

# TEXAS Adult & Family Literacy QUARTERLY

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## Making the Credential Work in the Far West GREAT Region

by Maria Cesnik

Working on the Texas Adult Education Teacher Credential used to be a somewhat daunting process that mystified many folks – teachers and sometimes even administrators. There would be a PDPW (Professional Development Planning Workshop) that lasted six hours and teachers would be assigned several things as homework including a Letter of Intent, Letter of Support, and Professional Development (PD) Plan that, initially, they would have to complete on a paper form because the process was not electronic. Then teachers had to fax all those letters and forms in, receive their username and password, write their first reflection, and submit it all by themselves. Given all that, I believe some teachers probably got discouraged by the lengthy process and quit before even getting



*Thirty-three newly credentialed teachers were honored at the El Paso Literacy & Language (EPALL) Conference in December 2011. In the Far West Region, a total of 46 teachers have earned the Texas Adult Education Teacher Credential.*

started. In 2010, the Far West GREAT Center began to work more closely with Credential staff in an effort to increase participation in the Credential. We scheduled a PDPW and had Elizabeth Moya and Laura Hansen, themselves credentialed teachers, as presenters. Because they had completed their Credential a couple of years earlier, they were in a unique position to offer a suggestion that I thought made sense: instead of holding the PDPW for six hours, they proposed we do it in nine hours – on three different evenings, which meant working from 4:30 to 7:30 p.m. on three different Fridays. Credential staff provided the booklets and electronic documents and was supportive of our decision to modify the PDPW to better meet the needs of teachers in our region.

During the first three-hour session, the presenters did a brief introduction to the Credential and the paperwork to be completed. During the following week, the participants completed all the forms, got their administrators' signatures, and submitted all the paperwork to the Credential office.

For the second session, the presenters did a brief review of the previous one and spent a lot of time explaining reflection writing. The assigned homework was to write a reflection on their PDPW experience and start writing a reflection on one of their PD activities as well.

On the final session, participants already had access to Credentials and were ready to learn and practice the steps to submit their reflections electronically. Before they actually submitted their reflections, the facilitators put the participants in pairs and had them review and critique each other's writings. By the end of the evening, they were on their way. They had their PD plans and all information and tools they needed to complete the Credential.

We at the Far West GREAT looked for ways to assist, engage and support our instructors. In order to help participants document their professional development history to determine the points they may claim toward the credential, we went into TEAMS and printed the participants' staff development history for each of the last five years. Additionally, we provided each participant with a detailed spreadsheet containing training titles, presenters' names, dates, locations, and the number of hours for the trainings they had attended. We also provided a flash drive with all the Credential forms and templates to each participant. Our making the process easier had immediate and clear results: armed with a lot of motivation, information, and support, our leader teachers went to work and most of them attained the Credential by the end of the semester.

Some of the participants did not have a computer at home, so we loaned them laptops from the Far West GREAT Center technology kits. Others had a computer but no access to the Internet, so we made our training room available for them to come over and work on their Credential and submit their reflections.

Besides the above supports, we also hold "Credential Reflection Writing Parties!" We invite all teachers who have completed a PDPW but never finished the Credential. We hold the party in a computer lab and participants are required to write and submit at least two full reflections. In exchange for their effort, we provide them a free lunch. The Credential office sends us two staff members to assist the teachers and give them

instant feedback on their reflections, and by the end of the day, the magic is done. Reflections are submitted and the now confident teachers get excited and continue working on their own. We also send the participants a weekly news email encouraging them, celebrating any completers we might have had during the previous week, mentioning that we had several teachers with 75 points, or 35, or whatever points they had earned recently. Teachers enjoy seeing their peers' progress recognized and tracked; there was one week when I was not able to send the weekly email and several called me to ask why not – they were expecting the emails and missed knowing the latest about their cohort.

Additionally, we often send them brief email notes congratulating them on getting a reflection approved, reminding them to review any reflections that might have been sent back for clarification, and so on.

A new credential completion is always an occasion for celebration at the Far West GREAT Center. We believe we are training teacher leaders because there seems to be something special about the teachers who are credentialed: is it more self-confidence, more poise, perhaps more dedication to their work, and pride in their accomplishments? We believe it's all of those things and more.

We have noticed that the credentialed teachers themselves are guiding, inspiring, and motivating other teachers to pursue their Credential. Some have mentioned that they now believe they can go back to school and get their master's degree. All readily agree that the Credential has helped them in many ways.

It seems that the secret of the Far West GREAT's success with getting teachers to complete their Adult Education Credential is rather simple: provide them good, solid training, help them establish a can-do frame of mind from the very beginning, guide them as much as possible through the initial phases, encourage and believe in them along the way, and celebrate each teacher as if they were our very first completer.

### **About the Author**

Maria J. Cesnik is the Coordinator of the Far West GREAT Center in El Paso. She holds a Master's of Education degree from Ball State University in Muncie, IN. She has been instructional coordinator for Ysleta Community Learning Center and taught ESL for several years. She also serves on several advisory boards and councils related to adult education and staff development throughout the state of Texas.

## IS YOUR LITERACY PROGRAM ON THE MAP?

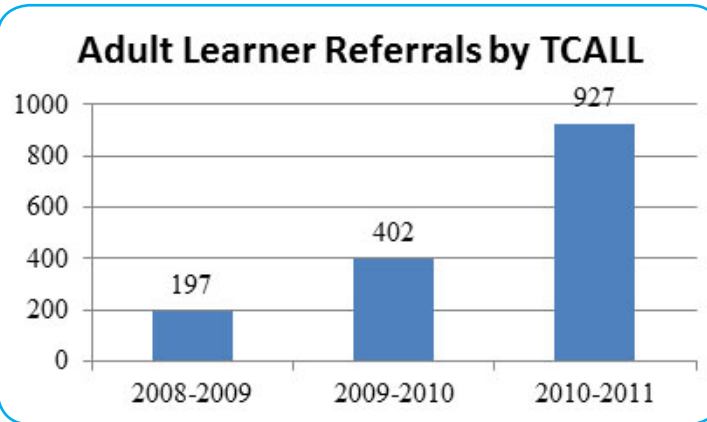
by Harriet Vardiman Smith, TCALL Director

One of the jobs that keeps the TCALL staff busy is operating a toll-free hotline that – among other things – is used by adult learners who call from all over Texas, looking for a literacy program in their area. Perhaps it's a function of higher unemployment, but program referrals have more than doubled each of the past two July-through-June program years.

How does TCALL know where to refer callers for literacy services? We maintain a **Statewide Directory of Adult & Family Literacy Providers** in a

variety of nonprofit settings. The database is housed on TCALL's website, found under the menu link called **Provider Directory**. The Directory can be searched by city, county, program type or type of literacy service, among other criteria. An interactive map feature also allows you to search the Directory by county.

As of this writing, 431 literacy providers are included in TCALL's Directory. Those include providers that receive federal or state adult education funds through Texas Education Agency, as well as volunteer and community-based programs that receive no government funds.



Over 100 of the community-based literacy programs in TCALL's Directory are housed in a church or other religious organization.

We appreciate your help making sure our Directory includes emerging literacy providers, and with keep-

ing your literacy program's information current.

If you notice that your program's information is missing or incorrect, please call **800-441-7323** or email **tcall@tamu.edu**. Get your program "on the map" so TCALL can send adult learners to you for services.

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# Ideas for Teachers

## Overcoming the “Techno-geebies”

by Dr. Glenda Rose

It seems like there are new gadgets and devices, new computer programs and Internet-based opportunities for adult educators to use every year. Yet, for the most part, technology is generally under-utilized in the classroom.

I'm part of that first generation that grew up with computers in the home. Now, they weren't much of a computer by today's standards. My first computer was a TRS-80, which you had to program by hand to do *anything*, including play games, and saved data with a horrifying squealing sound onto cassettes with metal tape. In fact, I remember when I was in third grade, I would spend two days typing in code we found in a CoCo magazine (CoCo was short for “color” computer), plus a day debugging all the typos we had made, just to play a game called “Possum Run”; but it was completely worth it to see that possum splat.

So when someone says, “Hey, Glenda, we're going to introduce interactive whiteboards into the ESL classroom,” I get giddy. New toy?! This is better than Christmas! Yet, I can hear the other teachers, too. They aren't quite as excited as I am. They want to be, I think, but their excitement is dampened by the “techno-geebies,” as I recently heard the feeling described.

It's not really technophobia. Most teachers I know aren't afraid of the technology. They can do things with an overhead projector that I would never have thought possible. They can thread the old reel-to-reel movie projectors. They have computers and cell phones that can text and browse the Internet. They can program their DVRs and watch 3 shows at once! They are definitely not afraid of technology. Their voiced concern is that the learning curve on the new technology, be it a program or a piece of equipment, will take away from their instructional efficacy.

It's a legitimate concern. No one wants to stand in front of a class and fumble around trying to find the right key combination, command code, or the file that was there a minute ago but has now

mysteriously disappeared. So, here are some ideas on how to work through the “techno-geebies.”

1. First and foremost, familiarize yourself with the new technology before you introduce it as part of your teaching presentation or as part of technology instruction to your students. I would hope that directors investing money in new technology would provide time for training, but if they don't, it still falls on you to become the expert. I personally think the best way to become the expert is to play around with the new technology piece being introduced. That said....
2. If you're in over your head, ask for a life preserver! Maybe there is someone with more computer and technology experience in your organization that can help you. Have you called the GREAT Center to see what they can do to help? Do they have any professional development workshops coming up that might help? What about the publisher or manufacturer? Can they schedule a training day for you and your colleagues? And once you've played around with it and asked for help....
3. Practice with other teachers before you practice on your students. Brainstorm ways the technology might be used. Try it out. What works? What doesn't? What might cause you to lose your students' attention? How will you address it? There are times when the best laid plans have to go by the wayside. You may need to....
4. Talk to your equipment. “Listen, Mr. Interactive Whiteboard. I've done this for 24 years without you and if you don't act right, I'm turning you off.” Yes. I've done it. I've threatened my computer, my projector, my printer, my Blackberry. I've even threatened the poor old overhead. No, I don't think they hear me, but this exercise reminds me that if the technology is not working out, I can change my plan. Always have a “low tech” plan B. Think about what you will do if the PowerPoint fails, the Internet won't

connect, or that fancy-dancy new piece of equipment is flashing the theme from “Close Encounters of the Third Kind.” Decide how much time you will allow to try and fix it, and once that time goes by, switch gears to “low tech” and go on with the show. But, finally...

