

LITERACY

UPDATE

Nov./Dec. 01

Assessing and Teaching Adult ESOL Literacy Students

THE “WHAT WORKS” STUDY

by Larry Condelli, PhD
Pelavin Research Center,
American Institutes for Research

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September 11
Resources for Teachers

What is the best way to teach English for Speakers of Other Languages (ESOL) to adults who are low literate? What role does literacy in another language play in learning English? These are among the issues examined in the “*What Works*” Study for Adult ESL Literacy Students. This multi-year study, funded by the U.S. Department of Education, aimed to identify ways programs can provide effective instruction to improve the English-language skills of ESOL literacy students—those who lack literacy skills in their native language as well as English communication skills.

The study focuses on identifying instructional activities that help improve students’ English literacy skills. It compares two kinds of instructional activities: those that promote basic literacy development, such as reading and writing, and those that focus on acquisition of English, such as oral communication skills and English grammar and spelling. The study also examines the role of other instructional activities in English language learning, such as the context in which activities are taught, how the learning is applied in the classroom, the degree of learner involvement, and additional support provided to literacy students.

Programs and Students in the Study

Data collection began in October 1999 in 21 classes at 7 sites; in February 2000, 20 classes and 6 sites were added. In fall 2000, a second year of data collection continued in 24 classes in the same 13 sites. The study sites include local school districts, community colleges, and community-

based organizations in Arizona, California, Illinois, Minnesota, New York, Texas, and Washington. Data collection continued through summer 2001. The study included almost 500 adult ESOL literacy students, defined as having less than six years of formal education and limited ability to read and write in any language. Most students were from Mexico and other Spanish-speaking countries, but the study also included significant numbers of Hmong, Somali, Laotian, Vietnamese, Ethiopian, and West African students. Student ages varied from late teens to over 70, with an average age of 39; most of the students were women. The sample included students who were required to attend, as well as students attending voluntarily.

Study Methodology

Each site had an onsite “study liaison,” a data collector who observed classes weekly and assessed and tracked students. The liaison coded instructional activities using a structured observation guide that included:

- Type of activity and its duration
- Relative emphasis on literacy development and ESOL acquisition
- Content of the instructional activity and materials used
- Involvement of literacy students in the activity

The liaison assessed each student at the start of instruction and again at three and nine months after instruction began, regardless of whether the

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Elyse Barbell Rudolph Appointed as LAC Executive Director

by Liz Horton
Chair, LAC
Board of Directors

On behalf of the Board of Directors, I am very pleased to announce the appointment of Elyse Barbell Rudolph as the next Executive Director of the Literacy Assistance Center, effective November 15, 2001. Elyse, who has served as Deputy Executive Director of the LAC for the last three years, brings extensive experience in adult, youth, and family literacy as well as a deep understanding of the LAC and of the local, state, and federal environment in which it operates.

In its search, the Board was committed to identifying a candidate who could build on the LAC's recent accomplishments and continue the programmatic and organizational progress of the last several years. The Board sought a new Executive Director with a keen understanding of literacy programming, of the needs of educators and students, and of the opportunities and challenges that confront us. Most of all, we looked for someone with a passionate commitment to education and the LAC's mission. In Elyse, we found that candidate.

Of course, transitions are often bittersweet. The Board expresses its deep gratitude to Michael Hirschhorn, who has led the LAC through the last six years—a period of time marked by challenge, growth, and accomplishment. With Michael at the helm, the LAC has been transformed in big and small ways—literally in its move from William Street to Broadway, but also in more profound ways. Michael has set the LAC firmly on its future course. It is a real tribute to his leadership—and to the staff, which is strong and deep on all levels—that we were able to appoint someone from within the LAC.

The Board also commends and thanks all of the LAC staff for their continued commitment to the LAC's critical work during this transition, made all the more difficult by the devastation of September 11.

Plans are underway for a community-wide celebration: a welcome to Elyse, a thank-you to Michael, and a robust toast for the LAC as it embarks on its next exciting chapter. We hope you will join us. Please watch your mail and the LAC website at www.lacnyc.org for more information. 🇺🇸

Reaching the LAC by Phone

As we go to press, the LAC's phone lines have not been restored. The Literacy Referral Hotline has its temporary number at 212.809.7754. The LAC's temporary number is 212.952.1356. Stay on the line for an operator, or, if you know the regular phone number of the staff member you want to reach, dial the last three digits of that number, which is that staff person's extension.

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Funding for the LAC is provided by the New York City Mayor's Office, the New York State Education Department, and a wide range of philanthropic foundations, corporations, and individuals.

Practitioner Research Awards

by Alison Kaplan
Interim Director

Maura Donnelly
LaGuardia Community College

Bonnie Martinez & María Quiroga
Comité de Educación Básica en Español



The NYCPDC and the LAC annually sponsor Practitioner Research Projects to enable adult literacy program staff and volunteers to use their programs and classrooms as a forum for conducting research to benefit the field. Each project culminates in a “product” to be disseminated to improve the quality of ABE, ESOL, GED, BENL, or math instruction or to enhance support services to adult and youth students in the NYC adult literacy community.

