

Vol. 11 No. 1

LITERACY

UPDATE

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Looking Forward

THE NEW PROGRAM YEAR

by Elyse Barbell Rudolph
Deputy Director

If you haven't visited the Literacy Assistance Center in a while, now is a great time to stop by. Our new home at 32 Broadway is almost finished, and there is plenty to see.

Stroll down our long corridors and remember 15 years' worth of Recognition Ceremony awardees. Their faces, captured in the glow of their students' appreciation, adorn our walls. Visit the newly refurbished Dan Rabideau Clearinghouse to see a magnificent room worthy of the materials it houses and of the visitors who use them. If you look more closely, you will see that we have improved our collection and added new materials developed by practitioners across New York City and State.

After visiting the Clearinghouse, drop by the Computer Learning Center. New furniture allows participants to work cooperatively. Improved equipment assists facilitators in introducing beginners to the use of technology in the classroom, while more advanced teachers can build their own web pages, develop interactive lessons, or debate pedagogy on a variety of listservs. We are delighted to have our Instructional

Technology Unit fully staffed by extraordinarily committed and passionate educators. Marguerite Lukes has moved down the hall from the NYC Professional Development Consortium to become our Director of Instructional Technology. She will be ably assisted by Mariann Fedele, formerly of Brooklyn Public Library, who has just joined us as Instructional Technology Specialist.

Have a question? The LAC Program Services Unit has worked diligently this past year to put the emphasis back on *assistance* at the Literacy Assistance Center. Research, technology, needs assessments, and a comprehensive list of contacts and referrals have helped us greatly improve the depth and breadth of technical assistance we provide to almost 300 literacy professionals and volunteers yearly.

You will also notice changes in the types of staff development we will be providing. The LAC will offer three certificate programs this year:

Learning Disabilities and Alternative Instructional Techniques, an online course given in collaboration with the NYCPDC

continued on page 9

Literacy Update Gets an Update

by Jan Gallagher
Director of Publications

As you cannot have helped but notice, *Literacy Update* has a new look. In fact, there's been a lot of change at the LAC this spring and summer: new location, new logo, new newsletter—and, as Elyse points out in her lead article, a spate of new program initiatives for the fall.

In the midst of change, it's comforting to note how much remains the same. The LAC may have moved and changed our logo, but we're still basically the same familiar faces with the same mission to support the work of literacy education programs. Similarly, the new *Literacy Update* has what we hope you will agree is a cleaner, more contemporary, and easier-to-read design, but its purpose is still to disseminate literacy information and resources. In these pages, you'll see many familiar features: job ads, NYCPDC column, calendar of professional development events (in the process, we hope, of expanding to include events of other organizations). Other departments present information you're used to seeing in these pages, but in a different format. Instead of Clearinghouse and Instructional Technology pages, we now offer print and electronic Resources grouped by content area. Teacher's Corner gives suggestions on instructional practice, focusing at various times on ABE/GED instruction, ESOL, youth/child, instructional technology, or anything else you wish to suggest!

The LAC wants our newsletter to be your primary resource for information about professional development events and resources in New York City. As we move forward through the year, will you please let us know how well we're accomplishing that goal? Send comments via email to publications@lacnyc.org or drop a note to us at 32 Broadway, 10th floor, NYC 10004.

Special thanks go to Donald Peete, on staff here at LAC, for designing our new logo, and to Inessa Shkolnikov for designing and laying out this newsletter under incredible time constraints. Both are not only talented but also patient design professionals.

Future Update Deadlines

The deadline for articles for the October *Literacy Update* was in August. If you have announcements or job ads for the October issue, send them ASAP, and we will try to fit them in.

The deadline for articles for the November *Literacy Update* is Sept. 24. The deadline for announcements and job ads is October 1.

If you have an idea for an article, please call Jan Gallagher, Director of Publications, at 212.803.3332 to discuss it. We solicit the following brief pieces for regular features:

Reviews of relevant adult education materials for the Resources section (page 4)

Announcements of free professional development events for the Calendar (pages 6 & 7)

Announcements of other kinds of events for the Announcing section (page 5)

Jobs in literacy (page 8)

Submissions to the Reader Forum (page 9)

To submit such materials, send your text to publications@lacnyc.org or fax 212.785.3685, attn. Jan Gallagher. We reserve the right not to publish any submission and to edit for space and other reasons. ■■■

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LITERACY UPDATE

NYC Professional Development Consortium

by Alison Kaplan
Interim Director



TRANSITIONS AT THE NYCPDC

I joined the NYCPDC staff in mid-June as Interim Director, bringing with me a background in non-profit and educational administration and a commitment to developing programs that address relevant issues in the field of adult literacy. As the NYCPDC searches for a new director, I look forward to maintaining the quality of PDC offerings and perhaps even launching a few new initiatives.

Luckily, Marguerite Lukes has moved only down the hall to become the Director of Instructional Technology at the LAC and is still involved in the ongoing activities of the NYCPDC. The NYCPDC Board, which includes Elyse Barbell Rudolph, Deputy Director of the LAC, and Ira Yankwitt, Director of Adult Literacy Services, is working closely with the LAC to coordinate a broad array of professional development activities and resources for administrators and instructors. I expect my colleagues to keep me quite busy until the new director can be found. (For information on the NYCPDC director position, see Jobs in Literacy on page 8, or access a more complete description at www.lacnyc.org/pdc.)

The NYC Professional Development Consortium is one of ten regional staff development consortia established by the New York State Education Department to coordinate and support professional development in adult education and training.