5. Don't give up. Integrating technology into the classroom is important. Our students are living in the same world we are, where the service person coming to fix my dryer brings a hand-held invoicing device and the cashier at McDonald's punches keys faster than any of the old IBM key-punch crews. We need to have technology in our classroom because our students will be expected to use technology at home, at work and at school. So,

go back to step one. Play with it some more. Get some more training. Collaborate with other teachers. Maybe your “low tech” plan is just a “different tech” plan this time around.

Like we tell our students, the more you practice, the easier it will become.

#### **About the Author**

Dr. Glenda Rose is the Distance Learning Coordinator and an EL Civics Instructor for Austin Learning Academy. She regularly presents at statewide conferences.

## **Parents and Children Reading Aloud - More than Just Together Time**

*by Dr. Donna Moore*

I recently finished my dissertation on a dyslexia reading program. I worked with six people with various levels of dyslexia. One participant was mildly dyslexic and had developed such strong coping skills that his dyslexia was a mild inconvenience. Two of the participants had never learned to read although they knew the letters and sounds. Three of the participants had learned to read, although they experienced difficulty in school. They were never able to build decoding automaticity to the point where their reading became fluent. Two of the participants did not graduate from high school and attempted an Adult Basic Education (ABE) class to obtain their GED® credentials. However, their reading skills were such that the ABE instructors were not able to assist them in obtaining their GED® credentials.

This article, however, is about one of the participants who was able to graduate high school and obtain and maintain employment. One reading component I studied during my graduate studies was oral reading fluency. I wanted to contribute to the limited amount of research on oral reading fluency in adults. When a struggling reader wants to join an ABE class, one way to gain information on reading skills is to have the person read out loud and then discuss what was read. If the ABE or literacy instructor is knowledgeable in administering the Gray Oral Reading Test Version 4 (GORT-4), they can gain a vast amount of knowledge regarding a person's reading fluency, decoding skills, and comprehension abilities.

Mary (not her real name) scored below average on a non-stan-

dard assessment of the GORT-4. Since she was 30 years old and the GORT-4 is standardized for those 18 years of age and below, Mary's assessment was considered non-standard, although it provided a great deal of information regarding Mary's reading ability. Mary did graduate from high school and was able to find and maintain employment, although she was not satisfied with her job. She wanted a more challenging job but did not pursue a different job because she lacked confidence in her reading ability.

Mary and I spent a great deal of time practicing her oral reading fluency. The more she practiced reading out loud, the more her confidence grew. She believed she had an easier time decoding words and told me she had even started reading out loud more at work. She also shared with me that she began reading to her children and had her children read to her. She realized the importance of reading out loud and setting aside time to read together as a family. Not only did she enjoy the reading, she enjoyed the time spent with her children.

Richardson, Miller, Richardson, and Sacks (2008) recommended putting literacy bags together for parents and students at school; however, literacy bags can also be utilized in ABE and adult literacy classes. “One of the most effective ways of improving communication is reading books as a family both aloud and silently which should lead to a discussion that will enhance the literacy development of all members of the family” (Richardson, Miller, Richardson, & Sacks, 2008, p. 3).

One type of literacy bag Richardson, Miller, Richardson, and Sacks (2008) discussed was a Book Bag. A Book Bag contains books and interactive devices that help develop language and literacy skills. The bag should contain three or four books centered around a particular theme. Books of varying levels should be available for the wide reading levels of those attending ABE and literacy classes. Books should be of the level where parents can comfortably read the books to their children and children can read to their parents. Bags can be checked out from the ABE or literacy center just as books are checked out from the library.

Teachers who used literacy bags in their classrooms found that parents became more aware of the importance of having their children read to them. Parents also discovered the wide array of children's literature available. "Children and parents learned about each other's interests and abilities, while children made positive progress in becoming lifelong readers" (Richardson, Miller, Richardson, & Sacks, 2008, p. 7).

Holland (2008) recommends parents begin reading to their children while they are infants. Although an infant may not understand the words or what is being read, bonds form between the

infant and the parent very early. The infant can learn language skills from being read to while preparing him/her for future reading instruction. "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children" (p. 385).

### References

Holland, J. W. (2008). Reading aloud with infants: The controversy, the myth, and a case study. *Early Childhood Education Journal, 35*, 383-385.

Richardson, M.V.; Miller, M. B.; Richardson, J. A.; & Sacks, M. K. (2008). Literacy bags to encourage family involvement. *Reading Improvement, 45*(1), 3-9.

### About the Author

Donna Moore is a high school special education teacher at a small rural high school in West Central Texas. She just recently completed her Doctorate of Education, writing her dissertation on a dyslexia reading program. She has taught ABE classes in the same area where she teaches high school.

## THE FIRST LADY'S FAMILY LITERACY INITIATIVE FOR TEXAS: GRANT COMPETITION DEADLINE IS MARCH 5, 2012

TCALL is pleased to announce the annual grant competition of The First Lady's Family Literacy Initiative for Texas, a program of The Barbara Bush Texas Fund for Family Literacy. Two grant opportunities are now available, both with an application deadline of March 5, 2012.

### Family Literacy Program Implementation Grants

Up to ten one-year Implementation Grants of up to \$50,000 will be awarded to Texas organizations to help create, develop, or expand a family literacy program, i.e. one that offers three integrated components: adult literacy education (basic literacy, GED® Test preparation, or English as a Second Language) for parents or primary caregivers; pre-literacy or literacy instruction for young children (ages birth through grade 3) of those adults, and; interactive literacy activities for the young children together with their parents or primary caregivers.

### Family Literacy Program Planning Grants

Up to five Planning Grants of \$5,000 will be awarded to Texas organizations to support a 9-month planning and development process (from June 2012 through February 2013), intended to enable an organization to more effectively compete in 2013 for a 2013-2014 First Lady's Family Literacy Initiative for Texas Program Implementation Grant. Receipt of a Planning Grant does not guarantee subsequent selection to receive an Implementation Grant, as described above.

We are also delighted to announce a NEW initiative of The Barbara Bush Texas Fund for Family Literacy. Experienced family literacy programs that are selected to receive a 2012-2013 Implementation Grant (described above) will be invited to apply for a **Family Literacy Trailblazer Grant** that would provide a three-year funding commitment of up to \$50,000 per year. In exchange for a longer-term funding commitment, Trailblazer Grant programs will be expected to share their practices and experiences through outreach or professional development activities and mentorship of less-experienced family literacy programs. Up to three Trailblazer Grants will be selected based on quality, specific approach to family literacy, population served, geographic location, and creativity and value of proposed outreach activities.

For more information or to request an application, look for the detailed grant announcement on The First Lady's Family Literacy Initiative for Texas page of TCALL's website (under Projects at <http://tcall.tamu.edu>).

# Building Collaboration & Program Improvement

## AVANCE - Houston, Inc.

by Nilia Loalis Jimenez

**Description of the Organization:** AVANCE has served at-risk, predominantly Hispanic parents and children since its founding in San Antonio in 1973 and its replication in Houston in 1988. AVANCE-Houston, Inc. serves over 4,000 children and parents annually through an extensive array of privately and publicly funded parent and child education programs and through more than 60 collaboration agreements with school districts, higher education, church, and non-profit organizations. Houston is the largest of twelve chapters within AVANCE, Inc., the national organization.

AVANCE employs an innovative model in which children receive proper cultivation during their developmental ages—birth to three. **AVANCE's Parent and Child program is the centerpiece of a holistic approach comprised of components that impact the entire family** including Early Head Start, Head Start, Fatherhood, Healthy Marriage, and Adult Education. This nine-month program teaches parents how to become engaged with the child during the first 36 months and thereby disrupt the cycle of poverty.

Families are served through substantive programs that require formal enrollment and intensive time commitment from both adults and children. Each of the family support programs (Healthy Marriage, Fatherhood, GED® on the Move, and Adult and Computer Literacy) requires approximately 50 hours of time from adults, while Head Start and Early Head Start meet the school year requirements. AVANCE employs approximately 445 very highly qualified teaching staff and experienced service administrators spread over 19 centers—17 of which are in Houston, and the remaining two are in San Juan and Del Rio, Texas, serving the "Colonias" along the U.S.-Mexico border.

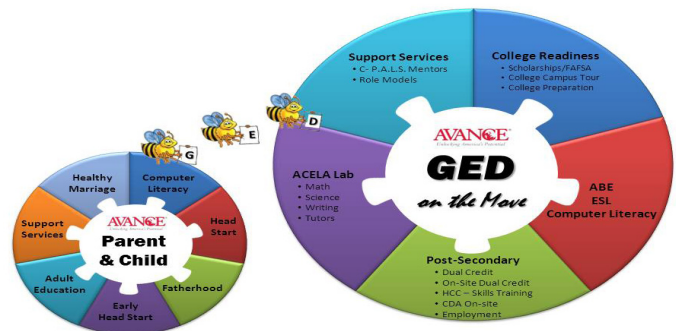
AVANCE's programs are precisely matched to Houston's Hispanic and African American at-risk families who are *accelerating the demographic revolution* and have the lowest educational attainment. The Federal Reserve Bank of Dallas states that "in 2000, more than half the Hispanic population in Texas did not have a high school diploma." (Petersen and Assanie, 2005). Annie E.

Casey Foundation's Kids Count Report for Houston notes that approximately 40% of low income children live in households with less than a GED® Credential.

**Project Description:** AVANCE wants to create a college-going culture with all of its program participants. This will require extensive planning during the next year. Initially, AVANCE has created a **GED® on the Move** program model in collaboration with Houston Community College (HCC). The program goal is to **increase the number of GED® Credential completers and transition them into post-secondary education or training**. This model requires a strict four-day a week attendance and has embedded in it HCC credit offerings, business volunteer mentors and privately funded scholarships.

It begins by identifying parents who are likely to succeed in a GED® Preparation program. Since AVANCE provides the child care, parents have the flexibility to attend and attain a GED® Credential and enroll in post-secondary education or training. **GED® on the Move has five components:**

### Family Literacy to College Transition



1. **College Readiness** – Students can earn a scholarship by attending four College Readiness Workshops. Workshop subjects include FAFSA, Career Plan, Campus Tours, Financial



Literacy and counseling services.