On October 19, two of the three recipients of Practitioner Research Awards for the 2000–2001 program year presented their findings at a brown-bag lunch held at the LAC. The third recipient, Ellen Quiroga, will present her project, “Narrowing the Digital Divide between Adult ESOL Learners and Their Children,” in 2002. Below is a brief description of the two projects presented at the forum.

Thinking Aloud about Reading

In the six-week project “Thinking Aloud About Reading,” student participants worked collaboratively with researcher Maura Donnelly to try out various reading strategies. The group discussed a particular strategy, which was then demonstrated. Participants practiced using this new strategy while reading a short piece. They then reported back: Did they use the strategy? Was it something they already did, or was it similar to something they already did? Did it fit their reading practice? Between meetings, the participants read another piece of writing and kept a journal of their reading practice specific to the strategies explored. These reflective journals were shared at the next meeting.

The group focused on predicting using context clues and other strategies to understand

unknown words in a story or essay. The group started by deconstructing predicting strategies: using meaning, using form, using spelling of the word (usually the first letter) to predict a word and then reading on to narrow a choice or confirm or alter a prediction. Next the group practiced using knowledge of the story—plot, setting, character—to predict and decipher unknown words. Finally the group attempted to bring themselves, their knowledge and life experience, to the story to inform their predictions of unknown words.

Throughout, participants were asked to reflect on their reading process. This reflection made the reading process explicit—something that could be articulated, discussed, and individualized. Participants were given the freedom to adopt or reject any of the strategies presented. Often they had already been using some aspects of the strategies prior to the start of the project. This process of making reading explicit was an affirmation for the participants of themselves as readers. In addition, it demystified the process of reading. The participants now recognized the power they had to modify and adapt their reading strategies to fit not only their reading style but also what they are reading and why they are reading it.

Viability of the Spanish GED

The Comité de Educación Básica en Español (Spanish Basic Education Committee), represented at the October 19 forum by Bonnie Martinez and María Quiroga, sponsored a project to document both the viability of the Spanish GED exam and the need for and usefulness of preparation classes. The project used a questionnaire to generate three products: a videotape, a

PowerPoint slide presentation, and a proposal for new Spanish GED preparation classes as a pilot program.

The researchers initiated the project by sending a questionnaire to students who had passed the GED exam in Spanish. The questionnaire included items about how the diploma changed the students’ lives and about aspects of class preparation students found useful, as well as asking whether they would be interested in being in a videotape. Twelve percent of the students contacted responded. Every student who responded used their GED credential for one of three purposes: to get a job, to get off welfare, or to begin some kind of training or college program. All found that the classes were invaluable.

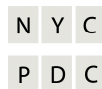
Seven students who responded positively to being in a video were included in a group that discussed their experiences with classes and the exam. This discussion was made into a ten-minute videotape to be shown, along with a PowerPoint slide show, to groups that might be interested in running a pilot project. Both were shown at the October 19th workshop.

The committee gathered statistics on how many people have taken the GED exam in Spanish since its inception in 1971 through 1999, the last year for which statistics were available. Statistics on how many passed the exam were not available short of contacting every site that gave the test, so the questionnaire took on increased importance.

The final product of the project is a pilot program to be presented to five adult education providers in the NYC area. These providers will be asked to evaluate the success rate for a minimum of two GED classes over the course of two years.

If you would like more information about the Practitioner Research Projects, please contact Alison Kaplan, Interim Director of the NYCPDC, at nycpdc@lacnyc.org or 212.803.3355. ■

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.



resources

Instructional Technology Resources Online

Several resources for practitioners seeking to integrate technology with instruction are newly available on the LAC website, www.lacnyc.org/resources/instructional.htm. All were compiled by Marguerite Lukes, Director of Instructional Technology

Strengthening Your Technology Skills:

Resources for Adult Educators features links on such topics as using email, search engines, and PowerPoint; online learning for teachers; and teaching with technology.

Evaluating and Choosing Software for Your Adult Literacy or ESOL Program offers advice and links to relevant articles.

Evaluating Websites and Web Information compiles links to useful materials on the homework teachers must do before using websites in the classroom.

Solutions for Teachers of Children

Two books available in the LAC Clearinghouse provide inventive classroom strategies for K–6 teachers.

Meaningfully integrating math across the curriculum can present a challenge even for seasoned teachers. One solution is the use of literature during math lessons. **Literature-based Math Activities: An Integrated Approach** by Alison Abrohms (Scholastic, 1995) is a simple yet useful guide for educators interested in making math both meaningful and fun. The book helps teachers cover math concepts all children must master, offering lists of great children's books, story synopses, a suggested reading list, hands-on math activities, and a student activity sheet.

Graphic organizers have many names and can take multiple shapes, but they all do one thing: they represent knowledge visually. **Graphic Organizers: Visual Strategies for Active Learning** by Karen Romley, Linda Irwin-De Vitis,

and Marcia Modlo (Scholastic, 1995) helps educators to support children's learning and to invite children to examine information. Part One of the book explores the history of graphic organizers, including theory and research. Part Two explores the practical uses of graphic organizers across the curriculum. Each chapter includes a list of useful references and a question-and-answers section.

