

Bridges team to present at conference



People First of Nevada, a statewide self-advocacy group, is holding its first conference covering topics of interest to self-advocates, families, and people who support individuals with disabilities. Dee Dee Bossart, Claudia Bianca-DeBay, and Marta Hall will present on “Bridges to Practice: A Systems Change Approach.”

The conference is March 20-22, at the Silver Legacy in Reno. The registration fee is \$75.00. For more information contact Melissa Westphal (westphal@unr.edu, 775/784-4921, ext. 2370).

Nevada’s “Bridges” team, shown at left: Claudia Bianca-DeBay, Lyn Pizor, Dee Dee Bossart, and Marta Hall.

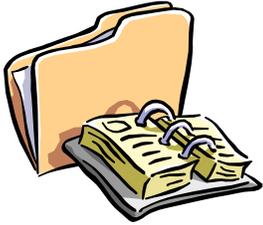
Get yourself listed!

Listservs provide a quick, easy, and non-invasive format for sharing ideas, information, resources, triumphs, problems, and solutions. There are many topical lists specific to adult education.

NIFL listservs open to all

Established in 1995, the National Institute for Literacy’s online discussion groups (forums/listservs) give thousands of literacy stakeholders opportunities to discuss the literacy field’s critical issues; share resources, experiences, and ideas; ask questions of subject experts; and keep up-to-date on literacy issues. Each NIFL discussion list is moderated by a national organization with expertise in the topic area. To subscribe, visit the NIFL website at www.nifl.gov/lincs/; click on “discussions.”

List name	Facilitated by
Adult Literacy Professional Developers	Association for Adult Literacy Professional Developers
Assessment	Ohio Literacy Resource Center
Adult Education Content Standards	Center for Literacy Studies at the University of Tennessee
English as a Second Language (ESL)	The Center for Adult English Language Acquisition (CAELA)
Family Literacy	National Center for Family Literacy (NCFL)
Focus on Basics	National Center for the Study of Adult Learning and Literacy (NCSALL)
Health and Literacy	System for Adult Basic Education Support
Learning Disabilities	National Institute for Literacy
Poverty, Race and Literacy Discussion	National Center for Literacy Social Justice
Program Leadership and Improvement	Southern LINCS at the Center for Literacy Studies
Technology and Literacy	Literacy Assistance Center
Women and Literacy	Center for the Study of Adult Literacy (CSAL)
Workplace Literacy	Center for Literacy Studies at the University of Tennessee



Key upcoming conferences

Additional events at www.literacynet.org/nevada (click on calendar)

What: 40th Annual TESOL Convention and Exhibit, March 15-19, Tampa Bay, FL
Contact: <http://www.tesol.org> 703-836-0774

What: 15th Annual National Conference on Family Literacy, March 19-21, Louisville, KY
Contact: conference@famlit.org or www.famlit.org/Conference/index.cfm

What: CATESOL 2006 Statewide Conference, April 6-9, San Francisco, CA
Contact: www.catesol.org Vicki Pabley, vickipabley@yahoo.com

What: Mountain Plains Adult Education Assoc. (MPAEA) 2006 Mile High Rendezvous, April 26-29, Denver, CO
Contact: www.mpaea.org Paulette Church, 970-385-4354 or paulette@durangoaec.org

What: Commission on Adult Basic Education (COABE) 2006 Conference, April 26-29, Houston, TX
Contact: www.coabe06.org/ Tina Washco, tina.washco@nhmccd.edu

What: 2006 CASAS National Summer Institute, June 13-15, San Diego, CA
Contact: www.casas.org 800-255-1036

How to get the most out of a conference or workshop

Editor's note: With thanks to Duren Thompson for sharing this strategy on NIFL's professional development listserv.

One neat strategy for "pre-assessment" I've seen was at a pre-conference session at COABE three years ago. So simple and yet it changed my whole take on participating in the session.

After the facilitator briefly went over the agenda for the workshop, she said (something like): "OK. That's the intent of this session — the information I planned to cover. Now I'd like you to think about **your** goals in coming to this session. Think a minute and jot down on a piece of paper one thing you want to get out of this session — one thing you'd like to walk away with."