2. **C-P.A.L.S. Mentors** – Corporate Partners for Adult Literacy Success is the volunteer-based mentor program. AVANCE will match corporate-sponsored mentors with students and assist them in meeting the College Readiness program requirements.
3. **A.C.E.L.A. Lab** – The Accelerated College Entrance Learning Academy Lab is one of three computer-equipped centers where students will receive tutors to assist them with additional math, science, and writing skills.
4. **English as a Second Language (ESL) / Adult Basic English (ABE) and Computer Literacy** – Students who score below fifth-grade level will be referred to ESL, ABE, or Computer Literacy.
5. **Post-Secondary Options** – Through the AVANCE and HCC collaboration students can enroll in the Child Development Associate Certificate offered on AVANCE's premises and equates to nine HCC certificate credit hours. Students are also encouraged to enroll in HCC dual credit GED®/College certificate courses or pursue skills training through SER an organization with a 46-year history that provides multiple job training services and access an extensive inventory of workforce development programs.

**GED® on the Move** is housed at AVANCE's model site, the Mangum Education Center. This former retail center was converted into a comprehensive classroom site, to house AVANCE's programs and Southwest Schools a K- 5, charter school.

To strengthen the college-bound culture, AVANCE programs will incorporate family literacy into its curriculum. Head Start fosters parental involvement through the Policy Council and Parent Councils, and college bound education toolkits will be offered to parents. The Fatherhood and Healthy Marriage programs also

include discussions and will easily incorporate college-bound and financial preparation workshops.

**Goals and Objectives:** For the first-year goal, AVANCE will recruit 15 mentors to match them with mentees and enroll 25 students in the advance math, science and writing course. With adequate funding, the **GED® on the Move** projects that 20 of the 40 students will complete their GED® Credential in the first year and 15 will enroll in a post-secondary or job training program. AVANCE will partner with HCC to transition its GED® Preparation students into community college support programs.

**Determining Success:** All programs are expected to meet and show outcomes measures. For this program, the AVANCE participant's pre/post questionnaire will be expanded to ask about career intentions, knowledge of post-secondary goals, and functioning grade level. AVANCE will measure its success rate by quantifying the outcome data and seeking significant progress toward goal attainment in 80% of the GED® Preparation students.

#### Reference

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#### About the Author

Nilia Loalis Jimenez is a hands-on Senior Level Executive with proven ability to provide proactive leadership in developing and fostering of collaborative partnerships essential to public relations and community relations growth. An Education Manager and team-centered professional demonstrating broad based competencies in: Education and Family Support Services, Staff Management & Development, Organization Building, Strategic Planning, Community Expansion & Image Development, Crisis Management, Operations Management, Government Relations, and Outcomes Reporting.

## Texas Adult Education Mathematics Conference April 27 & 28, 2012 Austin

This intense two-day conference is designed to equip adult educators who teach math with the necessary tools, knowledge, and math skills to help their students successfully progress from basic math to GED® math to college-level math. Presenters are master trainers for transition math with the Texas Adult Education Mathematics Institute (TAEMI).

The conference is limited to the first 150 registrants and the application deadline is April 15, 2012. For more information, email Barry Johnson at [kubl001@tamuk.edu](mailto:kubl001@tamuk.edu) or call the South Region GREAT Center at (361)593-2755.



# Adult Learner Transitions to Work and Postsecondary Education

## Career Exploration - More than a One-Size-Fits-All Approach

by Mary Wakefield, Whitney Jackson, & Dean Ransdell

“Start today . . . Succeed tomorrow” is the motto of the Bowie Cass Adult Education Cooperative (BCAEC) in Texarkana. It can be discouraging living a life and working a job that was chosen for you because of lack of knowledge. In today’s world, the way to overcome is by using the power of knowledge. Following is a quote from Dr. Ben Carson in *Think Big: Unleashing Your Potential for Excellence*. Dr. Carson, a neurosurgeon, states, “I am convinced that knowledge is power - to overcome the past, to change our own situations, to fight new obstacles, to make better decisions.”

This power of knowledge is best served by our students if they have a sense of what they are preparing for. The first day of new student orientation, we ask students to respond to three questions: What in your life might you need to change or adjust in order to attend GED® preparation class regularly, what are two good things about your life up to this point, and two bad things about your life up to this point. Students are asked to write their answers in paragraph form. There is a slight reality check after answering some of these questions, but it is the first step in discovering who they are and what they want to become. In addition, it gives the instructors some idea of their writing skills.

The Encarta Dictionary’s definition of goal is something that somebody wants to achieve. Many of our students come in with no idea of a long-term goal, and their goal is just to obtain a GED® credential, but we believe that earning their GED® credential is only a springboard to their success. We give our students a career interest survey to open their eyes to the vast array of opportunities. The career interest survey is divided into three categories: activities that describe what they like to do, personal qualities that describe me, and subjects I like. If answered honestly, then the students will see how their personality, hobbies, and interest will align with a career that they will enjoy doing. In the workplace readiness skill lessons, we want to teach skills to help the students be successful on their jobs as well as choosing

the right jobs. We let each student know that workplace readiness is not only working on a job, but also a career choice. With that said, we will have the students do a Career Interest survey, <http://www.careertech.org/resources/clusters/interest-survey.html>. After taking the survey, we evaluate and analyze the top three career clusters the students are interested in by using [www.onetonline.org](http://www.onetonline.org). The students see the opportunities ahead of them. To narrow the search, we utilize *Achieve Texas*, [www.achievetexas.org](http://www.achievetexas.org), to integrate the 16 career clusters in our program. This is one of the first decisions student make to choose their future and not have it chosen for them.

Bi-monthly, the Student Recruitment and Transition Specialist and Adult Education Counselor give presentations. The lessons on jobs skills are the first phase of the lesson taught at the beginning of the year. We lay the foundation for the students to get a good workable resume together. The students are taught how to job search and are given handouts. After the students have worked on the handouts and have produced a good resume, we go to computers and organize the material. The students utilize what they have learned in this portion and perform a job search. At the end of the lesson, students are given a pocket-sized handout with the tips they have learned in class as a quick reference to aid them outside the classroom.

The last segment that we present in our career lessons is college preparation skills. In the area of college preparation, we help our students with financial aid. We show a PowerPoint presentation that includes all websites necessary to apply for financial aid. We also assist students in applying for the Free Application For Federal Student Aid (FAFSA) when they are close to completing their GED® credential. We will do lessons covering applying for college and completing their college schedules. Along with all the college preparation lessons, we help them with deciding on their majors and by having materials available in our Center for the students. We also will explore these careers through the classroom lessons.

Career exploration leads to goal setting and the highest level of knowledge which is understanding oneself, setting goals, and being motivated to reach them. Instead of a one-size-fit-all, this approach matches their areas of study to their interests and future career pathway.

### About the Authors

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## Making College Real for GED® Preparation Students

by May O'Brien and Dr. Eduardo Honold

Not long ago, the word college seemed like just a dream to most of the GED® preparation students at Harris County Department of Education (HCDE). Many of our students struggle with academics in high school and face serious challenges such as unemployment and lack of childcare options. To many, college after the GED® credential was not perceived as a realistic option. Traditionally, GED® preparation teachers felt their only goal was to get GED® preparation students to pass the GED® test. Somebody else would get them into college.

During the past year, the adult education program at HCDE developed multiple strategies to foster a culture of transition to post-secondary education. We wanted this elusive dream to become a reality. Today college-prep strategies include the development of GED® preparation fast-track options that allow teachers to provide targeted instruction for more advanced students. Career counseling for GED® preparation students is standard procedure. We provide follow-up with our GED® credential completers. Our teachers and administrators benefit from professional development which promotes student transition processes.

While these strategies seem to be working, nothing is more successful than developing a close working relationship with the community college where the GED® preparation student may attend. Over the past year, HCDE collaborated with student recruiter

Scott Godley, Houston Community College Division of Extended Learning. Scott visited over 20 GED® preparation classes and encouraged them to visit the campus.

At the Memorial Assistance Ministries, Scott brought the reality of college into GED® preparation teacher Jackie Livingston's classroom. The majority of her students had never set foot on a college campus. College became real for our GED® preparation students on Oct. 26, 2011. As part of collaboration between HCDE



GED® preparation students visit the Houston Community College Spring

and HCCS, 54 GED® preparation students and three GED® preparation teachers visited the Houston Community College Spring Branch campus. A tour of facilities and a personalized informational session enabled students to learn about credit and non-credit programs, high-demand occupations, admissions and financial aid.

The entire event was a complete success. The GED® preparation students appreciated the opportunity. The first-hand experience on the college campus and information received gave our students the confidence and knowledge to pursue further education. Their dreams were made concrete. Many of them waited in line to talk to Scott after class about their personal college plans.

GED® preparation students from the Spring Wood High School site shared these written thoughts after the campus visit:

Monica: *“This visit had made a very big impact on me. I have always wanted to be a medical assistant. Now I know I can start taking classes at HCCS toward my career goal.”*

Alicia: *“I was not thinking about job training and college before taking the GED® preparation class. This campus visit had an impact on my decision to get more training.”*

Osman: *“I was thinking about college before taking the GED® preparation class because I wanted to achieve a goal in my life that I always dreamed of. The campus visit actually encouraged me to continue with my education. I’m looking forward to obtaining a certification in computer networking.”*

As a result of this experience, HCDE will make the college campus visit a routine event for GED® preparation students in the future. The campus visit empowers GED® preparation students to

literally visualize the college experience and to increase their level of comfort with the notion that a transition to college is possible. We believe that it is our business to help students transition to job training and college after GED® credential so they can become productive workers, parents and citizens.

#### **About the Authors**

May O’Brien is a program manager for Harris County Department of Education (HCDE), Adult Education Division. She has been supervising adult education programs in Alief and Spring Branch area since 2004. Currently, she is in Leadership Excellence Academies Cohort 5.

Dr. Eduardo Honold has been the director of Harris County Department of Education, Adult Education Division since 2009. HCDE is one of the largest Adult Education programs in the State of Texas, serving about 10,000 adult learners annually.

# *Translating Research into Literacy Practice*

## **Reading Fluency: It’s Not Just Kid Stuff**

*by Joan Grigsby and Lynda Bertram*

Fluency, along with decoding, vocabulary, and comprehension, is one of the basic components of reading. Research has shown that fluency can and should be explicitly taught to adult learners, and that fluency practice may lead to increases in reading achievement (Kruidenier, 2002). Despite this, it is frequently overlooked in adult reading instruction.

Fluency is defined as the ability to read rapidly and efficiently (also described using the term automaticity), in a manner largely error-free (accuracy), and with appropriate phrasing, rhythm, and expression (prosody). In other words, fluent reading sounds like actual speech, where someone groups words into phrases, pauses or slows down at certain points, and emphasizes key words.