Family Literacy Policy Project

The National Center for Family Literacy has announced the availability of a new online information resource: the Family Literacy Policy Project (FLPP) at www.familit.org/flpp. The FLPP is an online database of federal and state family literacy initiatives and funding. Information is available about funds eligible or earmarked for family literacy in each state, as are summaries of federal and state programs with contact information.

America Connects Consortium Panel

Marguerite Lukes, Director of Instructional Technology at the LAC, moderated an asynchronous online discussion as part of the America Connects Consortium this summer. Panelists included New Yorkers Dynishal Gross of the Adult Literacy Media Alliance and Emily Hacker of F.E.G.S.; participants were primarily members of CTCnet (Community Technology Centers Network). Topics included principles of adult learning, using software, and meeting the needs of adults with specific challenges. The discussion archive is at www.ctcnet.org/americaconnects/panels; scroll down to the heading ACC-Literacy.

Workforce Development

The workforce development initiative in New York State has its own website at www.wdsny.org. Features include information about Workforce Investment Act implementation in NYS, locations of One-Stops, youth services, and technical assistance, as well as a comprehensive list of city and state workforce/literacy grant opportunities.



Virtual Power

Virtual Power: Technology, Education and Community is a 48-page resource publication aimed at teachers working with diverse student populations. Published by the Center for Language Minority Education and Research at California State University Long Beach, it opens with a discussion by bilingual educators about the state of education, the opportunities offered by technology, and their hopes for the 21st century. Other chapters cover global learning networks, community networking, anti-racism, teachers' perspectives, and resources and references. The guide is available in the LAC Clearinghouse, or you can view the publication on-line at <http://psrtec.clmer.csulb.edu/virtualp/virtual.htm>.

Focus on Basics

In "Letting Learners Lead: Theories of Adult Learning and TV411," MaryAnn Capehart describes her experience as a facilitator of a group of learners using TV411. Co-author Deborah D'Amico connects Capehart's story with adult learning theory and research on the impact of TV411 on learners, explaining why the materials foster learner-centered education. The article appears in the October 2001 issue of Focus on Basics, available at <http://ncsall.gse.harvard.edu/publications.html>.

While you're there, check out the August issue, whose topic is first-level learners, often called "beginners" or "0–4" level students. Teachers writing in this issue found that highly structured classes, with direct instruction in specific subskills such as phonological awareness, word analysis, and sight word recognition, provide the best results. Research-based articles include a study of the neurobiology of dyslexia and an overview of research on reading instruction for first-level adults. ■■■

{announcing

Call for Nominations for Literacy Recognition Awards

Each year the LAC honors outstanding NYCALI adult literacy practitioners at its Literacy Recognition Awards Ceremony.

Candidates must be program administrators, teachers, volunteers, counselors, or support staff members currently employed in a NYCALI-funded program who are outstanding in their work with students and/or make a unique contribution to their program. Nominations for the 2002 ceremony, to be held in late spring, are due by November 30, 2001. The nomination form has been mailed to all NYCALI program managers and is also available for download at www.lacnyc.org. For further information, contact Claire Harnan at 212.803.3350 (or at the LAC's temporary number, 212.952.1356 x350) or claireh@lacnyc.org.

Meeting the Needs of Adult Learners with Learning Differences

Members of the NYC adult literacy community are invited to apply to participate in an online course on Meeting the Needs of Adult Learners with Learning Differences sponsored by Fordham University, the Long Island Staff Development Consortium, the NYC Professional Development Consortium, and the LAC. This online course, taught by Dr. Richard Cooper and facilitated by Marguerite Lukes, will provide instruction and practice in alternative instructional techniques for working with adult students who have learning problems, difficulties, or disabilities. It will run from mid-January through mid-March 2002, with one face-to-face session and approximately two hours of online work per week, plus additional time offline. Participants must have email access at home. If you are interested, email Marguerite Lukes at mlukes@lacnyc.org. Include full name and contact information as well as details about your program and teaching or staff development situation.

English Literacy & Civics Grant

The NY State Education Department has announced the availability of grants that will provide multi-year funding for integrated English literacy and civics education to immigrants and other limited-English-proficient populations. The goal is to promote effective participation in education, work, and civic opportunities for this population. The application deadline is December 15, 2001. The grant application must be downloaded from www.emsc.nysed.gov, click on Funding Opportunities and then click on the words CLICK HERE under "current funding opportunities." On the resulting list, scroll down to 12/15/2001 and click on the name of the grant, English Language/Civics Education WIA 2001-04.

Peace of Mind Project

Interfaith Neighbors, which has conducted the Children's Bereavement Project since 1994, has created the Peace of Mind Project to help children, teens, parents, and school personnel to cope with the World Trade Center crisis and its aftermath. The project aims to help staff cope with the enormity of the situation, gain strength from each other, and effectively guide their

students through the coming year and beyond. The project helps students directly by addressing their immediate concerns and feelings.

For information about this free service, call Lisa Smith, ACSW, at 212.861.5438 or Eleanor Deredita at 212.717.1119, or email IFNeighbors@aol.com.

PRO-Net Conference

The PRO-Net 2000 National Professional Development Conference will be held on February 21-22, 2002. Topics to be addressed include technology, accountability, workplace education, quality improvement, and assessing the impact of professional development. For information, visit the Pro-Net 2000 website at www.pro-net2000.org.