PRACTITIONER RESEARCH FORUM

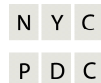
Last spring the LAC and the NYCPDC jointly funded grants for practitioner research from individual practitioners and/or adult literacy programs. The grants gave participants the chance to use their programs as a forum to conduct research that will benefit the field. In October, the NYCPDC will hold a forum at the LAC in which the researchers will discuss their work and present their findings. The following are the projects to be presented:

Comité de Educación Básica en Español, *“Two-Year Pilot Project Design to Assess Viability of the Spanish GED in New York City.”* This project on the impact of the Spanish GED examined statistics on pass rates and impact of completion, analyzing what benefit learners receive from taking the Spanish GED.

Maura Donnelly, *“Talking Aloud about Reading.”* The researcher worked with four students, focusing on one reading strategy. As they tried out this new reading strategy, students were encouraged to develop metacognitive awareness of their reading process. This small-group reflective model can be adapted for other reading strategies and other learning situations.

Ellen Quish, *“Narrowing the Digital Divide between Adult ESOL Learners and Their Children.”* The researcher designed and implemented a special intergenerational seminar on incorporating the use of computers into family literacy projects. Participants and instructor produced a guidebook that includes technology assignments, summaries of family research projects, and excerpts from online discussions.

The date for the forum has not been set, so please check next month's *Literacy Update* or the Events page at www.lacnyc.org, or send me an email at nycpdc@lacnyc.org.



PRE-SERVICE INSTITUTE

To help programs support new (and struggling) teachers and tutors, each year the NYCPDC offers several sessions of its Pre-Service Institute. This intensive institute is meant to help teachers and volunteers new to the NYCALI system learn the basics of adult education, find resources, develop a community of support, and understand where their programs fit within the NYC landscape. The training covers fundamental concepts in adult education, basic strategies for teaching reading and writing, an overview of NYCALI, intake and assessment, integrating technology, NYS standards and how they fit into instruction, and where to locate resources. Facilitators strike a balance between theory and practice, mixing methodology with take-home strategies that can be applied immediately in the classroom.

The Pre-Service Institute is recommended for teachers and tutors who have taught in NYC for less than two years and for teachers who are transitioning from K-12 to adult education. Bringing together staff from different literacy providing agencies allows for a rich sharing of ideas. See www.lacnyc.org/pdc/psioverview.pdf for a more complete description.

The next Pre-Service Institute will be held on September 19 and 20, 5:30 pm-9:30 pm. Attendance at both sessions is required. The facilitator is Peter Kondrat, who led the Pre-Service Institute last spring. Peter has worked for the past five years with Project Freire, the literacy initiative of the Brooklyn High Schools; he also has broad experience in teaching adult learners and is a writer for the TV411 website currently being developed. ■

resources

NRS Information and Training

The federal Department of Education's Division of Adult Education and Literacy has developed web-based training for those who would like to better understand the National Reporting System and its requirements, including web courses on using NRS data. The free training courses can be accessed at www.oei-tech.com/nrs.

Environmental Education

If you want to do environmental education with your ESOL and literacy classes, the Council on the Environment of New York City offers two publications written for high-school-level readers.

You Can Change the World. An introduction to important environmental issues that offers practical, simple actions individuals can take to prevent or reduce pollution. Available in Spanish and English; coming soon in Chinese.

Stepping Lightly on the Earth: Alternatives to Hazardous Household Products. Baking soda or vinegar can often replace hazardous household products. Available in English, Chinese, and Korean.

For free copies, call 212.788.7900 or email conyc@cenyc.org.

Youth Education Locator from PASE

People who are looking for after-school programs in NYC have an online resource: the PASE Agency Locator at www.cmap.nypirg.org/webmaps/PASEMap.htm, brought to you by the Partnership for Afterschool Education (PASE). Enter keywords or choose an agency type; specify an address, zip, or borough; and up pops a map showing all the youth education agencies that match your criteria.

Web Hosting & More

LiteracyTent, <http://literacytent.org>, is a website that serves as a technical backbone for the literacy field. It provides a range of services for

literacy teachers and learners, including web hosting for literacy programs' websites, a user-driven news and information portal, and much more.

Literacy web hosting is offered as cheaply as possible; rates and information are available on the site. The front-page news section allows open submission together with a peer moderation system; anybody can submit anything they think is newsworthy, and registered users vote submitted stories up or down. Registration is free.

GED

Ira Yankwitt, Director of Adult Literacy Services at the LAC, recently attended the GED 2002 National Training Institute. (See page 11.) He came back with a long list of websites that facilitate GED instruction. Here are a few of his favorites:

GED Testing Service, www.gedtest.org.

The latest on test content and format from the official source.

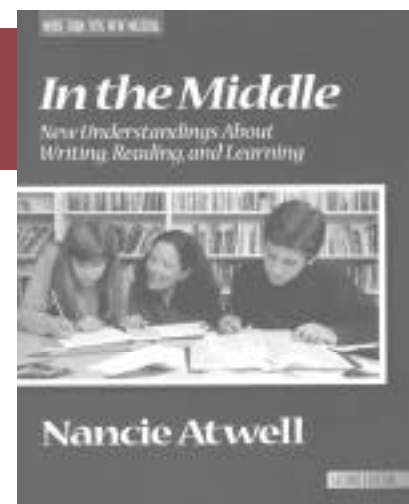
Global Access to Educational Sources: A Cybrary for Middle School and Beyond, www.geocities.com/Athens/Academy/6617. Scores of well-described links for primary sources and curriculum materials in every subject area.

Internet Public Library, www.ipl.org. Online texts, an exhibit hall, online serials and newspapers from around the world, a reference center with links in a variety of subject areas, and online search help.

Refdesk, www.refdesk.com. Scores of reference resources, news sources, and links for a variety of subject categories.

Librarians' Index to the Internet, www.lii.org. Nearly 8,000 well-annotated links organized by subject area.