Why is fluency important? Most notably, fluency is a necessary skill for comprehension, the ultimate goal of all reading. To understand a text, readers must be able to read without focusing all their cognitive resources on recognizing or sounding out individual words. Going through a text slowly, word-for-word, taxes short-

term memory so that the substance of the entire text is lost. Even good readers have experienced this when they read through a dense, highly technical text; they may read or sound out each word correctly—albeit laboriously—but at the end they have no idea of what they have read.

Oral reading is a necessary component of fluency practice. Hearing an adult student read aloud allows a teacher to monitor the learner’s progress; it also builds the reader’s confidence, lets him or her practice their skills, and creates a connection between spoken and written language. A teacher can employ a variety of strategies for students who are reluctant to read aloud. Among these are **modeling**, in which the teacher reads with appropriate expression and phrasing as the student follows along; **echo reading**, where the teacher reads a sentence or phrase, followed by the learner imitating the teacher’s phrasing and flow; and **paired reading**, where two students read in unison or take turns reading and re-reading the same passage to each other. A teacher may also employ **shared reading**: reading in unison with the student

but gradually fading out until the student is reading on his or her own. Regardless of the strategy used, teachers and tutors must keep in mind that practice is a major key to success; indeed, repeated reading has been called “the most effective instructional technique for increasing adult reading fluency” (Curtis & Kruidenier, 2005).

Another effective method for fluency instruction is Cloze reading, in which words or parts of words are deleted from a text. Adult learners frequently hit a brick wall when they pause to struggle over unfamiliar words, slowing their reading—and comprehension—rates. Often, however, they are skilled enough to gain meaning from context if they can get to the end of a sentence or paragraph. Sometimes humming or saying “blank” in place of an unfamiliar word is enough to allow the reader to deduce the word in context. The teacher may then isolate the unfamiliar word or phrase for decoding or vocabulary instruction.

“Chunking” of text can also be used to demonstrate that reading and comprehension occur in phrases, not necessarily in individual words. The teacher can start with a familiar text to illustrate how words are grouped into phrases, for example: “I pledge allegiance//to the flag//of the United States//of America.” After demonstrating this method with a few texts, the teacher can assist students in chunking sentences by themselves.

Matching readers to texts is an important component of fluency practice. Johns and Berglund (2006) analogize building fluency to building a bridge, one that spans the gap between word-calling and comprehension. Among other critical requirements, a bridge has to be “right-sized” for what will pass above and below its span. So it is critical that teachers “right-size” the texts that they present to their students.

In this process, teachers can do simple assessments of students’ fluency levels using one-minute timed readings and then deter-

mine reading levels as well as gains in fluency using a rubric such as the NAEP Oral Reading Fluency Scale. To be certain that texts are appropriate for the reader, the teacher can apply formulas for measuring reading levels (Fry, Flesch-Kincaid, etc.), which are available on the web.

In reflecting upon the benefits of fluency practice, educator Susan McShane (2004) has said, “Improvements in reading speed, accuracy, and expression are concrete outcomes of instruction, and improved fluency may lead to improved comprehension.”

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### About the Authors

Joan Grigsby, M.Ed. is Director, and Lynda Bertram, J.D., M.Ed. is Program Resource Specialist for The Learning Center of North Texas’ Adult Services Division, which provides training, assessment, and direct services to adult literacy programs and providers. This article is excerpted from one of their professional development workshops.

## **Ask your GREAT Center about training to implement instruction using TISESL – Texas Industry Specific ESL Curricula!**

TISESL is a comprehensive set of instructional resources designed to introduce beginning and intermediate English language learners to vocabulary in one of three industry sectors: healthcare, sales and service, or manufacturing. Through a free-standing employability component, TISESL also introduces employability skills in general, making it useful as a career awareness/transition curriculum.

For more information about TISESL, including training that is available from the regional GREAT Centers, visit <http://tcall.tamu.edu> and find Texas Industry Specific ESL from either the TCALL or Texas LEARNS home page, under State Leadership Activities.



# Success Stories

## Rokeshia's Journey

by Brenda Schofield

We have all heard the phrase, "Never, never give up!" As a youth, it took Rokeshia a little while to get on the right track, but through the years this young woman has developed a true grit and determination to succeed. Rokeshia's story reminds us to never underestimate our students and the power of our own perseverance in relating to and encouraging our students.

Rokeshia's success would never have been possible without the coordination between Region 5 ESC Adult Education and the Workforce Solutions staff who together provided counseling, encouragement, resources, and maybe a little bit of "semi-tough" love in the early years of her journey. Through the years, Rokeshia has participated in Adult Education, TANF/CHOICES, WIA Youth Summer Employment, WIA Dislocated Worker, and WIA Adult services. She is a real testament to the value of coordination and perseverance between adult education and workforce partnerships.

Rokeshia first enrolled in adult education classes in 2000 as a court-ordered 16 year-old. She had little interest in attending class and was quick to let us know it. Still, our staff could see Rokeshia's potential -- we just had to get her to see it. In spite of her tough-girl attitude, there was just something special about Rokeshia. She attended class regularly (and reluctantly) and then dropped out after she turned 17.

Rokeshia returned to adult education classes again later that year as a 17 year-old TANF/CHOICES student who was referred by the Texas Workforce Center. We hoped that this young mother of two children would be successful in her pursuit of a GED® Credential this time; however, she was not yet at a point in her life where she had the perseverance or maturity that is required of a serious student. We kept her on our list of former

students and called to check on her occasionally and encouraged her to return to class.

Five years later, at the age of twenty-two, Rokeshia returned to class. Her attitude was different this time. She was determined to earn her GED® Credential so that she could go to work as a prison security guard. Rokeshia worked hard, attended class regularly, and participated in class discussions. The sweet personality and sparkle that we had only seen a glimmer of when she was sixteen years old had blossomed as Rokeshia matured. Later that year, our staff was thrilled to have the opportunity to give Rokeshia the news that she had passed her GED® test. Although she had worked so hard, she really couldn't believe that she had actually earned her GED® credential.

With help from Workforce Solutions, Rokeshia transitioned from GED® Preparation classes to advanced training to become a correctional officer at a state prison. She obtained a job at the prison after completing her training.

Soon after, Rokeshia became interested in pursuing work in the medical field. She became a Certified Nurse's Aide, paying for her own classes. Her interest in nursing continued to grow. After receiving assistance from WIA to attend Certified Medication Aide classes, Rokeshia also earned that certification.

Realizing how much she loved the healthcare field, Rokeshia applied to Angelina College Nursing School and took the entrance exam. The competition was tough. Rokeshia was one of over 400 applicants for only 70 openings; only 10 would be chosen for the Jasper class. The nursing school is the most highly sought-after nursing school in this area. Rokeshia was accepted into the



program and received WIA funding through Workforce Solutions. Nursing school wasn't going to be easy, especially with a family to care for. Rokeshia worked hard and studied hard. Her grades have been great, and she has done a wonderful job in her clinical rotations.

Eleven years after she first enrolled in adult education as a sixteen year old with no ambition and no direction, Rokeshia has grown into a lovely, charming, kind young woman. She is now married with six children and one step-child. Rokeshia graduated from Angelina College Nursing School on December 9, surrounded by her proud family, friends, and those who have supported her through her journey so far. "I want to thank the Lord and thank everyone for their support along the way, even when I wasn't at my best," Rokeshia says.

With her sparkling personality, life experience, and kind heart, I have no doubt that she will be a wonderful, compassionate nurse. Those of us who have watched her grow are all so very proud of her, and we feel very blessed for having the opportunity to be a part of Rokeshia's journey.

#### **About the Author**

Brenda Schofield is the Director of Region 5 ESC Adult Education and Family Literacy. She has loved working with adults since she first volunteered as a literacy tutor while she was still in high school. Brenda's office is housed in an adult learning center, so she enjoys daily interaction with the adult education students. She is married with three sons. Brenda enjoys cooking, decorating, spending time with family, and being "Grammie" to her two little grandsons.

## **A Young Mother's Desire to Stand on Her Own Two Feet**

*by Maricruz Tovar*

My name is Maricruz Tovar, and I would like to share my GED® preparation success story. Over the years I have heard many people, especially my friends, complain about life's struggles. They complain about not having a job, or how low their pay is because of their lack of education, yet they never did anything about it. As for me, I was in the same situation, so I decided one day that I would do something about it.

I got married at the age of 13, at the same time I was going to school and pregnant. It was hard, but I was doing the best I could. As the years went by things got harder. By the time I knew it I was getting a divorce and raising two daughters on my own, without the father's help, not even 'til this day.

It was now up to me to do everything I possibly could to provide for my daughters. I had to get a job, so I could support my daughters and myself, so that my daughters wouldn't be without anything. I got a job at Del Monte Foods. I had never worked in my life, so it was going to be something I had to get used to. I worked from 6 p.m. to 6 a.m. - a 12-hour shift. Trust me, that was something really hard to do, especially having two little ones at home, and my mother, bless her heart, helped out a lot, more than I could ask for. I worked hard. However that was not the job I wanted to be doing the rest of my life.

I decided to go back to school. I went to get my GED® credential. I went a few times, passed some test, but as a single mother, I

had to work again. I stopped going to GED® preparation classes and went back to work so that I could support my daughters and myself. I knew I wanted more than just to be working 12-hour shifts all my life. I wanted to finish school, and get my GED® credential so that I could prove that I could do something with my life. I didn't want to give up just because I had my daughters at a young age. I wanted to show that their mother was no quitter; I wanted to be a mother they could be proud of.

All I needed was one more test, which in my opinion was the worst of all, math. I had taken it three times, and even though I failed on the first two tries, my teacher, Mr. Cavazos, never gave up on me. He kept encouraging me not to give up. All the Crystal City Even Start staff kept urging me on. They kept calling me at home, and going to my house, they just refused to give up on me. That encouragement made me believe in myself, so I decided to give it one last try.

I finally went to take the exam, and although I felt confident, I didn't let myself get too excited. I waited impatiently for the results, until one day Mr. Cavazos hands me a piece of paper and told me to read it, I got my GED® credential!!! To some people it may not mean anything, but to me it means the world. After all, I did it because I wanted to make that change in my life, to show my daughters that their mother did it, and that I'm going to keep going until I get where I want to be in life.

I have always had obstacles in my life, but now with this certificate, I feel there is no stopping me ever again.