We had think time, jotted our notes, and then she had everyone say what their one thing was and wrote it on easel-sized, sticky-note paper and stuck the pages up on the wall. When this was done she said (and this was the very important part): "These are great — and include some things I hadn't initially planned on covering! Now I want you to keep this goal of yours in mind during the session. It is **your** job to make sure that you leave this session with that goal met. Ask questions, remind me to address the issue, work with your peers at your table, etc. **You** are responsible for ensuring that this session meets your needs."

She went on to explain that this was a great way to assist adult learners to take responsibility for their own learning as well. She changed my whole approach to the session! At the end she went back to the pages she posted and asked us to ask ourselves "Did I get what I wanted to get out of this session? If not, what can I do now/next to attain this goal?"



Listservs especially for Nevadans

These following listservs were created to facilitate communication among Nevadans. To subscribe to any of these lists, send an email to saylv@cox.net specifying the name of the listserv and your connection to adult basic education.

List name	Audience
NVGED	For instructors, tutors, program directors and others who work with English-speaking adults functioning at the high school level and working toward procurement of an Adult High School Diploma or GED Certificate. GED Examiners will find this forum useful as well.
NVESOL	For instructors, tutors, program directors, coordinators, and others who provide one-on-one, small group, or class instruction in ESL or EL/Civics to adults. Although ABE and GED instructors are not excluded, this list is primarily for those who teach English to Speakers of Other Languages.
NVADULTED	For instructors, tutors, program directors, coordinators, and others who provide one-on-one, small group, or class instruction in adult basic education (i.e., reading, writing, and math) for adult native speakers of English who are functioning at a level below high school completion. Although ESL instructors are not excluded, this is primarily for providers of basic education to native English speakers.

March into a free workshop!

Contact the appropriate host to reserve your place in these upcoming workshops geared especially to adult educators.

Title, date, place, and contact	Workshop presenter, description, and objectives
Teaching Effective Reading to the ESL Student 3/4/06; Las Vegas Nita Russell-Latham Catholic Charities 702/693-6761 jlatham@catholiccharities.com 3/18/06; Sparks Rex Newell Northern NV Literacy Council 775/356-1007 instructorcoord@nnlc.org	Wendy Campbell. This workshop will provide beginning and intermediate ESL instructors with practical, research-driven strategies for teaching reading. The course shows how to effectively combine CASAS data with student input to determine classroom focus and reading content. It also focuses on methods to identify reading levels in printed matter, so materials can be appropriately matched to each ESL student. Participants will understand how to locate and utilize assessments that measure phonemic awareness, phonics, fluency, and vocabulary skills. Instructional strategies for pre-literate, beginning, intermediate, and multi-level classroom groupings will also be explored. Objectives: Utilize researched based instructional strategies, materials, and assessments that address the teaching of reading to ESL students. Combine CASAS data with student input to determine classroom focus and reading content. Discover appropriate-level reading materials for students. Discover appropriate-level reading materials for students.
Here Today and Gone Tomorrow: Strategies for Motivating and Retaining Adult Learners 3/10/06; Elko Meachell LaSalle GBC 775/753-2109 Meachell@gbcnv.edu	Lennox McLendon. Are you frustrated because several of your adult learners enroll in the program but don't stay very long? What would it take to keep them motivated and able to participate on a regular basis? Are they "dropping out" or perhaps just "stopping out?" This session will examine the latest research from NCSALL's Learner Persistence Study and translate that research into practical strategies and tools for promoting learner retention. Participants will design a student persistence plan to meet their program's needs. Objectives: Examine the latest research on student persistence to determine factors that promote retention. Explore a variety of instructional and programmatic strategies to address those factors. Outline a student persistence plan to pilot in your local program.
Emotional Intelligence Essentials 3/24/06; Las Vegas Linda Faulk Churchwright 702/434-6858 faulkilinda@aol.com 3/25/06; Carson City Teri Zutter WNCC 775/445-4451 tzutter@wncc.nevada.edu	Pat Robertson. Emotions are a powerful force in our lives. Without our awareness, they can affect every aspect of how we think and act. Emotional Intelligence (EQ) shapes how we interact with others and how we view ourselves. It frames what and how we learn. Research suggests it is responsible for as much as 80% of our successes. In this workshop the beginning teacher/tutor, as well as the experienced one, will learn the essentials of EQ in order to live an authentic life while influencing others with integrity. Tools from the workshop are directly applicable for all ABE levels. Learn how the brain works along with the physiology of emotion. Discover EQ competencies and how to apply them. Explore exercises to increase the individual's EQ, and how relationships are enhanced with high-EQ communication. Objectives: Understand EQ essentials and importance. Uncover how emotions influence and guide us. Explore how to develop EQ for yourself and the people with whom you interact.