National Archives and Records Administration Digital Classroom, www.nara.gov/education. Materials from the National Archives and methods for teaching with primary sources.



Writing Instruction for Children

In conjunction with her article in the Teacher's Corner on page 10, Marguerite Laracunte, Program Assistant at the LAC, has compiled a short list of books on writing instruction for children. All are available in the Dan Rabideau Clearinghouse at the LAC.

In the Company of Children, by Joanne Hindley (Stenhouse, 1996). In this clear and practical book, the author takes a hard look at how to make every minute count in reading and writing instruction, offering specific suggestions for creating rigorous, efficient, and successful reading and writing workshops.

Lessons from a Child: On the Teaching and Learning of Writing, by Lucy McCormick Calkins (Heinemann, 1993). This is the story of a third-grader named Susie, from her introduction to the writing process to her emergence as a skilled and committed writer. Woven throughout the story are suggestions on classroom management, helping children use peer conferencing, and use of mini-lessons.

In the Middle: New Understandings about Writing, Reading, and Learning, by Nancie Atwell (Boynton/Cook, 1998). The author rethinks and clarifies old methods such as skill-and-drill-based curriculum and demonstrates new, more effective approaches to teaching writing and reading. She urges educators to turn classrooms into workshops where students and teachers create curricula together and advocates an activist role for teachers. (Shown Above) ■

{announcing

TV411 Schedule		
Station	Cable channel	Schedule
Crosswalks NYC	Manhattan: 73 Brooklyn: 72 Bronx, Time Warner Premium: 93	Wed. & Thurs., noon & 5 pm Sat. & Sun., 8 am
CUNY-TV	75	Sat. & Sun., 7:30 am
Staten Island	34	Fri., 3 pm
Staten Island	35	Mon., 6:30 pm
BCAT (Brooklyn)	35, 68	Thurs., noon & 8 pm

Online Staff Development Listings

The New York Public Library has just launched a web-based calendar of professional development events, available to all organizations and individuals. From www.nypl.org/branch/literacy, click Special Events. On the resulting page, click Suggest an Event in order to post your organization's professional development event, or choose a month and a category using pulldown menus to find an event that interests you.

Immigration/ESOL Report Released

The New York Immigration Coalition (NYIC) has released a research report entitled *Eager for English: How and Why New York's Shortage of English Classes for Immigrants Should Be Addressed*. Among the major findings of the report is the fact that the number of seats in ESOL classes in NYC has actually fallen from 29,000 in 1990 to 20,000 in 1995, even as the demand has increased significantly. For a copy of the report, contact Amy Taylor, NYIC, 275 7th Ave., 9th Fl., NY, NY 10001, 212.627.2227 x239.

TV411 Gets Second Emmy

TV411, the national television series created by the Adult Literacy Media Alliance (ALMA) for pre-GED adult learners, won a New York Emmy for Outstanding Educational Programming in May 2001. ALMA expects to produce 10 more episodes in 2002 and to launch its interactive learner website this fall.

The series now includes 20 half-hour episodes, featuring sports figures, songwriters, authors, and adult learners who model literacy practices and learning strategies in engaging, real life scenarios. For a sample TV411 video and workbook, contact Nancy Rademacher at 212.807.4244.

GED Practice Test Contract Awarded

The GED Testing Service has selected Steck-Vaughn as the exclusive distributor for both the print and computer software versions of the 2002 Series GED Official Practice Tests (OPT). Steck-Vaughn will begin taking orders immediately for mid-autumn 2001 shipment of three half-length print versions of the 2002 GED OPTs. The computer software version of the new OPT will be available from Steck-Vaughn after January 1, 2002. For purchasing information, call Steck-Vaughn at 1.800.531.5015 or visit their website at www.steck-vaughn.com.

GED Connection Online Preview

In late September 2001, *GED Connection* will replace *GED on TV* on Thirteen/WNET New York. This program will prepare students for the new GED exam (beginning January 2002). *GED Connection* covers all five subject areas and addresses changes in both the format and content of GED 2002. For example, the series will provide instruction on the new bubble-and-graph test items and demonstrate how to use the Casio fx-260 scientific calculator, which is necessary for the math portion of the test.

Watch the PBS LiteracyLink homepage (www.pbs.org/literacy) for the debut of *GED Connection* online instruction. All of the preview materials will be part of the Social Studies curriculum: a GED practice test, an Internet activity, and the 5-unit Social Studies instructional module. Additional materials will be available in the fall.

Book Scholarship Fund Applications Available

Laubach Literacy International is accepting grant applications for its National Book Scholarship Fund (NBSF). NBSF grants distribute New Readers Press books and educational materials to qualified adult literacy providers in the U.S. For information or to apply, visit www.nbsf.org. The grant application will be available online from September 4 to November 30; the deadline for applications is December 6, 2001. For additional information, contact Mara Roberts, project administrator, 315.422.9121 x345 or mroberts@laubach.org.

2001 Career & Technical Education Regional Conferences

The National Dissemination Center for Career and Technical Education has announced its schedule of regional conferences, all built around the general theme "Redesigning Career and Technical Education Programs."

Conferences closest to NYC are:

Reston, VA, September 27–29, subthemes: "Accountability/Assessment" and "Career Development"

Atlanta, GA, October 25–27, subthemes: "Credentialing Workers" and "New CTE Models"

For a complete list of regional conferences and agendas, go to www.ncctce.com. For more information, contact Rebecca A. Parker, Assistant Director, Professional Development Academy, National Dissemination Center for Career and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, OH, 43219, 614.292.9807, fax 614.688.3258. ■

September

[11]

GED 2002 Series

What's So New about GED 2002?

Tuesday, September 11, 1–5 pm

Presenter: Ira Yankwitt

This is an “encore presentation” of the June 26 workshop. Participants from that workshop should not attend this one as well.