### **About the Author**

Maricruz Tovar graduated on November 23, 2011. She plans to enter college in the Spring of 2012. Maricruz wishes to continue her education and eventually graduate as a nurse.

*Teacher's Note:* Maricruz is the third sibling to graduate from the Even Start/ABE program; her brother Rey and sister Alma Tovar have also obtained their GED® credential at our program. All of us here at the Even Start/ABE program wish continued success to the entire Tovar family.

## **Yak, Yak in English!!!???**

*by Maria Mayela Lizárraga Nájera*

My name is Mayela, and I am from Torreon, Coahuila, Mexico. I am 52 years old. I have been studying English for many years. I used to work as a secretary for twenty years and as a technology and English teacher for almost twelve years. I am married and joyful; moreover, I have two treasures who are my sons. Right now, I am studying English in Ysleta Community Learning Center (YCLC) and I am not working. However, I will go to study to be a better adult English teacher and work in this country.

Throughout my life, I have had many goals and dreams. Some of them are having a unique family, an interesting job, and an unforgettable and warm home. One of my dreams was to learn and speak English. I do not know why I love it, but I have loved this language since I was a child. So for me this was an objective to get -- speak English as my native language!

I started to learn English when I was in secondary school in Mexico. When my family asked, "What do you want to do?" I told them, "I want to be a secretary, but I also want to learn a new language, English." So I went to study to a bilingual secondary school. Then, I went to study at the Instituto Tecnológico de Ciudad Juarez, and I got my degree as a Bilingual Executive Secretary. Also, I finished my high school at the same school. In addition, I studied at El Paso Community College because I know that I have to practice speaking in English. In that instance, I knew some grammar, I could read and write in English, but I did not talk as fluently as in my native language.

The years passed, and I married. When my sons grew, I registered them to study English, and I thought, "When they finish, I will continue studying English!" So, I did it, and while I was working, I was going to school. In addition, I was studying during my vacations, so sometime later I got my teacher certification. However, I still did not speak this language fluently! Then, I had the opportunity to work as a teacher. I was afraid, and my legs were shaking. I did not give up! That was great! In Mexico I was teaching something that I loved -- English. In my country if you

are an English teacher, you do not have to communicate with the students in the English language all the time. That is because it is not their native language. Consequently, I did not have the necessity to talk in English; therefore, at that point in time, I did not speak fluent English!

Some years later, we had to come to live in the United States, so now I am living in this country! Consequently, I must communicate confidently in English because many people in El Paso do not speak Spanish; however, I am a lucky woman. The reason is that I have found a great school, YCLC, with excellent and diligent teachers. In this school I have had many great teachers; one of them, Mrs. Moya, propels me to speak English. She challenged me enough to begin speaking in English, so I started practicing my new language. For instance, when I go to a store, call to get information, have to buy something, or fight for my rights when someone says, "I'm sorry; I don't understand; I don't speak Spanish!" I know I have to defend myself in English. Then, EPALL showed up in my life.

EPALL, El Paso Adult Literacy and Learning Conference was held at University of Texas at El Paso on October 21 and 22, 2010. This conference was for Texas adult education teachers. YCLC invited some students to attend the conference, and one of them was me. I participated in diverse conference presentations. I went for two days. The first day I was eating, when Mrs. Moya asked me if I was able to make a little speech in front of the teachers, 300 people! I thought, "This is a gigantic challenge," and I wondered to myself if I can do it? I said, "Yes!"

I was nervous because it is not my native language, but I did it! And it was amazing when I noticed that they understood me. They laughed when I said something humorous about my mother, or I saw that they were agreeing or disagreeing about what I was saying. Then I knew that I was able to speak fluently in English even though I made some grammar mistakes. I was so thrilled to do this because that was my last step to obtain one of my dreams,

speaking English more or less as my native verbal communication. When I finished, Mrs. Moya and I hugged, and I felt elated.

In conclusion, I have studied English for many years, and I want to say thank you to my family and teachers who supported me in many ways to achieve one of my goals, speak fluently in English. Now, I am improving my grammar, reading, and writing, and I am developing my speaking, so I can Yak, Yak in English!

#### About the Author

Maria Mayela Lizárraga Nájera in Mexico or Maria Mayela

González in the United States of America was born in Torreón, Coah. She studied Nivelacion Pedagogica in the Normal Superior de Chihuahua during her vacations to obtain her certification. She worked as a volunteer in the S.E.P. in Alphabetic Department as secretary; moreover, she worked for twenty years as a secretary for the Superintendent Administrator, Auxiliary in Scholar Control, Human Resource all of them at S.E.P., and she worked for Principal's secretary in a school. She was a teacher for close to twelve years. She is married, has two children, and two grandchildren. In 2008, she got her GED® credential at YCLC in El Paso, TX. Right now, she is studying English at YCLC. In the future she is going to get a career as an English teacher in this country.

## My Success Story

by Carmen Bahena

There was a point in my life when I felt that it was too late for me to go back to school to get my GED® credential. Even if I do get my GED® credential; it's not like I can attend college. I am 35 years of age, a mother of four; there is no way I can go to college. I had every excuse you can think of. No father, I blamed my mom, if only she had been there for me, I would have graduated from high school. I had a child at a young age. The last thing on my mind was going back to school. As long as I have a job, my child and I will be alright.

As the years went by and I continued to make \$5.15 an hour, my daughter and I were not alright. I went to apply for government assistance. Now, not only was I a single young parent without an education, but I found myself receiving government assistance.

I found myself telling my kids, "Don't be like me. Finish school, and go to college before you decide to get married and have children." Jobs which paid less than six dollars an hour were the best jobs I could get without an education. It had been almost twenty years since I had attended school, I wanted to go and register for the adult education classes, but I was ashamed. But I got over it and enrolled at College of the Mainland.

Thanks to my instructor Dr. McDaniel. She made me feel more than just another statistic. Dr. McDaniel had informed me about a scholarship available to GED® preparation moms from the Pat Peebler Memorial Adult Education Scholarships, and one of the qualifications I would have to write a paper about myself. When I was asked if I would like to write about my life I was a bit intimidated. However, I had chosen to write the paper. When I had found out that I was awarded a scholarship from the Pat Peebler Memorial Adult Education Scholarship, I was so overjoyed.

I knew then nothing was going to stop me. Within the same month I received my GED® credential, I enrolled for my first semester at the College of the Mainland. I am now getting ready to begin my second semester. Before you know it, I will be a college graduate. My plans are to major in Business and Accounting. One thing that I have learned in my psychology class is that we have to choose whether we are going to be victims or a creator. Being a victim will get you nowhere. I choose not to be a victim anymore. I am a creator. I will be successful.

### Time to become a member or renew your annual membership in AALPD

Until March 15, members can vote for the new slate of officers. This coming year, the Chair and Vice-chair are your colleagues from Texas.

AALPD members are adult educators interested in or working in professional development in adult literacy. To join AALPD, complete the membership form at [www.aalpd.org/membership\\_withvoting12.cfm](http://www.aalpd.org/membership_withvoting12.cfm).

AALPD is free.





# Innovation

## Educational Opportunities through Distance Learning

by *Bethany Leach*

As our world becomes increasingly based around technology, our classroom practices and approaches to teaching will inevitably change. Technology provides tools that were not available in the past and opens up new opportunities for both teaching and learning. While technology cannot replace a classroom teacher, it can offer unique opportunities for both the teacher and the student. Distance learning (DL) programs can utilize technology to offer students diverse learning opportunities and provide them with additional tools for success.

DL programs give students the opportunity to study outside the classroom. Traditional classes necessarily limit study to hours when the teacher and classroom are available. Therefore, many adult learners may only attend class and receive instruction for a few hours a week. DL enables students to continue work on their own after leaving the classroom. This additional practice reinforces the classroom teacher's lessons and can provide the student with more of an immersion experience. Websites—such as [www.usalearns.org](http://www.usalearns.org) and [www.myefa.org](http://www.myefa.org)—provide students with grammar practice, listening comprehension, and vocabulary building exercises. Furthermore, these websites present stories in a real-world context and ask students to use critical thinking skills in different ethical situations. For example, one unit focuses on an accident at work and whether or not the employee should tell the truth in court. These scenarios engage students and help to teach them about civil responsibilities while also allowing them to practice language skills. Students can be in control of their learning and can gain as much or as little from these online resources as they choose.

DL also provides unique opportunities for teachers. The role of the DL teacher differs from the role of the traditional classroom-based teacher, though many of the same principles of effective teaching apply. While a classroom teacher provides structured lesson plans, a DL teacher acts as a guide to students. Students are able to work through lessons largely on their own, and the teacher may not plan the lessons. However, the DL teacher, like a classroom teacher, checks each student's work and progress and may provide additional material if a student is struggling in a particular area. Perhaps more importantly, the DL teacher is responsible for motivating and encouraging students and ensuring that they continue to complete work. DL students must have a degree of self-motivation because, unlike in the classroom, the students are at home or in a library on their own time, potentially distracted by personal obligations that challenge all adult education students. In a traditional classroom, students build relationships with the teacher and with fellow students, and these relationships often contribute to student attendance

and retention. In an online community, relationships are just as important and effective. The DL teacher cannot always be present to build a relationship and so must employ technological tools to build a relationship with students. Facebook may function as a way to connect with DL students. The DL program at Central Texas College (CTC) has a private group where the teacher and students post and get extra practice, and the teacher is "friends" with many students and has weekly hours scheduled to chat with students. Allowing students to see the teacher's profile—that includes personal pictures and anecdotes about the teacher's life—helps students to connect to the teacher in a more personal way. Furthermore, the DL teacher emails students on a weekly basis, offering encouragement, asking questions when a student has been "absent" from the website, updating the student on progress made and hours earned, and sending congratulatory emails and e-cards when the student makes progress or completes a certain number of units. All of these efforts cannot ensure a personal connection that will help students retain motivation, but they can aid the teacher in establishing relationships and helping students to build self-motivation and perseverance to continue work in the program.

While the CTC program is a new program, it has already seen success with its DL students. During its pilot program in the Spring of 2011, ten students enrolled in the program. They earned a combined total of 616.25 hours from January to May and all students made progress in both oral and literacy skills. Students have responded positively to the program, saying, "It is good for me. Thank you...I am really enjoying...I learn from this website because it has some easy things but some things I did not know...This website is very helpful to me...I have to say thanks; because of you my English is going better." While DL programs are not suitable for every ESL student, many students can and will benefit from the additional opportunities to learn and study outside the traditional classroom. As technology continues to change our world and our teaching practices, DL programs will play an important and useful role in Adult Education programs.