National Conferences

6th Annual Workplace Learning Conference, Institute for Work & the Economy, December 2-4, Chicago, www.workplace-learning.net or 608.224.2655

National Reading Conference 51st Annual Meeting, December 5-8, San Antonio, TX, <http://nrc.oakland.edu/conference/conference.asp> or 312.755.0635 x307

ACTE Annual Convention, Association for Career and Technical Education, December 13-16, New Orleans, www.avaonline.org

Networks for People Conference, Technology Opportunities Program, December 6 & 7, Washington, DC, www.ntia.doc.gov/top/conferenceworkshops/nfp2001/nfp2001.html or 202.482.2048

A Nation of Immigrants for the 21st Century: Creating Policies for America's Future, National Immigration Forum, December 12 & 13, Washington, DC, www.immigrationforum.org/savedate.htm or 202.544.0004 x42 ■

November

Calendar of Events

free professional development events
for literacy practitioners
in and around New York City

[1]

LAC Open House

Thursday, November 1, 3–6 pm

Join the staff of the LAC for refreshments and a tour of our new facility.

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

[2]

Technology Show 'n' Tell Series

Web-Based Media in Classroom Instruction

Friday, November 2, 9:30 am–1:30 pm

Presenters: Marguerite Lukes & Mariann Fedele

This is the first in a year-long series of workshops on integrating technology into instruction. Participants will examine different uses of web-based media in the classroom, walk through a model lesson, create their own lesson plan, and look at a variety of web-based media resources.

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

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

[5]

ALIES Training for Program Managers

Monday, November 5, 10 am–1 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.

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

All LAC and NYPDC events take place at 32 Broadway, 10th floor.

Reservation Lines

As we go to press, the LAC's regular phone lines have not been restored. To respond by phone, dial 212.952.1356, wait for the recording, and then dial the last three digits of the reservation line (x348 for ALIES, x323 for the LAC Reservation Line). The most reliable way to reach us is by email.

[7]

GED 2002 Series

Lesson Planning in the Context of Current Events

Wednesday, November 7, 1–5 pm

Facilitator: Ira Yankwitt

In this special session in the GED 2002 Series, participants will explore the elements of a model lesson plan, critique a sample lesson, and use materials related to the World Trade Center attack and its aftermath to develop lessons for GED instruction.

Follow-up: Wednesday, November 28, 1–5 pm. Participants will share samples of the lessons they have created.

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

[9]

The Poet in Everyone

Friday, November 9, 9:30 am–12:30 pm

Facilitator: Iliana Delgado, Adult Literacy Media Alliance (ALMA)

This workshop uses the video product TV411 as a tool to stimulate the writing of poetry based on everyday language and experiences. Participants will write poems using a variety of strategies that can be adapted for almost any classroom—Youth, ESOL, BE, or GED.

RSVP: LAC Reservation Line at 212.803.3323 or jaynellw@lacnyc.org
Sponsors: ALMA & the LAC

[9]

ALIES Outcomes Training

Friday, November 9, 10 am–1:30 pm

Presenter: Megan Swiderski

This training session will help prepare programs for outcome collection in FY02 by defining the NRS outcomes and providing guidance on collecting outcomes according to NRS guidelines.

For program managers who were unable to attend the Spring 2001 Outcomes Trainings.

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

[13]

GED 2002 Series

The Calculator

Tuesday, November 13, 1–5 pm

Presenter: Sandra Parris, NYC Board of Education

This session demonstrates the use of the Casio FX-260 calculator, which students must use for the GED 2002 mathematics test. Participants will familiarize themselves with the calculator and discover ways to help students not only become comfortable with the calculator but also enhance their ability to solve math problems.

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

[15]

Technology & Innovation Study Group

Identifying & Meeting Student Needs

Thursday, November 15, 9 am–4 pm

Facilitator: Marguerite Lukes

Participants will use video and television technology to explore the role of questions as a catalyst for developing higher-order thinking skills. They will learn to develop and work with symbols and questions in the classroom in order to identify and meet student needs.

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

[16/19]

ALIES Ad Hoc Report Training

Friday, November 16, 10 am–1 pm

OR Monday, November 19, 10 am–1 pm

Attend only one of the two dates.

Presenter: Megan Swiderski

This session will help programs understand and use the new ALIES Ad Hoc Reporting tool and provide a forum in which ALIES users can brainstorm ideas for additional Ad Hoc Reports.

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

December

[19]

Cultural Explorations Series

Mondays, November 19 & 26, 1–4 pm
Mondays, December 3, 10 & 17, 1–4 pm

Presenter: Dr. Winston Lawrence

In view of the cultural tensions arising from the events of September 11, many teachers and students have been experiencing uncomfortable situations in the classroom and in the streets. This series for ESOL teachers seeks to explore a deeper understanding of the characteristics of cultures and issues of cultural conflict and to allow teachers to develop lessons around these themes.