Research related to upcoming reading workshops

Three short digests on teaching reading to adult English language learners are available through the Center for Adult English Language Acquisition (CAELA).

- ◆ Reading and Adult English Language Learners: The Role of the First Language (Burt and Peyton) at www.cal.org/caela/esl_resources/digests/reading.html
- ◆ Reading and the Adult English Language Learner (Van Duzer) at www.cal.org/caela/esl_resources/digests/Read.html
- ◆ How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction? (Burt, Peyton, and Van Duzer) at www.cal.org/caela/esl_resources/briefs/readingdif.html

In addition, the August 2004 issue of *Nevada Connections* was devoted to transforming reading research into practice. It is archived on the Web at www.literacynet.org/nevada; click on "Nevada Connections Newsletters."

Editor: Sharyn Yanoshak ■ Phone: 702/253-6280 ■ Fax: 702/651-4538 ■ E-mail: saylv@cox.net
Community College of Southern Nevada, 3200 E. Cheyenne Ave. – K1B, North Las Vegas, Nevada 89030

Back issues archived at: <http://www.literacynet.org/nvadulted/newsletters.html>

Direct address changes to: robert_dorleans@ccsn.edu. Phone: 702/651-4974 Fax: 702/651-4538

NSHE Board of Regents
Chair: Bret Whipple
Vice Chair: Dorothy Gallagher
Mark Alden
Dr. Stavros Anthony
Dr. Jill Derby
Thalia Dondero
Douglas Roman Hill
Linda Howard
James Dean Leavitt
Howard Rosenberg
Dr. Jack Lund Schofield
Steve Sisolak
Michael Wixom

Non-Profit
U.S. Postage
PAID
Las Vegas, NV
Permit No. 1618

This professional development project is a leadership activity funded by a grant from the Nevada State Department of Education, Workforce Investment Act, Title II (Adult Education and Family Literacy). There is no discrimination or denial of participation on the basis of gender, race, national origin, color, disability, age, or sexual orientation.

New NIFL publication details first steps for applying reading research principles

The Partnership for Reading, a project administered by the National Institute for Literacy, recently published *Applying Research in Reading Instruction for Adults: First Steps for Teachers*. The purpose is to build adult literacy instructors' knowledge of scientifically based reading research and provide basic guidance on how to use it in the classroom.

Author Susan McShane notes, "We know that large numbers of adult learners need to improve their reading skills. And yet, many instructors in adult education programs do not teach reading explicitly." Some reasons for this paradox:

- 📖 The assessments used in most programs don't reveal the complexities of adults' reading needs.
- 📖 Teachers often have only fragmentary knowledge about reading instruction. Many have not had specific preparation in this area.
- 📖 Most classes include adults with extremely varied skills, making specifically targeted, individualized instruction difficult, if not impossible.
- 📖 Teachers are challenged to find ways to incorporate reading instruction into their regular classroom schedules, routines, and lessons.

McShane is hopeful: "As teachers and programs become more capable of applying research-based principles for reading assessment and instruction, the real winners should be adult learners and their families."

The 196-page book is available for download from www.nifl.gov/partnershipforreading/publications/applyingresearch.pdf

The Partnership for Reading is a collaborative effort of the National Institute for Literacy, the National Institute for Child Health and Human Development, the U.S. Department of Education, and the U.S. Department of Health and Human Services. Its purpose is to make scientifically based reading research available to educators, parents, policy makers, and others with an interest in helping all people learn to read well.