### **About the Author**

Bethany Leach is the current Distance Learning ESL Instructor at CTC. She has a B.A. in Spanish from College of the Ozarks and an M.A. in Applied Linguistics: Foreign Language Pedagogy from the University of Massachusetts Boston. She began working at CTC in March of 2010 and developed the Distance Learning program in August 2010. She has recently relocated to Edinburgh, Scotland but continues to teach for CTC's DL program.

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## DIVERSE LEARNING STYLES, ABILITIES AND CULTURES

*Library loan titles featured in this issue focus on one of the six core content areas of the Texas Adult Education Teacher Credential. For more information on the Credential or the six core content areas, visit the Adult Education Credential Project website, using the link found under State Leadership Activities on TCALL's home page (<http://tcall.tamu.edu>).*

### **The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development, Sixth Edition.**

Knowles, Malcolm and Holton III, Elwood F. and Swanson, Richard A. (2005). Burlington, MA: Elsevier. Originally published in 1973, this edition has been fully updated to incorporate the latest advances in the field of adult education and training. Holton and Swanson have revised this edition building on the work of the late Malcolm Knowles. Part one contains the classic chapters that describe the roots and principles of andragogy, including a new chapter, which presents Knowles' program planning model. The second part focuses on advancements in adult learning with each chapter fully updated, incorporating a major expansion of Andragogy in Practice. The last part of the book contains an updated selection of topical readings that advance the theory and include the HRD style inventory developed by Dr. Knowles. This new edition provides a theoretical framework for understanding adult learning issues both in teaching and workplace environments.

### **Beyond F.A.T. City: A Look Back, A Look Ahead: DVD.**

Lavoie, Richard D. (2005). Washington, DC: PBS Video. This program is a follow-up to the popular first "F.A.T. City Workshop" video from 1989 -- "Understanding Learning Disabilities: How Difficult Can This Be?" It offers both practical strategies and inspirational messages for those who teach children with learning disabilities -- who constantly struggle with Frustration, Anxiety and Tension (F.A.T.). Program is designed to give teachers and parents the opportunity to become involved in candid and thought-provoking discussions on how to play a more effective role in the life of a learning disabled child. Though addressing children, the original F.A.T. City workshop video has been used extensively in training teachers of L.D. adults as well. Also available in DVD (a separate loan title). TCALL's Clearinghouse Library makes this 90-minute DVD and Viewer's Guide available for loan to Texas educators ONLY.

**Class Concerns: Adult Education and Social Class.** Nesbit, Tom, Editor (Summer 2005). San Francisco, CA: Jossey-Bass. Number 106 in the New Directions for Adult and Continuing Education series. From the Editors: This volume "brings together

several leading progressive adult educators to explore how class affects different arenas of adult education practice and discourse. It highlights the links between adult education, the material and social conditions of daily and working lives, and the economic and political systems that underpin them. Chapters focus on adult education policies; teaching; learning and identity formation; educational institutions and social movements; and the relationship between class, gender, and race."

### **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.

### **Embracing the Monster: Overcoming the Challenges of Hidden Disabilities.** Crawford, Veronica (April 2005). Baltimore, MD:

Brookes Publishing Company. What is it like to live with hidden disabilities? You'll find out firsthand in Veronica Crawford's moving account of her life experiences with learning disabilities, bipolar disorder, ADHD, dyslexia, and sensory integrative disorder. Through Veronica's struggles in school, at work, and in her personal relationships, you'll gain insight into the emotional turmoil of living with hidden disabilities and be inspired by her resourcefulness as she learns to confront and accept them. You'll also get clinical commentary from a noted expert on these types of disabilities, Dr. Larry B. Silver, who concludes each chapter with information on what can be done to help individuals with hidden disabilities lead more positive, productive lives. Together, Veronica and Dr. Silver share with you what they've found really works in both living with and overcoming one's hidden disabilities.

**Empowering Women through Literacy: Views from Experience.** Miller, Mev and King, Kathleen P., Editors (2009). Charlotte, NC: Information Age Publishing, Inc. From the review: Empowering Women through Literacy: Voices from Experience is the first comprehensive collection of writing from the field by everyday

## 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](mailto:tcall@tamu.edu) to check out materials described here or to request hard copy listings of even more resources.

educators who experience the joys and challenges, creativity and barriers to acknowledge or integrate innovative solutions to support women's learning needs in adult basic education and literacy settings. It reveals the many ways in which addressing women's empowerment through literacy continues to impact lives.

### ***Enhancing Adult Motivation to Learn: A Comprehensive Guide to Teaching All Adults, Third Edition.***

Wlodkowski, Raymond J. (2008). San Francisco, CA: Jossey-Bass Publishers. The third edition of the original 1985 book offers advice and strategies in a jargon-free style for teachers and trainers who want learning to be a motivating experience for adults. Drawing from recent research in the fields of cultural and ethnic studies, communications, cognitive psychology, systems theory, and multiple intelligences, Wlodkowski gives examples of how to use this information in practical ways, taking into account cultural and gender differences in learner motivation. He examines characteristics needed to become a motivating instructor, as well as four major motivating factors: inclusion, attitude, meaning, and competence.

***Guiding Teens with Learning Disabilities.*** Roffman, Arlyn (2007). New York, NY: Random House. Editorial Description: "Parents of teens with learning disabilities face a wide range of questions and concerns regarding the education of their children. Periods of transition, particularly the movement through high school to the working world or to further education, can be particularly difficult to navigate. *Guiding Teens with Learning Disabilities* helps parents as their children shift from teenage life to adulthood. It includes sections on planning for transition, post-secondary education, vocational training, career preparation, and life in the community. [This book] also covers issues like defining learning disabilities properly, getting eligibility for various educational benefits, understanding disability laws and protections, dealing with mental health issues, figuring out what entitlements a student is eligible for at various stages of his/her educational development", and more.

***Headstrong: Inside the Hidden World of Dyslexia and Attention Deficit Hyperactivity Disorder.*** Schecter, Steven and Sladden, Chloe, Directors (2008). San Francisco, CA: Ili & Schecter Films. This 26-minute film provides an overview of dyslexia and attention deficit disorder while exploring the brave lives of diverse individuals persevering in a world not designed with them in mind. There are over 20 million Americans who are dyslexic or have attention deficit hyperactivity disorder (ADHD), making this the

single largest disability population in the country. Through personal accounts and professional input, *Headstrong* explores ideas and techniques that help these individuals succeed. This documentary is an opportunity to cheer for the underdog and enjoy remarkable and diverse stories of people standing up for themselves. TCALL's Clearinghouse Library makes this DVD available for loan to Texas educators ONLY.

***Helping Students with Dyslexia and Dysgraphia Make Connections: Differentiated Instruction Lesson Plans in Reading and Writing.*** Berninger, Virginia W. and Wolf, Beverly J. (2009). Baltimore, MD: Paul H. Brookes Publishing Co. A state of the art set of lesson plans that can be used for differentiated instruction of students with dysgraphia, dyslexia, and OWL LD, this book gives teachers of Grades 4-6 a whole school year of specialized group instruction that improves the literacy skills of students who struggle with written language. The practical companion to *Teaching Students with Dyslexia and Dysgraphia* (a separate TCALL title), these step-by-step lessons deliver positive results in brief interventions, and these are the only lessons of their kind that are proven effective by brain research studies. The highly organized lesson plans help students improve in multiple subject areas, and show teachers how to incorporate reading and writing in science and social studies content areas of the curricula by making it easy to incorporate research based instruction into classrooms to meet the needs of all students. Each ready to use lesson is complete with teacher materials and student materials. The teacher materials give educators warm-up exercises that target key skills, simple activities with clear and detailed descriptions, and adaptable sample scripts that help them elicit student responses. And with the student materials, teachers will have photocopiable worksheets that help children sharpen their skills in creative, engaging ways.

***How the Brain Learns to Read.*** Sousa, David A. (2005). Thousand Oaks, CA: Corwin Press. Sousa explores source material on brain research and provides scores of practical reading strategies for the K-12 classroom. Complete with relevant brain diagrams and informative tables, this book examines critical concepts including: understanding language acquisition and its relationship to reading; incorporating modern research findings in the classroom; recognizing and overcoming reading problems, including early intervention programs; content area reading with strategies to improve vocabulary and comprehension; and developing a successful reading program that encourages teachers to be researchers. One of the questions explored in the book is what research



reveals about phonics and whole language approaches to reading instruction. Written for K-12 teachers and parents, much of the research has application in teaching adult new readers as well.

***Keepin' On: The Everyday Struggles of Young Families in Poverty.*** Ispa, Jean M. and Thornburg, Kathy R. and Fine, Mark A. (2006). Baltimore, MD: Paul H. Brookes Publishing Co. The authors describe "the lives of nine young African American mothers facing issues related to single parenthood and poverty. What are their strengths and challenges as parents? How are their families affected by frequent transitions from homes, jobs, and significant others? What can professionals learn from their stories? ... Enhanced with expert commentary on research, practice, and policy, this ... book gives readers a deeper understanding of the factors that affect intervention with families in poverty." -- from the Editorial Description.

***Learning Later.*** Findsen, Brian (2005). Malabar, FL: Krieger Publishing. Editorial Description: "This book explores the relatively ignored issue of the social context and dimensions of learning for older adults. It combines international perspectives drawn from adult education, sociology, social gerontology, and critical theory to investigate the social and material circumstances of older adults' lives and connected learning. The central argument is that educators and practitioners will better understand older adults' learning by more fully addressing social context, the social construction of aging, older adults' interaction with social institutions, the nature of social change to which they contribute, and the social issues they face."

***Live It Learn It: The Academic Club Methodology for Students with Learning Disabilities and ADHD.*** Smith, Sally L. (2005). Baltimore, MD: Brookes Publishing Company. Improve school success for students who have learning disabilities and ADHD with "Academic Clubs," the learning-by-doing approach presented in this guidebook. Sally Smith shows elementary school educators how to immerse students in any subject using drama, painting, sculpture, music, and other art forms. To help educators use this fun, multisensory teaching technique to motivate students, this handbook gives them an easy-to-follow 15-step process for establishing an Academic Club with minimal expense; information on how the clubs promote positive behavior and foster cooperation among students; detailed profiles of Academic Clubs, complete with suggested activities, decorations, character roles, and costume ideas; insightful interviews with teachers who have used the Academic Club Approach; chapters on using the approach in different settings, including junior high, high school, and summer programs; and principles for effective group management. Book (213 pages): **Loan Item** (371.94 Smi).