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

Sponsor: LAC

[28]

Technology Show ‘n’ Tell Series

Web-Based Resources

Wednesday, November 28, 9:30 am–1:30 pm

Presenters: Marguerite Lukes & Mariann Fedele

This hands-on workshop will explore the uses of web-based resources in classroom instruction, with a focus on advocacy and information management relevant to the employment and economic needs of students.

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

Sponsor: LAC

[30]

Technology @ Work

Transforming Teaching and Workforce Preparation

Friday, November 30, 9 am–4 pm

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

This conference, rescheduled from October 3, 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.

Location: 315 Hudson Street, 9th floor
RSVP: www.fegs.org/tech or call the F.E.G.S. event hotline at 212.366.8088.

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

[6]

Technology & Innovation Study Group

Teamwork & Collaboration

Thursday, December 6, 9 am–4 pm

Facilitator: Marguerite Lukes

Participants will explore the role of cooperative learning and other collaborative activities as key elements in classroom instruction. They will investigate uses of basic office software as a tool for enhancing student-to-student collaboration.

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

Sponsor: LAC

[7]

ALIES Troubleshooting

Friday, December 7, 10 am–noon

Presenter: Megan Swiderski

Experienced ALIES users will discuss data entry & reporting challenges and then brainstorm new ideas & solutions.

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

Sponsor: LAC

[7]

Technology Show ‘n’ Tell Series

Using TV & Video

Friday, December 7, 1–4 pm

Presenters: Marguerite Lukes & Mariann Fedele

This hands-on workshop on the uses of TV and video in the classroom will give participants the opportunity to walk through and complete a model lesson, create a lesson plan of their own, and explore resources.

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

Sponsor: LAC

[11]

GED 2002 Series

Visual Literacy for Everyday Reading and GED 2002

Tuesday, December 11, 1–5 pm

Presenters: Marsha Davis & Betty Aderman, NYC BOE

Participants will design lessons and activities to help students read graphs, tables, diagrams, maps, and political cartoons. They will learn to use newspapers and magazines to familiarize students with features of each type of graphic.

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

Sponsor: LAC

[12]

Video in the Classroom Series

LiteracyLink®

Friday, December 12, 9:30 am–1:30 pm

Presenter: Marguerite Lukes

Participants will explore PBS’s adult literacy website and related materials in order to develop strategies for using LiteracyLink® in the classroom or for helping students to use it independently.

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

Sponsor: LAC

[13]

Program Managers’ Series

WIA/NRS Follow-up

Thursday, December 13, 9:30 am–1:30 pm

Facilitator: Ira Yankwitt

This second session of the Program Managers’ Series is a follow-up to the session on WIA/NRS held on October 25. Participants will discuss the programmatic action plans they began to develop during the previous session, as well as advocacy efforts they are developing around WIA and NRS.

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

Sponsor: LAC & NYCPDC

[14]

ALIES Turnaround Document Training

Friday, December 14, 10 am–noon

Presenter: Megan Swiderski

This session is for ALIES users who want to learn about accurately completing turnaround documents including test scores, goals, and outcomes.

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

Sponsor: LAC



Literacy Assistance Center

N Y C

P D C

NYC Professional
Development Consortium

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 January *Literacy Update* is November 28. 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.

Registrar

Create, maintain & revise program applications, codify & explain registration procedures and policies, handle applications, input data, create reports. Accurate typist.

Consulting Comptroller

Prepare, analyze, reconcile & submit documents to auditors. Review trial balance, statements & journal entries, insurance package & investment portfolio. Extensive experience with non-profit accounting required.

Volunteer Coordinator

Recruit, orient, train & support 500+ volunteers. Team player with experience with volunteers or in related field.

Child/Family Specialist

Provide individual & group counseling to children, parents, volunteers & staff. Degree in counseling, psychology, or sociology, bilingual Spanish.

Young Adolescent Program Coordinator

Design and deliver youth development program to approx. 40 youth, ages 10–12; organize workshops, guest speakers, trips & activities.

Social Services Coordinator

Responsible for overall intervention, advocacy & direction for design, planning, conduct & evaluation of department. Case management, counseling, referral and follow up.

Letter & résumé to East Harlem Tutorial Program, fax 212.289.7967. ■

Job Developer

Outreach & contact with prospective employers to identify/develop job opps for participants of adult services prog. BA or MA & exp. in job development pref. Exc. verbal, written communication & organizational skills req.

Education Coordinator

Administer adult literacy activities: supervise teaching staff, develop & implement curriculum, monitor student progress, maintain supportive environment. BA + 4 yrs exp. w/adults in community settings, w/adult education, and w/models of popular education.

Computer Instructor (PT)

Teach word processing, spreadsheets, desktop publishing, office procedures. Work w/job developer to prep participants for internships, voc. training & job referral. BA + teaching exp. req.

Teacher (PT)

Teach reading, writing, math skills to adults in community setting. Create atmosphere that facilitates student participation in class, school & personal decision-making. MA or BA + exp. working w/adults & adult education; exp. w/models of popular education.

Résumé to S. Bailey, Good Shepherd Services, 503 5th Ave., Brooklyn, NY 11215, fax 718.369.3192, email: hr@goodshepherds.org. ■

Computer Instructor (PT)

Teach basic and intermediate computer classes (Windows, Word, Excel, PowerPoint, Access, keyboarding, Internet) to adult students in job-readiness program, T–Th 9:30–3:30. Population includes low-income adults, people living in shelters, former substance abusers, ex-offenders. 2 yrs exp. teaching computer classes pref.; computer fluency req. Bachelor's or equiv. exp.