The new GED test to be introduced in January 2002 will be significantly different from the current version. This series of nine workshops will help participants develop promising practices in GED instruction to meet the more rigorous standards of the new test. The first workshop in the series outlines changes in the test and explores the implications for your practice. Subsequent sessions focus on strategies for specific areas of GED instruction.

Participants who attend 7 of the 9 sessions will receive a certificate. All sessions are on the second Tuesday of the month in the afternoon.

The Writing Rubric

Oct. 9, 1–5 pm

The Calculator

Nov. 13, 1–5 pm

Visual Literacy

Dec. 11, 1–5 pm

And 5 more workshops in the spring!

32 Broadway, 10th floor Clearinghouse
RSVP: LAC Reservation Line at 212.803.3323 or jaynellw@lacnyc.org
Sponsor: LAC

[13]

LAC Open House

Thursday, September 13, 3–6 pm
See box on facing page

[14]

Strengthening Instructional Practice Series

Making the Most of Office Software

Friday, September 14, 9:30 am–1 pm

Presenters: Marguerite Lukes & Mariann Fedele

This series brings together teachers with a wide range of experiences in integrating technology into instruction to share what works, learn about new techniques, and try things out with the support of LAC Instructional Technology staff. Each session will explore a different focused topic, providing examples of how different technologies can be used.

Participants who attend at least 5 sessions will receive a certificate. All sessions are on Fridays at 9:30 am.

Oct. 26, Nov. 13, 2001; Jan. 18,
Feb. 15, Mar. 29, May 3, June 14, 2002

32 Broadway, 10th floor
Computer Learning Center
RSVP: LAC Reservation Line at 212.803.3323 or jaynellw@lacnyc.org
Sponsor: LAC

[19]

Pre-Service Institute

Wednesday & Thursday,
September 19 & 20, 5:30–9:30 pm

Presenter: Peter Kondrat

An introduction to key concepts and exemplary practices in teaching adults, for instructors, tutors, and counselors new to adult education and NYCALI. Includes key concepts in adult learning, an introduction to NYCALI, classroom strategies, intake, resources, and integrating technology.

32 Broadway, 10th floor Clearinghouse
RSVP: PDC Reservation Line at 212.803.3345 or pdcevents@lacnyc.org
Sponsor: NYCPDC & LAC

[20]

Nuts and Bolts of TABE 7 & 8

Thursday, September 20, 1–5 pm

Presenter: Ira Yankwitt

This workshop will introduce the Test of Adult Basic Education (TABE), forms 7 & 8—the main test used by NYCALI-funded programs to place students in ABE classes and measure educational gain. Topics: test overview, effective test administration, using TABE scores for placement, broader issues in the formal testing of adult learners.

32 Broadway, 10th floor Clearinghouse
RSVP: LAC Reservation Line at 212.803.3323 or jaynellw@lacnyc.org
Sponsor: LAC

[26]

Distance Learning Up Close Series

LiteracyLink®

Wednesday, September 26, 9 am–1 pm

ESOL products: On Common Ground and Crossroads Café

Wednesday, October 24, 9 am–1 pm

Workplace Essential Skills

Wednesday, December 12, 9 am–1 pm

Presenters: Marguerite Lukes & Mariann Fedele

This series offers an opportunity to sample distance learning products: to watch the videos, see the online lessons, peruse the workbooks. Participants will develop strategies for using these products in the classroom and for helping students use them independently.

Attend 1, 2, or all 3 sessions.

32 Broadway, 10th floor
Computer Learning Center
RSVP: LAC Reservation Line at 212.803.3323 or jaynellw@lacnyc.org
Sponsor: LAC

October

[28]

Technology and Innovation in the Classroom Study Group

First Session

Thursday, September 28, 9 am–4 pm

Facilitator: Marguerite Lukes

Learn with and from your peers about innovative classroom uses of technology in this monthly study group. Experience, design, and implement innovative ways of using technology to enhance quality instruction. Explore your own classroom practice to uncover what works and why. Learn to use a variety of communication tools (video conferencing, live chats, discussion boards) and explore how these resources can expand your professional development.

Participants are encouraged to attend consistently. Future sessions will meet on Thursdays, 9 am–4 pm.

Oct. 18, Nov. 8, Dec. 6, 2001; Jan. 10, Feb. 7, Mar. 7, Apr. 4, May 9, June 6, 2002

Basic computer skills are needed, but participants need not be experts.

32 Broadway, 10th floor
Computer Learning Center

RSVP: LAC Reservation Line at 212.803.3323 or jaynellw@lacnyc.org

Sponsor: LAC

[3]

Technology @ Work

Transforming Teaching and Workforce Preparation

Wednesday, October 3, 9 am–4 pm

Presenters: Representatives from IBM, NPower NY, CitySoft, TV411, and more!

This conference will explore the challenges and opportunities the digital economy brings to adult education and training. Topics: technology workforce development; web activities for BE, ESOL, and job readiness; the IBM adult literacy initiative; special needs software.

315 Hudson Street, 9th floor

Register by Sept. 28 at www.fegs.org/tech or call the F.E.G.S. event hotline at 212.366.8088.

Sponsors: F.E.G.S., IBM & LAC

[4]

ALIES Data Entry I and II

Thursday & Friday, October 4 & 5, 10 am–3 pm

Presenter: Megan Swiderski

Designed for ALIES beginners who have never been to an ALIES training. Includes setting up ALIES, entering data, backing up data, printing reports, and updating data based on Turnaround Documents.