***Mentoring Young Men of Color: Meeting the Needs of African American and Latino Students.*** Hall, Horace R. (2006). Lanham, MD: Rowman & Littlefield Education. This work not

only investigates the value of school-based mentoring (SBM) in the lives of adolescent males of color, but also offers alternative, more positive ways in which our society can experience and embrace this social group. Understanding mentoring as a cultural practice, this book informs schools and communities of the roles and responsibilities that they have in fighting against the public assault on America's youth and helping young males of color see themselves as redeemable and as fully human. TCALL's Clearinghouse Library makes this book available for loan to Texas educators ONLY.

***Multiple Intelligences and Language Learning: A Guidebook of Theory, Activities, Inventories, and Resources.*** Christison, Mary Ann (2005). San Francisco, CA: Alta Book Center Publishers. Guidebook provides a "how-to" for translating the theory of multiple intelligences (MI theory) into classroom practice. After introducing Gardner's theory of multiple intelligences (MI), the author describes steps for teachers in applying MI theory in the classroom, MI inventories for language learners and teachers, and issues related to testing and assessment. A chapter of activities is devoted to each one of the multiple intelligences -- linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, the personal intelligences, musical, and the naturalistic intelligence. The activities are sorted by age and language level (kindergarten through adult, beginning through advanced), and a subject index assists with finding the right activities to complement the content being taught. Many suggestions are offered for lesson planning and curriculum development, all structured around the MI theory.

***Multisensory Teaching of Basic Language Skills, Second Edition.*** Birsh, Judith R. (2005). Baltimore, MD: Paul H. Brookes Publishing Co. For students with dyslexia and other learning disabilities creative teaching methods that use two or more senses can dramatically improve language skills and academic outcomes. A core text for a variety of reading courses and an invaluable reference for reading specialists, this comprehensive resource shows educators how to use specific multisensory approaches to help students develop. With the companion workbook, students and practitioners alike will improve their knowledge of multisensory teaching and hone their language and instruction skills. Ideal for both preservice teacher education courses and inservice professional development, the workbook includes 100 easy-to-use activities that cover all the areas in the text, including: phonological awareness, letter recognition, syllable division, spelling, decoding, fluency, comprehension, composition, and mathematics. Users will also find answer keys, forms to help them with lesson planning, and practical activities and handouts they can use with their own students. This activity book will help teachers improve language skills and academic outcomes for students with dyslexia and other learning disabilities. TCALL's Clearinghouse Library makes this two-book set available for loan to Texas educators ONLY.



**Teaching Adolescents Who Struggle with Reading: Practical Strategies.** Moore, David W. and Hinchman, Kathleen A. (2006). Boston, MA: Pearson Education, Inc. The authors emphasize the important preliminary steps to take during the first few days and weeks of class, when teaching adolescents who struggle as readers and writers. Book offers a balanced perspective on literacy learning, focusing on both embedding literacy instruction in regular subject matter instructional units, and special reading classes as well. The authors also discuss classroom management as essential for effective literacy teaching.

**Teaching Adult English Language Learners.** Orem, Richard A. (2005). Malabar, FL: Krieger Publishing Company. This book brings together information about policy, second language acquisition theory and research, methods and materials for teaching adult English language learners, program design, and cross-cultural issues that affect learning in adult ESL classrooms. It also discusses the context within which adult ESOL instructors work and in which adult ESOL programs function. The framework for this discussion of context draws from the developing framework of standards for teachers of adult learners under consideration by TESOL (Teachers of English to Speakers of Other Languages, Inc.). This book is designed for faculty and students in adult education graduate programs and other TESOL preparation programs at the undergraduate and graduate levels that target adult learners. Other audiences are adult ESL program directors and policy makers as well as educators working in elementary and high school, many of whom are connected to populations of adult learners through the parents of the children they serve.

**Teaching for Diversity and Social Justice, Second Edition.** Adams, Maurianne and Bell, Lee Anne and Griffin, Pat (2007). New York, NY: Routledge. For nearly a decade "Teaching for Diversity and Social Justice" has provided educators a comprehensive sourcebook on the theoretical foundations and frameworks for social justice teaching practice. This thoroughly revised second edition continues to provide a comprehensive, accessible introduction to both the theory and practice teachers need to introduce issues of oppression into classrooms. Building on the groundswell of interest in social justice education, the second edition provides coverage of current issues and controversies while remaining faithful to the original mission and format. In addition to a preface, new material throughout and updated references and resources, the book includes four full new chapters on additional forms of oppression - transgenderism, ethno-religious oppression, racism, immigration, and globalism, ageism and adultism. A CD-ROM with appendices, handouts, and more is an added bonus for students and professors alike.

**Toolkit for Serving Out-of-School Youth with Low Literacy Levels.** Center for Literacy, Inc. (2006). Philadelphia, PA: Philadelphia Youth Transition Funders Collaborative. The Center for Literacy, Inc. developed this toolkit for serving out-of-school youth

who are reading at the beginning and pre-intermediate literacy levels. It can be customized to accommodate the individual needs of each student with a framework that can be integrated into existing initiatives and used to enhance professional development programs. In the first year of Pennsylvania's implementation of the toolkit, the initial group of youth gained two to three reading grade levels in four months of instruction (representing a total of approximately 24 hours of instruction). These initial outcomes suggest the toolkit can be an invaluable component in developing a well-balanced, comprehensive strategy for addressing the complex issues that both out-of-school and in-school youth face in learning to read. The toolkit enables teachers to tailor instructional content to the unique learning style of an individual. Once reintegrated into a structured, supportive learning environment, at-risk youth show significant growth in academic, social and emotional development. TCALL's Clearinghouse Library makes this three-book set available for loan to Texas educators ONLY.

**Why Jane and John Couldn't Read — And How They Learned: A New Look at Striving Readers.** Fink, Rosalie (2006). Newark, DE: International Reading Association. "Striving readers" are those with dyslexia or a childhood history of severe reading difficulties. Based on research in reading instruction, Fink describes a model of instruction for striving readers, focused on their personal interests, topic-specific reading, deep background knowledge, contextual reading strategies, and mentoring support. The model moves away from a deficit approach to conceptualize striving readers in a new way. Chapters offer success stories of readers who overcome their struggles and highlight instructional strategies and materials teachers can use to develop activities and lessons for adults as well as children. Howard Gardner of the Harvard Graduate School of Education describes this book as "One of those rare books that raises and answers a fascinating question: How do some severely impaired dyslexics manage to master reading and to succeed in their life pursuits?"

**Windows to Language, Literacy, and Culture: Insights from an English-Language Learner.** Brock, Cynthia H. and Raphael, Taffy E. (2005). Newark, DE: International Reading Association. "The number of students from diverse cultural and linguistic backgrounds is growing rapidly. This insider's perspective on the literacy learning process of an English-language learner will encourage you to reflect on your own work with these learners and develop a deeper understanding about working with them in a mainstream classroom. Enhance your interactions with these students as you learn about culture and the role that it plays in literacy learning, language acquisition and its impact on literacy learning, meaningful learning and instruction for English-language learners, and effective ways to structure your classroom learning contexts and use literature. Additional resources include reflection points, classroom vignettes, and suggested readings." -- Editorial Description.



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*Donna Byrum, Director*

*Grayson County College (Adult Ed Centers of North TX)*

## Free Things to Send For . . .

### **DIVERSE LEARNING STYLES, ABILITIES AND CULTURES**

Free resources featured in this issue focus on one of the six core content areas of the Texas Adult Education Teacher Credential. For more information on the Credential or the six core content areas, visit the Adult Education Credential Project website, using the link found under State Leadership Activities on TCALL's home page (<http://tcall.tamu.edu>).

**Adolescent Learners in Adult ESL Classes.** Young, Sarah (October 2005). Washington, DC: Center for Adult English Language Acquisition. Adult basic education (ABE) classes often include both native English speakers, attending to learn basic skills so they can obtain a high school diploma or goals, and also English language learners seeking to improve their oral and written skills in English and to achieve goals similar to those of native English speakers. Adolescents (16-18 years old) are among the populations served in these programs. This brief is written for teachers, teacher trainers, curriculum writers, and program administrators who work in mixed ABE classes (with native English speakers and English language learners); and those who work in high schools and transitional high schools, school services, or intake centers with adolescent English language learners. Young explains some of the reasons why adolescents may attend adult ESL classes and describes the characteristics of adolescent learners. The brief also provides guidelines for adult ESL program administrators, instructors, and communities to improve adolescent ELL's chances of success in and beyond adult ESL programs.

### **Adult Multiple Intelligences: Mentor Teacher Group Guide.**

Hofer, Judy (January 2004). Cambridge, MA: National Center for the Study of Adult Learning and Literacy. A mentor teacher group is a combination of a Study Circle, where a group of practitioners come together to read articles and talk about theories and topics on a particular topic, and mentoring, where an experienced teacher comes to each participant's classroom, observes her/his teaching, and provides feedback that helps the teacher apply those theories and strategies and learn from her/his own practice. This guide provides detailed instructions for organizing a mentor teacher group to consider the implications of Multiple Intelligences Theory in instructional practice. Appendices include: Meeting One Handouts; Handouts and Articles in Classroom Observation, Peer Coaching, and Mentoring; Meeting Two Handouts; and Meeting Three Handouts. TCALL's Clearinghouse Library makes free copies available to

Texas educators ONLY.

**Adult Multiple Intelligences: Study Circle Guide.** Parella, Andrea, et al (January 2004). Cambridge, MA: National Center for the Study of Adult Learning and Literacy. Study Circle Guides are designed to be used by professional developers and practitioners in organizing and conducting Study Circles that help practitioners read, discuss, and use research to improve their practice. This guide addresses Howard Gardner's theory of Multiple Intelligences (MI) and its application in the practice of adult basic education. It also incorporates findings from NCSALL's Adult Multiple Intelligences Study, the first systematic effort to examine how multiple intelligences theory can support adult literacy education. Study circle is designed for nine hours, divided into three sessions of three hours each. TCALL's Clearinghouse Library makes free copies available to Texas educators ONLY.