Letter & résumé to Department CI, The HOPE Program, 157 Montague St. Brooklyn, NY 11201, fax 718.852.9681, email ci_job@thehopeprogram.org. ■

Learning Center Advisor

Evaluate reading and writing progress of students (adult non-readers through pre-GED), monitor student portfolios, develop & train volunteer tutors, implement curriculum, supervise computer room activities. BA, 1 yr exp. in adult literacy or related field, knowl. computers & other advanced technologies, knowl. current theory & practice in reading, writing & assessment. Résumé to Brooklyn Public Library Literacy Program, fax 718.832.9032, email J.Olsen@brooklynpubliclibrary.org. ■

Early Learning Center Assistant Teacher (FT)

Creative, energetic individual to write and execute curriculum that meets the needs of the individual child in bilingual atmosphere. BA or 60 credits, NYS N-6 certified a plus.

Community Development Director (FT)

Exp. in fundraising and/or public relations. Knowl. of city contracts, foundations & funding resources as well as proposal and grant writing. BA, bilingual Korean pref. Résumé to Roeme Kim, Executive Director, YWCA NYC Flushing Branch, 42-07 Parsons Blvd., Flushing, NY 11355, fax 718.353.4044. ■

Para-Teacher

Assist basic education instructor in teaching reading, writing & math to adult students; provide workshops; schedule activities; keep student records. HS diploma or GED & 2 yrs exp. or bachelor's & 1 yr exp.; understanding of GED test requirements; proficiency in mathematics. M–F 8:30–2:30 with flexible schedule for special events.

Letter & résumé to Elsie L. Jimenez, East Side House Settlement, 337 Alexander Ave., Bronx, NY 10454, fax 718.585.1433, email elsie@eastsidehouse.org; refer to code # VES-04. ■

New York State Literacy Programs to Use ALIES to Manage Data

by Megan Swiderski

Associate Director of ALIES and Data Analysis

The Literacy Assistance Center is pleased to announce that New York State is contracting with the LAC to develop a statewide adult literacy database. Venu Thelakkat, Director of ALIES, says, "Programs across New York State will be able to build on the work that LAC staff has done in partnership with NYCALI programs to develop a state-of-the-art data collection system that is fully compliant with the National Reporting System and is also responsive to informational needs of literacy providers."

ALIES, the Adult Literacy Information and Evaluation System, currently supports programming and data collection for the adult literacy community in New York City. The ALIES

system includes paper forms, database technology, reports, data management, training, customization, and user support.

In the coming year, some New York State programs (outside New York City) will elect to use ALIES as their system for data collection and reporting. These programs will implement the software and receive training on data collection, management, and reporting in ALIES. Programs that decide to continue using their own systems for data management will also receive LAC assistance in gathering the data required by the National Reporting System (NRS) and packaging the data for integration with data from agencies throughout the state. This integration of data and resulting reports will help New York State meet the reporting requirements of the U.S. Department of Education.

To get ready for the statewide expansion, the LAC is redesigning the ALIES software to track Employment Preparation Education contact

hours, meet the needs of Literacy Volunteers of America, and incorporate additional customizations required by the New York State Education Department. In addition, the LAC will survey adult literacy programs throughout New York State to determine their data and reporting needs and then provide regional orientations to ALIES, including an overview of NRS requirements, as well as an extensive train-the-trainer program to ensure that programs throughout the state understand how to use ALIES for data collection and reporting.

The LAC is excited about this opportunity to expand ALIES statewide while continuing its commitment to providing quality data collection and reporting services to New York City adult literacy providers. For more information, contact Venu Thelakkat at venut@lacnyc.org or Megan Swiderski at megans@lacnyc.org. 

Assessing and Teaching Adult ESOL Literacy Students *cont'd*

student continued to attend. The liaison also recorded student attendance hours.

Assessment Battery

The study's assessment battery was developed after a comprehensive review of standardized and alternative assessments available for low-level adult ESOL learners. The battery measures English literacy development in reading, writing, speaking, and listening.

We supplemented the standardized tests with a set of alternative assessments to allow us to understand more fully the experience of the adult ESOL literacy student. These alternative assessments capture a richer picture of the learner's literacy development and uses of literacy, as well as teacher perceptions of progress:

A literacy practices interview that identifies what the student reads and writes, the language used for reading and writing, and whether the student gets help when reading and writing. It also examines the situations in which the student uses English, including spoken English, and whether the student receives help. The interview, conducted in the learner's native language, also measures student reasons for attending and perceptions of progress.

Teacher ratings of student abilities in reading, writing, speaking, and listening.

A reading demonstration task, in which the student is asked to read materials of varying difficulty in English or the native language.