32 Broadway, 10th floor
Computer Learning Center

RSVP: Zurn Porter at 212.803.3348 or zurnp@lacnyc.org

Sponsor: LAC

[9]

GED 2002 Series

The Writing Rubric

Tuesday, October 9, 1–5 pm

Presenter: Ira Yankwitt

Part of the GED 2002 Series (see facing page), this workshop introduces the new writing rubric that will be used to score the essay component of the new test. Review the concept of a rubric, practice evaluating sample GED essays using the new writing rubric, explore how to use the rubric as an instructional tool, discuss the rubric's implications for your classroom practice.

32 Broadway, 10th floor Clearinghouse

RSVP: LAC Reservation Line at 212.803.3323 or jaynellw@lacnyc.org

Sponsor: LAC

[19]

ALIES Training for Program Managers

Friday, October 19, 9:30 am–12:30 pm

Presenter: Megan Swiderski

Designed for program managers who have never been to an ALIES training. Includes preparing your program for ALIES, managing ALIES, ALIES support, and the future direction of ALIES.

32 Broadway, 10th floor
Computer Learning Center

RSVP: Zurn Porter at 212.803.3348 or zurnp@lacnyc.org

Sponsor: LAC

LAC

Open House

Who: All are welcome!

What: Open House **When:** Thursday, September 13, 3–6 pm

Where: The LAC, 32 Broadway, 10th floor, Manhattan

We're located just above Bowling Green near the 4/5, N/R, and 1/9 subway lines.

See www.lacnyc.org or call 212.803.3300 for detailed travel directions.

Why: To inaugurate our new space and launch the new program year

RSVP: LAC Reservation Line at 212.803.3323 or jaynellw@lacnyc.org

Join the staff of the LAC for some wine and cheese, a tour of our newly designed Clearinghouse and Computer Learning Center, and a chance to learn about exciting changes at the LAC.

Also coming in October

The Nuts and Bolts of Placement Testing

Program Managers' Series Resumes

Practitioner Research Forum

jobs in literacy]

To place a free employment ad, email publications@lacnyc.org or fax 212.785-3685. The deadline for job ads for the October *Literacy Update* is September 7; for November, the deadline is October 1. Ads are posted on the LAC website at www.lacnyc.org on a rolling basis. Please specify in your email or fax whether you want your ad in print or on the web only.

Director, NYC Professional Development Consortium

Plan & disseminate professional development activities for the adult education community: convene and conduct meetings and staff development workshops for adult literacy program staff; strengthen the coordination of regional staff development; work with State Ed, NYC Mayor's Office of Adult Literacy, and the LAC to design and deliver professional development to help teachers meet state standards and Regents goals; write reports to funders; disseminate materials; maintain records to track progress and impact of the PDC's activities. Min. 2 yrs exp. in adult education teaching and staff development; ability to perform several tasks simultaneously and respond to multiple deadlines, excellent organizational and administrative, written and oral communication skills; master's in education pref. Résumé/letter to PDC Director Search, LAC, 32 Broadway, 10th fl., NY, NY 10004, fax 212.785.3685, email nycpdc@lacnyc.org. ■

Site Supervisor

Administer program, supervise staff. Supervisory exp., strong computer skills, exp. with adolescents; BA/BA + 5 yrs exp. administering youth development program.

Intake Coordinator

Coordinate & oversee screening & registration. Exp. with adolescents, ability to engage young people quickly; exp. with spreadsheets & databases. BA/BS + 2 yrs intake exp., bilingual a plus.

Education Coordinator

Supervise tutors, administer standardized tests, counsel students. Exp. with individual & group counseling w/adolescents. BA/BS + 3 yrs exp. in schools or after-school programs.

Career & Education Counselor

Provide career & education counseling to adolescents. Knowl. of career & education resources, 2 yrs exp. in career & education counseling, ability to facilitate groups; BA/BS & computer skills.

Recreation & Outreach Coordinator

Dynamic individual who can engage adolescents quickly, has strong outreach & organizational skills. BA/BS pref., 3 yrs exp. in recreational, sports, or cultural program and counseling.

Job Developer

5 yrs exp. in job development for adolescents, established employer bank, strong computer skills. BA/BS pref.

Family Outreach Coordinator

Oversee family outreach center in school setting. Strong outreach & organizational skills, ability to relate to people of all backgrounds. BA/BS + 3 yrs exp. with families.

Community Outreach Coordinator

Establish collaborations, convene service providers, disseminate information. BA/BS + 2 yrs community organizing exp. Résumé/letter/salary history to YPIS of Staten Island, 130 Stuyvesant Place, 5th fl., Staten Island, NY 10301, attn: Jennifer Saladis. ■

ESOL, BE, GED Instructors (PT)

Day & eve hours avail. in community-based locations in Sunset Park & Bay Ridge. Curriculum development, instruction, assessment & record-keeping. Some positions include benefits; start in Sept. Bilingual Spanish, Arabic, Russian, or Chinese helpful. Jessica Peaslee, Sunset Park Adult and Family Education Center, 414 80th St., Brooklyn, NY 11209, fax 718.491.5060. ■

ESOL, ABE, Pre-GED, GED,

Computer Instructors

FT & PT positions avail. Bachelor's & 2 yrs adult ed exp.; strong background in learner-centered philosophy; knowl. of whole language, authentic assessment, writing process. Fax Yolanda Rivera at 718.439.3963, or mail to Discipleship Outreach Ministries, Inc., 5220 4th Ave., Brooklyn, NY 11220. ■

Coordinator, Vocational ESOL &

Job Training Program

Development of VESOL curriculum, supervision of faculty, program oversight in small grant-funded program. MA in TESOL or related, exp. in program management, staff supervision, teaching adult ESOL and/or VESOL.

Counselor, Vocational ESOL & Job Training Program

Counseling/case management to support students' educational & employment goals; enhance student retention, participation, & success; recruitment, intake, assessment. BA in education, counseling, or related; exp. counseling adult non-native speakers of English; computer literacy; Spanish fluency.

