnership for Reading, National Institute for Literacy. The emerging principles and trends explicated in "Research-Based Principles for Adult Basic Education Reading Instruction" (see separate Clearinghouse Library title) are here distilled into a short booklet. This booklet addresses each component of reading -- alphabets, fluency, vocabulary, and comprehension -- from the teacher's perspective, defining each term, highlighting its importance, describing how it is assessed, and exploring its implications for teachers.

Teaching Reading to Adult English Language Learners: A Reading Instruction Staff Development Program. Center for Applied Linguistics (June 2005). Richmond, VA: Virginia Adult Learning Resource Center. Prepared by the Center for Applied Linguistics for Virginia's Adult ESOL Program and published by The Virginia Adult Learning Resource Center, this 15-hour training will acquaint participants with the fundamental knowledge and skills required to teach reading effectively to adult, nonnative speakers of English. Content is based on research on the reading process in general, on the process of learning to read as an adult, and learning to read in another language. Structure of the training calls for an initial content session lasting six hours, followed by three subsequent sessions of three hours each. Sessions may be spaced from one to five weeks apart, with the expectation that participants will try out their developing knowledge and skills in their classrooms between sessions. Module includes facilitator guide and materials for all sessions.

Workplace Instruction and Workforce Preparation for Adult Immigrants. Burt, Miriam and Mathews-Aydinli, Julie (September 2007). Washington, DC: Center for Adult English Language Acquisition. Adult educators across the country are seeking ways to ensure that foreign-born adults will be successful in gaining English proficiency and in entering and advancing at the workplace. This brief reviews the three venues in which federally funded instruction to help immigrants become successful at work is offered -- at the workplace, in vocational classes, and in adult English as a second language (ESL) classes. Basic program features and the strengths and challenges of each type of program are described, and recommendations are given for addressing the challenges. This information will help program administrators and teachers select, establish, and improve programs for the adult immigrants they serve. Brief is written for adult ESL teachers and program administrators, as well as educational researchers, policymakers, and stakeholders.

Texas Adult & Family Literacy Quarterly is the publication of the Texas Center for the Advancement of Literacy & Learning (TCALL), made available free to adult educators, literacy providers, and others interested in adult and family literacy. **The Quarterly** is dedicated to advancing knowledge in the field by addressing topics of concern to adult and family literacy practitioners, adult learners, and scholars. The audience includes teachers, students, administrators, program coordinators, researchers, literacy volunteers, and in general individuals interested in the fields of adult and family literacy.

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