### **African American Men, Identity, and Participation in Adult Basic and Literacy Programs.**

Drayton, Brendaly and Prins, Esther (January 2011). University Park, PA: Goodling Institute for Research in Family Literacy. Although the national graduation rate for African American males is only 47% (Schott Foundation for Public Education, 2010), few studies have explored their experiences in adult basic and literacy education (ABEL) programs. This study draws on prior research to explore the relationship between literacy and identity and its potential for illuminating African American men's participation in ABEL Programs. The findings indicate that negative early schooling experiences and the social and historical context in which African American men live shape how they perceive and engage with literacy. Non-participation and inconsistent attendance in ABEL programs do not necessarily indicate that these men do not want to learn; rather, they may signify resistance to an alienating environment. In addition, literacy is viewed in light of its benefit to their current circumstances, not as an inherent value. Consequently, understanding African American men's daily lived experiences can challenge negative stereotypes and provide opportunities for learning.

**Alternatives for At-Risk and Out-of-School Youth.** Kerka, Sandra (2003). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. "At risk" is a problematic term, a label that "may place students at more risk than internal and external factors" (Sanders 2000, p. 3). Many youth "at risk" are not well served by

mainstream schooling, and in this era of standardized testing the stakes are high for them and for schools (Raywid 2001). Thus, educators are considering alternative ways to help these youth succeed in school and beyond. This ERIC Digest examines research on what makes alternative programs effective environments for youth at risk and describes programs in which these factors play a key role.

**Becoming Culturally Responsive Educators: Rethinking Teacher Education Pedagogy.** Kea, Cathy and Campbell-Whatley, Gloria D. and Richards, Heraldo V. (2004). Denver, CO: National Center for Culturally Responsive Educational Systems.

Despite the steadily increasing numbers of culturally and linguistically diverse student populations in schools, not all teacher education programs readily embrace multicultural education or culturally responsive teacher education pedagogy. This brief has a twofold purpose: (a) to demonstrate the need for rethinking current approaches to teacher education pedagogy and (b) to provide guidelines for developing culturally responsive teacher education pedagogy.

**Culturally Responsive Literacy Instruction: A Brief.** Callins, Tandra (2004). Denver, CO: National Center for Culturally Responsive Educational Systems. In order for culturally and linguistically diverse students to reach their full potential, instruction should be provided in ways that promote the acquisition of increasingly complex knowledge and skills in a social climate that fosters collaboration and positive interactions among participants. This brief discusses important features of such settings, effective methods and materials, and cross-cultural communication skills and understandings teachers should possess.

**Emotional Barriers to Educational Success.** Perry, Stacy (December 2006). College Station, TX: Texas Center for the Advancement of Literacy and Learning. In this article for TCALL's publication, 2006-2007 TCALL Fellow Stacy Perry describes the barriers to learning caused by either trauma or other components of a student's identity. Drawing on her own experiences as a student with learning differences, Perry describes both the learner's perspective and implications for adult educators, including the importance of creating a learning environment that feels emotionally safe.

**Focus on Basics, "-isms" Issue.** NCSALL/World Education (February 2003). Cambridge, MA: National Center for the Study of Adult Learning and Literacy. *Focus on Basics* is a publication that presents best practices, current research on adult learning and literacy, and how research is used by adult basic education teachers, counselors, program administrators, and policymakers. Featured articles are: *YES! A Literacy Program's Antiracist Journey*; *Multicultural Education: Connecting Theory to Practice*; *Idealism and Realism in the Formation of a Culturally Sensitive Classroom*; *A Conversation with FOB: Addressing Racism, Gender, and Classism in ABE*; *Naming the Power Dynamics in Staff Development*; *Personal Journeys of Transformation*; and *Race, Class, Gender, and Sexual Orientation in ABE*. TCALL's Clearinghouse Library makes free copies available to

Texas educators ONLY.

**Focus on Basics, Youth in ABE Issue.** NCSALL/World Education (June 2004). Cambridge, MA: National Center for the Study of Adult Learning and Literacy. Featured articles are: *Implementation [of an approach to educating youth called Youth Cultural Competence] Isn't Easy*; *Youth Cultural Competence: A Pathway for Achieving Outcomes with Youth*; *A Comprehensive Professional Development Process Produces Radical Results*; *Skills Matter in the Types of Jobs Young Dropouts Will First Hold*; *Youth in ABE: The Numbers*; *What Is the Magic Mix? Teens in Adult Education*; *No Longer for Youth Alone: Transitional ESOL High School*; *Sudan to South Dakota: Helping Youth Make the Transition*; and *Separate Yet Happy* - about navigating the adult/youth mix in GED preparation classes. TCALL's Clearinghouse Library makes free copies available to Texas educators ONLY.

**How Many Strikes Before You're Counted Out?** Spin, Christine Goulet (December 2006). College Station, TX: Texas Center for the Advancement of Literacy and Learning. In this article for TCALL's publication, a literacy instructor with the SEARCH Homeless Project's Adult Education program in Houston writes of her experience working with students struggling with homelessness, substance abuse, and mental health disorders, as well as learning disabilities. Spin describes a classroom curriculum and environment that she and her colleagues developed to accommodate learners with multiple disabilities, utilizing a variety of research-based practices.

**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. TCALL's Clearinghouse Library makes free copies available to Texas educators ONLY.

**Language, Diversity, and Learning: Lessons for Education in the 21st Century.** Nieto, Sonia (August 2010). Washington, DC: Center for Applied Linguistics. This digest reviews changing demographics in language, ethnicity, culture, and customs in the U.S., offers ways for how we can learn from our nation's history of language diversity, and provides suggestions for moving forward.

**Literacy, Employment and Youth with Learning Disabilities: Aligning Workforce Development Policies and Programs.** Mooney, Marianne and Silver-Pacuilla, Heidi (September 2010).



Washington, DC: National Institute for Literacy. The purpose of this paper is threefold: (1) to provide information to policymakers and government personnel who support and develop workforce development programming, policies and practices for youth, including those with learning disabilities (LD); (2) to provide a national view of the literacy and employment status of youth with LD who have low literacy skills; and (3) to provide information on how workforce development programs can meet their literacy, employment and self-determination needs, providing professional development and leveraging technology to do so more effectively and efficiently.

**Multi-Generational ESL: Welcoming Adolescents into the Mix** Young, Sarah (April 2006). College Station, TX: Texas Center for the Advancement of Literacy and Learning. Young is a specialist in adult English as a Second Language at the Center for Applied Linguistics/Center for Adult English Language Acquisition in Washington, DC. Her work focuses on language assessment, adolescent English language learners, and literacy. In this article for TCALL's publication, Young describes the varied educational, social, and cultural backgrounds and developmental stage and related needs that set adolescent English language learners (ELLs) apart from the adult students in adult ESL classes. She also describes "aspects of adult ESL programs can be adapted to be more welcoming and helpful to adolescent ELLs".

**Multiple Intelligences and Career Development: ERIC Trends and Issues Alert.** Kerka, Sandra (1999). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. Howard Gardner's theory of multiple intelligences views intelligence as a set of abilities, talents, and skills in eight areas: mathematical-logical, spatial-visual, bodily-kinesthetic, musical-rhythmic, verbal-linguistic, interpersonal, intrapersonal, and naturalistic. This ERIC Trends and Issues Alert discusses the ways in which the theory of multiple intelligences can assist the career development and counseling process through self-knowledge, expansion of career possibilities, and enhancement of self-esteem.

**Open to Interpretation: Multiple Intelligences Theory in Adult Literacy Education: Findings from the Adult Multiple Intelligences Study.** Kallenbach, Silja and Viens, Julie (May 2002). Cambridge, MA: National Center for the Study of Adult Learning and Literacy. From the Executive Summary: "Introduced by Dr. Howard Gardner, MI [multiple intelligences] theory offers a specific conceptualization of intelligence, elements of which may have implications for classroom practice. ... The overall purpose of the AMI Study was to improve adult literacy practice ... [and] investigated the following question: How can MI theory support instruction and assessment in Adult Basic Education (ABE), Adult Secondary Education (ASE) and English for Speakers of Other Languages (ESOL)? It was designed to provide professional development for adult literacy educators and to recruit and support a small group of these educators as research partners." TCALL's Clearinghouse Library makes free copies available to Texas educators ONLY.

**Poverty, Racism and Literacy: ERIC Digest.** Corley, Mary Ann (2003). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. The cycle of poverty and low-literacy functioning is well documented, as is the achievement gap between white students and students of color. The literature on learner attrition and on resistance to participation in adult literacy programs suggests that the current delivery system may not be meeting the needs or expectations of many adults. A small but growing body of literature questions whether cultural dissonance between instructors and learners is a factor in learner attrition, and it advocates increasing cultural relevance in literacy practices. Some of the writings also advocate helping learners move toward critical reflection and social action. This Digest explores the poverty-racism-literacy connection, specifically as it relates to adult literacy, the imperative for culturally relevant practices, and the development of critical literacy.

**Reading Difficulties: Seminar Guide.** NCSALL (September 2005). Cambridge, MA: National Center for the Study of Adult Learning and Literacy. Materials outline a four-hour seminar in which practitioners discuss the risk factors identified in children with reading difficulties, and compare these characteristics to those of adult literacy students. Findings of the "Preventing Reading Difficulties" study are discussed as they apply to teaching adults. TCALL's Clearinghouse Library makes free copies available to Texas educators ONLY.

**Resiliency and the Young Adult Learner.** Appelt, Ken (April 2006). College Station, TX: Texas Center for the Advancement of Literacy and Learning. Some young adult students are able to push toward their goals even though their lives outside of class are filled with many challenges including poverty, violence, family disruption, their parent's substance abuse, homelessness, or teen pregnancy -- an ability often referred to as resiliency. "As the number of teens in Adult Education classrooms increases, many instructors are being challenged to cope with the different needs of this younger student. Perhaps a larger question is how we can nurture the resilience that these young adults need to cope with the challenges in their lives and continue their education." In this article for TCALL's publication, Appelt provides an overview of the concept of resiliency and implications for serving young adults in literacy programs.

**Teaching Style vs. Learning Style.** Brown, Bettina Lankard (2003). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. Teaching behaviors reflect the beliefs and values that teachers hold about the learner's role in the exchange. Learners' behaviors provide insight into the ways learners perceive, interact with, and respond to the environment in which learning occurs. Over the years, questions about the congruence of teaching and learning styles and the potential for flexibility in their use have surfaced: Do the teaching styles of teachers match students' learning styles? Can individuals learn effectively when instructional delivery does not match their preferred learning style? Can teaching and learning styles be adapted or modified? These and similar questions are explored in this ERIC Myths and Realities.



**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.

**Editor:** Peggy Sue Hyman

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