Teachers, Vocational ESOL & Job Training Program

Teach VESOL to high-beginner & intermediate students, develop instructional & curricular materials. BA in education or related, teaching exp. in adult ESOL or VESOL. Résumé to Armando Paz, The English Language Center, LaGuardia Community College, Room C-352, 31-10 Thomson Ave., Long Island City, NY 11101. ■

Adult Literacy/Administrative Assistant (PT)

17-22 hrs/wk, some eves, Park Slope. Tutoring, managing volunteer tutors, assisting Exec. Dir. to complete reports, fundraising. Adult literacy and/or ESOL exp. req; grant writing & management skills, Spanish a plus. Résumé to Davin, Imani House, fax 718.789.1094. ■

ESOL & Civics/Citizenship Teachers (PT)

Eves., N. Manhattan. 3 yrs exp., master's in education or related pref. Résumé to Cindy Andreozzi, Inwood Community Services, fax 212.567.9476. ■

Group Counselor

Develop & implement job readiness workshops, provide individual & group counseling, collaborate w/employment specialist in making referrals to employment. Min. BA, MA pref.

Computer Instructor

Curriculum development & instruction in computer basics; word processing; keyboarding; MS Excel, PowerPoint, etc.; Internet facility. Min. BA, MA pref.

Basic Skills Instructor

Curriculum development & instruction in basic education including math & computer-related instruction in word processing & Internet applications. Min. BA, MA pref.

Employment Specialist

Conduct job readiness workshops; develop linkages with other employment-related service providers & prospective employers. Min. BA, MA pref.

Program Assistant

Maintain purchases, personnel records; program communications; data management. HS diploma or equiv. Letter, résumé, names of 3 refs to Assunta Collins, Director of Workforce Preparation, Adult & Continuing Education, The City College, 138th St. & Convent Ave., NAC Building, Room 7-305-A, NY, NY 10031, phone 212.650.5860, fax 212.650.5873. ■

Computer-Assisted Instruction Coordinator (FT)

Teach basic skills classes for beginning & intermediate ESOL & literacy students, support & train education staff, initiate special technology projects, develop web content for adult learners.

Pre-GED Teachers (PT)

2 classes, each 6 hrs/wk, some eves; computer-assisted & theme-based instruction. Cert. or master's in education or related, 3 yrs adult ed exp. Résumé/letter to Queens Library, Human Resources Department, 89-11 Merrick Blvd., Jamaica, NY 11432, fax 718.658.2919, email employment@queenslibrary.org. ■

BE, GED (English & Spanish), ESOL,

Math Teachers (PT)

2-3 eves/wk, 6-9 or 6:30-9:30 pm, starting Sept. BA plus 2 yrs. teaching exp., pref. with adults. Math teachers need not be formally trained in math but must know subject matter.

GED Testing Coordinator/Payroll Clerk (PT)

Coordinate GED registration & assist with payroll preparation, 20 hrs/wk. AA, computer literacy req., knowl. of Excel helpful. Letter/résumé to Mae Dick, LaGuardia Community College, Adult Learning Center, 31-10 Thomson Ave., E-249, Long Island City, NY 11101, fax 718.482.5148, email mdick@lagcc.cuny.edu. ■

Last spring, in anticipation of a new design

for *Literacy Update*, we sent out reader surveys and conducted focus groups to get feedback on the content of the *Update*. Most of the feedback was so positive we had to be careful not to get a swelled head, but there were many great suggestions for improvement.

Here is the fruit of one of those suggestions: a forum where *Literacy Update* readers can talk with each other. After all, one of the purposes of the LAC is to facilitate networking and idea exchange in the field. In Reader Forum, you can share successes and challenges with your fellow literacy practitioners. Ask a question or pose a problem—about program practices, about a particular problem you’re having in class or in tutorial sessions, about administrative matters—and read the advice (or commiseration) of your colleagues in the field.

We’ve posed some questions below to get you started. If you don’t like these questions, pose your own, or start a new discussion thread. We ask you to keep your responses brief, under 300 words, so that we have room for many voices on this page. Submit materials by Sept. 24 by emailing publications@lacnyc.org or faxing 212.785.3685, attn. Jan Gallagher. The pieces we select (with appropriate editing, of course), will appear in the November *Literacy Update*.

For program managers and administrators: Now that FY02 has begun, how have your intake and assessment procedures changed in light of NRS requirements? What is working, and what do you still find challenging?

For ESOL programs & teachers: How do you assess ESOL students? How do you determine native-language literacy? What tools are you using? Are they home-grown?

For GED programs & teachers: Have you made changes in your GED coursework or curricula to get ready for the new GED? What kinds of changes?

For programs that rely on volunteers: Has the shift in the economy had an effect on your volunteer recruitment efforts? What strategies are you employing to attract, train, and retain tutors?

Looking Forward

THE NEW PROGRAM YEAR *cont'd*

Preparation for GED 2002 (see related story on page 11)

Innovative Use of Technology in the Adult Education Classroom

Our Program Managers’ Series will be led by policymakers from Pelavin, the federal Department of Education, and other luminaries with expertise in the areas of NRS policy, adult literacy theory and practice, and program management tools. We will be working closely with the NYS Education Department to develop comprehensive training offerings in distance learning tools such as *On Common Ground*, *Crossroads Café* and *Workplace Essential Skills*. Please check the Calendar on pages 6 and 7 to see the specific offerings in these areas for the early fall. In addition, up to eight after-school

programs will benefit from the most targeted, integrated staff development workplan we have ever developed (see related story page 10). Watch for us to follow up with you regularly as we explore the catalysts that change teacher practice. Our Program Services Unit is the most thoughtful and dedicated in the history of the LAC.