Reading Demonstration

The reading demonstration assessment was an important aspect of the study, since it represents an innovative and effective method for assessing reading skills of low-literate ESOL learners. The assessment is based on the fact that even low-literate adults have a great deal of knowledge of, and experience with, "texts" associated with tasks of daily living, such as shopping and paying bills. Learners use that knowledge to make sense of the print they encounter, thus compensating for their lack of decoding skills and their limited vocabulary. The purpose of the reading demonstration is to find the literacy starting point of these low-literate ESOL adults and then see what they can interpret with these limited skills.

The reading assessment is a performance-based, interactive, and adaptive assessment that starts with simple identification tasks and sight words and moves to connected texts, using authentic, highly contextualized materials commonly found at home, in workplaces, or in social agencies. The assessment allows low-literate ESOL adults to demonstrate that they can navigate simple print materials, such as logos and sight words, and assesses the extent to which they can process print that is not as heavily supported by visual information.

The assessment reflects a view of reading that says that meaning resides in the interaction between the reader and the text. Interactionist views of text processing hold that top-down processes, such as knowledge of the world and experience with certain text forms, are combined with bottom-up processes—alphabet knowledge, knowledge of sound-symbol relationships—to allow meaning to emerge.

The reading demonstration is being adapted for use in the National Assessment of Adult Literacy (NAAL), a national survey of literacy skills of adult Americans. It will also be adapted for use by five states under a new assessment project funded by the U.S. Department of Education.

Study Products

Study reports will identify "what works" instructionally for different types of ESOL literacy learners by relating instructional activities to student learning gains. The reports will have implications for local practice and federal policy on the design of effective instruction for adult ESOL literacy students. Two reports are planned:

A descriptive report of baseline data on the first year data collection will be released in late 2001.

A final report examining the interrelationships of instructional practices, learning gains, and persistence for different types of ESOL literacy students will be released in summer 2002.

Additional products from the study may include:

Training materials for teachers on implementing effective literacy instruction, based on practices the research finds to be effective

The basis for a new approach to assessing reading in low-literate ESOL adults

Rubrics and procedures to enable local programs to use the study's reading demonstration task as a student assessment tool

For information about the project or to request a report, please contact me at American Institutes for Research: email LCondelli@air.org, phone 202.944.5331, or fax 202.944.5454.



Resources in Response to September 11 and Its Aftermath

by the
Program Staff
of the LAC

In response to the World Trade Center crisis and its aftermath, the LAC has compiled a list of resources relevant to the adult education community. Through an ongoing dialogue with adult education practitioners, program managers, and counselors begun after the events of September 11 and continued in sessions held on September 28 and October 12, the LAC staff has focused the resource list on four broad areas: Alternative Media, Collections of Educational Resources, Curriculum Development, and Social Services. This excerpt from a much larger list focuses on lesson plans and classroom activities, collections of educational resources, and resources for coping with trauma. The complete list is available at www.lacnyc.org.

Lesson Plans and Classroom Activities

Education Development Center

www.edc.org/spotlight/school/beyondblame.htm

"Beyond Blame: Reacting to Terrorist Attacks" is one of the best curricular resources on the events of September 11. A series of lessons is geared toward an understanding of the issues of justice and injustice. The curriculum makes connection with the past by taking students back to the Japanese interment during World War II to show how the group suffered and how such actions affect the society.

Choices for the 21st Century

Education Project

www.choices.edu

This site from Brown University contains curricular materials that provide students with an opportunity to engage in a critical analysis of policy choices that the U.S. must make in responding to terrorism.

Southern Law Poverty Center (SLPC)

www.tolerance.org/teach/

This site originating from the SLPC contains an innovative collection of anti-bias and anti-hate materials. The collection is appropriate for dealing with tolerance issues in the classroom and beyond.

Education World

www.educationworld.com/a_lesson

This site has curricular materials designed for K-8 students. The activities and projects help teach empathy, anger management, and effective conflict-resolution skills.

Educators for Social Responsibility (Metro)

www.esmetro.org/whatsnew.html

The metro group of the Educators for Social Responsibility offers lessons that focus on arriving at an understanding of the nature of terrorism, raising questions about questions, and pursuing answers to questions.

Learning Network Teacher Channel

www.teachervision.com

This teacher center allows teachers to access September 11 lesson plans and related materials through a search bar. Teachers will find a variety of pieces including President Bush's address to the nation.

PBS

www.pbs.org/americaresponds/educators.html

Nine lesson plans cover the history and geography of Afghanistan and additional topics such as A World of Peace, A Nation of Many Cultures, Tolerance in a Time of Trial, Taming Terrorism, the American Flag, and Conflicting Values. The lessons are directed to various age groups, particularly middle and high school students, but the material can also be adapted for use with adults.

Study Circle Research Center (SCRC)

www.studycircles.org

"Facing the Future: How Should We Respond to the Attack on Our Nation?" is a discussion guide to be used in a study circle mode. It can be adapted for use in one or more sessions.

Educational Resource Collections: September 11 and Beyond

Teaching for Change

www.teachingforchange.org/Sept11.htm

This is the September 11 resource page of NECA, a D.C.-based educational organization whose work focuses on educational equity, culture-based literacy, and resources for progressive educators. It includes statements and letters in response to September 11; articles on U.S. foreign policy and history; links to Arab, Arab-American, and Islamic organizations and information; and links to alternative media sites that provide critical perspectives on the news.