Time for a change? Visit the LAC job board to peruse the latest openings in adult and youth literacy services. As you move through our new space, please notice that, for the first time ever, the LAC is accessible to those with physical challenges.

Need support for fall intake and orientation? The ALIES staff will launch a new in-depth training plan that elevates data collection from mere compliance to a valuable tool for program assessment, teacher development, and systemic improvements in service delivery. ALIES is also looking forward to the opportunity of expanding its services to providers across the entire state in a wide variety of instructional settings. If they come to fruition, talks with Literacy Volunteers of America, New York State, and the NYC Board of Education promise an even greater demand for our ALIES staff.

The only department you don’t have to visit is the Literacy Referral Hotline. Our new Adult Education Locator is now easily accessible from the LAC website at www.lacnyc.org/hotline. Anyone who is connected to the Internet can refer students to the hundreds of programs listed in the Hotline database; see page 12 for details. In FY2001, the Hotline made 30,000 referrals to NYC programs.

Absolutely can’t make it to the LAC? Call us to explore opportunities for site- and borough-based staff development opportunities. We will also be in your mailbox frequently as we publish the *NYCALI Final Report for FY2000*, *Literacy Harvest*, and a new Program Managers’ Directory this fall.

Thank you for all of your input! We look forward to one of the LAC’s most exciting years. 🇺🇸

portfolios in Writing Instruction

Portfolios have become a standard assessment tool in writing instruction for both child and adult learners. It's important to remember, however, that portfolios provide teachers not only with the ability to assess their students' progress accurately and authentically but also with the opportunity to teach students to set their own goals and evaluate their own progress.

Why Self-Assessment Matters

When learners collaborate in assessment, they develop the habit of self-reflection—a vital skill for any writer. They learn the qualities of good work and how to judge their work against these qualities, how to step back to assess their efforts, and how to set personal goals. They learn that evaluating their own work is an integral part of improving their writing skills.

The main purpose of portfolios is to enable learners to collect evidence that documents what goals they have worked on and how they have progressed. Students can observe signs of growth over time and, in turn, establish appropriate goals for their learning, based on their having achieved previous goals. In addition, portfolio assessment:

- Fosters an environment in which students can "own" their learning experience
- Helps students set their own goals and performance expectations
- Provides valuable opportunities for the teacher to review content and skills with individual students

Using Portfolios to Foster Self-Assessment

In order to prepare a portfolio—and to use the process of preparation as a means of learning self-assessment—students must first produce many pieces of writing, perhaps keeping them in a work folder. Every 6–8 weeks or so, the students should review their work and select pieces to include in their portfolio. During the writing process, and again at portfolio selection time, students should be encouraged to answer some basic self-assessment questions:

- What was I trying to accomplish?
- How did I go about accomplishing my goal?
- What did I do well (strengths)?
- What did I have difficulty with (weaknesses)?
- What have I learned? What would I do differently?

A questionnaire or individual or peer conferences can encourage students to engage in this process of self-assessment.

The teacher should also provide clear and meaningful assessment criteria against which students can evaluate their work. One common means of laying out such criteria is rubrics, in which given aspects of a written piece, from content issues such as clarity of focus down to mechanical issues such as spelling or handwriting, are rated on a scale in which each rating is assigned a measurable criterion. For example, the rubric for "handwriting" might range from 1, "often unreadable," to 5, "always readable and clear." (For examples of rubrics for young learners, go to http://www.eduplace.com/rdg/hme/k_5/rubrics/. For more advanced examples, access <http://intranet.cps.k12.il.us/Assessments> and click on "Ideas and Rubrics.")

When portfolio selection time comes around, the teacher should revisit and discuss the purpose of keeping the portfolio. The teacher should provide regular, uninterrupted time for students to reflect on the written materials in their work


folders and assess them for inclusion in their portfolios. In one possible process for portfolio selection, students:

1. Review the goals they established for themselves.
2. Review their work folder and find one piece that demonstrates that they have made progress toward the goals they set.
3. Engage in peer conferencing to get feedback on their portfolio choice.
4. Meet with the teacher regarding their portfolio choice. This is a time for the teacher to review students' progress and reinforce their learning.
5. Set a new goal for their next portfolio phase.

Throughout the portfolio selection process, the teacher should monitor learners' process and progress. The teacher might, for example, observe students as they review their work folders or listen in on peer conferences—without interrupting the process! Intervention in these processes can take place in student-teacher conferences or in mini-lessons with the whole class.

Meaningful reflection takes practice. As the teacher guides students toward self-assessment and provides opportunities to practice, students learn that assessment is a collaboration between teacher and student and that their writing can only improve if they take responsibility for evaluating their own work.

Resources

Please see page 4 for some excellent books about writing instruction for children, available in the Dan Rabideau Clearinghouse. 

GED 2002 National Training Institute

by Ira Yankwitt, *Director of Adult Literacy Services*

Participants who attend
7 of the 9 GED 2002 sessions will
receive a special certificate.

This past spring, I represented New York City at the GED 2002 National Training Institute in Orlando, Florida, sponsored by the federal Department of Education. For three days in April and three days in May, Linda Headley-Walker of the New York State Education Department and I worked with colleagues from around the country, learning about the changes in the new test, participating in model training workshops, and developing integrated lesson plans. We discussed national and state GED policy, as well as learning about the GED programs and professional development delivery systems that serve adult students and educators throughout the U.S.

As a result of my participation in the institute, the LAC has designed a yearlong series of training workshops for GED instructors and managers. The workshops will be held on the second Tuesday afternoon of every month, from September to May. Full descriptions will appear in the Calendar section of *Literacy Update*. See page 6 for a schedule of the first four workshops to be presented this fall. In addition to our workshop series, the LAC will also hold periodic lesson planning clinics. A special section of our website (www.lacnyc.org/resources/adultliteracy.htm) will be devoted to GED 2002 professional support, including training outlines and materials from our workshop series, our PowerPoint presentation "What's So New about GED 2002?", an online bulletin board where practitioners can discuss issues and network, a gallery of practitioner-developed lesson plans, and an updated set of weblinks.