National Clearinghouse for Bilingual Education (NCBE)

www.ncbe.gwu.edu/library/tolerance.htm

NCBE's resource page is designed to assist teachers in promoting cultural understanding in the wake of the September 11 attacks. It includes links to articles, organizations, background information, lesson plans, maps, and other teaching materials. The resources are divided into three categories: the Middle East, Islam, and Arab-Americans; Talking to Children about Violence; and Teaching Respect for Diversity.

Educators for Social Responsibility (National)

www.esrnational.org/wtcllessons2001.htm

This collection of lesson plans and teacher resources compiled by Educators for Social Responsibility (ESR) includes curriculum developed by ESR itself, as well as links to other organizations, resources, and teacher sites. The materials are divided into three categories: Helping Children Express Feelings and Build Community; Recognizing and Stopping Discrimination; and Lessons on Conflict, Security, War, and Peace.

September 11 Links

www.u.arizona.edu/ic/humanities/September11/pages/

This is an exceptionally well-organized set of several hundred links to articles, organizations, and websites that touch on virtually every aspect of the September 11 attacks and their aftermath. The site's front page contains over 20 categories of links including topics such as history, economics, civil rights, the anti-war movement, and media.

Facing History and Ourselves

www.facinghistory.org/facing/fhao2.nsf/all/September+11+Menu?opendocument

Facing History and Ourselves is devoted to creating curriculum and providing professional development to help educators teach history in ways that promote critical and creative thinking. This collection includes lesson plans on community building, civil liberties, violence, and hatred. It also offers classroom ideas and links to lesson plans, primary source materials, and general news and resources.

Center for Applied Linguistics

www.cal.org/front/911.html

This excellent site contains a great collection of instructional materials on ethnic and linguistic issues, including lessons on Pashto, the native language of the Taliban and of more than half of the Afghan population. In addition, the site has links to other important cross-cultural resources.

Educational Resource Collections: History and Politics

Center for Economic & Social Rights (CESR)

www.cesr.org/Emergency%20Response/emergencyresponse.htm

This page contains resources that offer a human rights perspective on the September 11 attacks and their aftermath. It includes statements by CESR and other human rights and social justice organizations; articles from progressive media sources; fact sheets on Afghanistan; documentation of bias crimes since September 11; announcements of recent and upcoming events; and links to other sources of news and information.

Z Magazine

www.zmag.org/ZNET.htm

The Terror and War resource page developed by *Z Magazine*, a political monthly that offers critical analysis of current events, includes original essays, articles, talking points, fact sheets, anti-war activism materials, personal statements, and pieces on U.S. foreign policy, Central Asia, and the Middle East.

CounterPunch

www.counterpunch.org/wtcarchive.html

This is the September 11 archive of CounterPunch, a biweekly political newsletter that offers critical perspectives on current events. The site includes essays and articles by a host of writers including Noam Chomsky, Edward Said, Tamin Ansary, and Alexander Cockburn.

The Middle East Research and Information Project

www.merip.org

This is the website of the Middle East Research and Information Project (MERIP), a nonprofit, nongovernmental organization that publishes the *Middle East Report*. This site is an excellent background resource for teachers and advanced students. It includes articles from the *Middle East Report*; shorter "press information notes"; and a primer on Palestine, Israel, and the Arab-Israeli conflict.

The Nation

www.thenation.com/special/wtclindex.mhtml

The September 11 resource page compiled by *The Nation*, a progressive political weekly, includes articles relating to the attacks and their aftermath, a collection of archival material, links to peace and anti-discrimination groups, and Internet resources designed to educate readers about Islamic cultures and Muslim communities around the world.

Coping with Trauma

The Spring Institute


www.springinstitute.com/pages/whatsnews.html

"Tips for Teachers in Times of Trauma" is designed to help teachers concerned about the most appropriate and constructive ways of dealing with the trauma caused by the current crisis in the classroom. It does not provide a specific curriculum, but informally discusses ways of introducing the topic in class.

Safe Horizon

www.safehorizon.org

800.621.HOPE or 212.577.7777

Safe Horizon is offering free counseling and has organized family assistance and crisis support centers. Visit its website for information about the availability and location of services, about the other initiatives Safe Horizon has undertaken, and about symptoms of trauma. 

Open Hours at the LAC Computer Learning Center

The LAC's Computer Learning Center (CLC) will be open at specific times to teachers, tutors, and administrators interested in becoming more familiar with technology to enhance their instructional practice. An LAC staff member will be available to assist users during these self-directed sessions and to help in locating resources, planning lessons, and using software. As space is limited and demand is high, please contact Mariann Fedele, Coordinator of Instructional Technology, at mariannf@lacnyc.org or 212.803.3325 to reserve a computer workstation.

Computer Learning Center Open Hours for November & December

Date	Day	Time
November 9	Friday	2–5 pm
November 14	Wednesday	1–5 pm
November 20	Tuesday	1–5 pm
December 5	Wednesday	1–5 pm
December 14	Friday	1–5 pm
December 19	Wednesday	1–5 pm



www.lacnyc.org

Access the LAC's list of resources on September 11 and its aftermath.

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

Reread past issues of *Literacy Update*

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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