As always, the Literacy Referral Hotline (212.803.3333 or www.lacnyc.org/hotline) will provide the latest in referral and testing information. If you have any questions about the test or the professional development opportunities the LAC is offering, please email me at iray@lacnyc.org, or call me at 212.803.3356.



Refining the CLASP Model

by Pamela Little
Director of Youth Literacy Services

In the coming program year, the LAC's Youth Literacy Unit will focus on intensive, comprehensive professional development services to programs that are currently members of its Creative Literacy in After-School Programs (CLASP) initiative, through which we have offered training and technical assistance since 1997. This year, CLASP participants will:

- Explore inquiry-based learning at in-depth training institute

- Develop literacy kits that will help them effectively integrate reading and writing with instructional technology

- Supplement and reinforce their professional development by participating in monthly peer network meetings

We will also offer on-site assistance to selected programs. By providing long-term, in-depth professional development to a limited number of after-school programs, we hope to increase our impact on programs and create a sustainable model for professional development with after-school program staff.

Even though we are working intensively with only a few programs, Youth Literacy Unit staff will remain available to the after-school community to answer questions about instructional materials or resources. Please contact Gabrielle Aponte, Youth Literacy Specialist, at 212.803.3349 or gabya@lacnyc.org, or Pamela Little, Director of Youth Literacy Services, at 212.803.3351 or pamelal@lacnyc.org.

VALUE Holds 2nd Biannual Conference

VALUE (Voice for Adult Literacy United for Education) held its second Adult Learner Leadership Institute July 19–21 in Columbus, Ohio. With the assistance of the Ohio Literacy Network and other local organizations, VALUE hosted 107 adult learners and 33 others, mostly adult education professionals, for three days of workshops and other sessions.

Workshop topics included conducting student orientations, fundraising, starting a statewide organization for adult learners, health and family issues, and many more. In keynote speeches, Tom Sticht, adult education researcher, spoke of the need to educate policy makers about the importance of adult education, while Ohio State Representative Ray Miller urged adult learners to take action for social justice in their communities and nationwide.

Calvin Miles, president of VALUE and Coordinator of Student Participation at Literacy Partners, was among several NYC adult learners to attend the conference. Of the purpose of the conference, Miles said, "One of the things we wanted to do was to display to the country that VALUE is a working organization. We want to be able to implement these workshops [given at the conference] in the field, to have students become more active in their community."

Miles noted that VALUE is launching a membership drive this fall. So far five state education directors have committed their states to membership. Individuals—both adult learners and others who are interested in adult education—are also urged to become members. "Our committees aren't made up of just new readers, but of anyone who's interested," Miles emphasized. He cited the nominating, fundraising, and leadership committees, among others, as places where "anyone who understands our philosophy" can make a difference for adult learners nationwide.

For more information about VALUE, visit www.literacynet.org/value, or contact Marty Finsterbusch, Executive Director, VALUE, 2217 Providence Ave., Chester, PA 19013, 610.876.4811, finsterm@netscape.net.

Literacy Referral Hotline by the Numbers

by Santos Murillo
Director of Outreach and Referral

As you can see from the statistics below and from what you know from your own experience in the field, the need for literacy assistance is on the rise. At the Hotline, our student referrals have increased by more 30% a year over the last three years.

Total Hotline Calls
FY1999 15,336
FY2000 25,556
FY2001 30,341

Online Access to Literacy Referral Information

www.lacnyc.org/hotline



The LAC is pleased to announce that the Literacy Referral Hotline database is now available online at www.lacnyc.org/hotline. Literacy program staff and other professionals, such as social workers, now have information at their fingertips to help potential learners find literacy and ESOL services, or to send prospective volunteers to programs that can use their help.

The new Adult Education Locator is a customized web-based application that allows you to choose a few simple options and get a list of NYCALI programs that meet the criteria you select. The search page is easy to use, relying on checkboxes and pulldown menus so that you don't have to enter much data—a big plus for intermediate to advanced learners who want to search for a program on their own. The information requested includes the type of program needed, the potential learner's age and native language, the borough requested, days and times available, whether childcare is needed, and more—but not information that identifies the user.

Click the search button to see a list of programs—for instance, ABE programs in the Bronx that serve people between the ages of 18 and 25 and that offer evening classes. Click the name of the program to see details about instructional offerings, location (as well as subway and bus connections where available), and a contact name and phone number. Print out or write down this information for the prospective learner or volunteer, and call the program directly to find out about availability and start dates.

The Adult Education Locator is the brainchild of Claire Deroche, former Director of Outreach and Referral and now coordinator of volunteers at the Bronx Zoo. Santos Murillo, the new Hotline Director, has seen the project through to completion and solicits your feedback on this new tool. "Putting this tool in the hands of the public will allow quick and easy access to information concerning the availability of literacy programs in New York City. I hope people will use the Adult Education Locator and give me feedback on how well it works for them—and finally, I want to know whether the student makes it into a program to start improving his or her literacy skills."

You can contact Santos at santosm@lacnyc.org or 212.803.3335.



www.lacnyc.org

Use the Adult Education Locator to help adult learners find appropriate education and training programs

Reread past issues of *Literacy Update*

Get the latest on GED 2002

Contact the LAC

General:
212.803.3300

Literacy Referral Hotline:
212.803.3333

TTY:
800.662.1220

To subscribe to *Literacy Update* email publications@lacnyc.org or call 212.803.3332

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