

## Workshops to offer Inservice Credit

The free, full-day workshops offered through June 2007 by the ABE state leadership project (funded through the Adult Education and Family Literacy Act) now qualify for .5 Inservice Renewal Credit for Nevada's Teaching License. In order to receive the credit, workshop participants must attend the six-hour workshop **AND** submit evidence that they have completed a 1.5-hour follow-up activity within 30 days of workshop completion. (These workshops continue to qualify toward renewal of Nevada's ABE Certificate of Performance, as well.)

The workshops are hosted by the AEFLA-funded programs throughout the state and space is limited, so pre-registration is required. Contact the program host to reserve your spot for the following upcoming workshops:

<u>Title, date, place, and contact</u>	<u>Workshop presenter, description, and objectives</u>
<p><b>STRATEGIES FOR TEACHING ADULT STUDENTS WITH LEARNING DISABILITIES</b></p> <p><b>1/19/07; Las Vegas</b> Linda Faulk Churchwright Multicultural Center 702/434-6858; <a href="mailto:faulkinda@aol.com">faulkinda@aol.com</a></p> <p><b>2/10/07; Reno</b> Brad Deeds; TMCC 775/829-9052; <a href="mailto:BDDeeds@tmcc.edu">BDDeeds@tmcc.edu</a></p>	<p><b>Lyn Pizor.</b> Whether you are new to adult education or very experienced in the field, whether you teach Adult Basic Skills, ESL, or GED students — you've likely wondered how you could best help LD students learn. Participants will learn about current brain research and the ability to "rewire" and make new connections to build up all the "brain pieces" that were missed the first time in school. Topics include the use of technology; how to build a solid foundation for reading; phonemic awareness, phonics, fluency, vocabulary, and comprehension; and strategies that work for students with memory, attention, processing, and sequencing problems.</p> <p><b>Objectives:</b> Understand the nature of a learning disability. Learn how to use screening tools for ESL and for native language learners. Practice strategies for teaching LD students.</p>
<p><b>TEACHING STRATEGIES ESSENTIAL FOR MANAGING LEARNER SUCCESS</b></p> <p><b>1/20/07; Las Vegas</b> Nita Russell-Latham Catholic Charities of So NV 702/693-6761 <a href="mailto:jlatham@catholiccharities.com">jlatham@catholiccharities.com</a></p>	<p><b>Don Prickel.</b> This highly interactive workshop, designed for all teachers and tutors of adults, draws on current research and best practices for adult learning. Participants will be introduced to a simple five-step process for delivering content to adult learners. Embedded in each of these five steps are new and emerging learner-centered strategies that can enhance (if not transform!) classroom and teaching techniques. Participants will learn how to apply strategies — including cooperative learning, questioning, dialogue, and assessment — geared to help students think more critically and master content more efficiently and effectively.</p> <p><b>Objectives:</b> Examine current myths, research, and trends in adult learning for the purpose of confirming, enhancing, and/or redesigning a 5-step process of learner-centered planning and instruction. Through observation and analyses, design continuous assessment tools to more practically and effectively meet the respective goals of adult learners. Integrate at least two new learner-centered strategies of critical thinking and/or cooperative learning into one's current practice.</p>
<p><b>ACTIVE LEARNING: FUN AND GAMES IN THE CLASSROOM</b></p> <p><b>1/27/07; Carson City</b> Teri Zutter; WNCC 775-445-4453; <a href="mailto:tzutter@wncc.edu">tzutter@wncc.edu</a></p> <p><b>2/10/07; Las Vegas</b> Fay Savedra Gamboa; CCSN 702/651-4722; <a href="mailto:fay_savedra@ccsn.edu">fay_savedra@ccsn.edu</a></p>	<p><b>David Bate.</b> This workshop will provide new and experienced teachers of adult ESL, ABS, and GED students new ways to involve students in learning. Participants will explore active learning strategies that engage the brain, foster interaction, and increase retention of information. Significant time will be devoted to student-centered learning games — what, when, where, and how to use them in the classroom. Other topics include small group work, graphic organizers, attention-getters, and the use of humor and movement.</p> <p><b>Objectives:</b> Discover educational games and other student-centered active learning strategies that enhance learning. Practice a variety of visual, auditory, and kinesthetic instructional strategies that engage participants in the learning process. Develop a plan to implement active learning strategies in the classroom.</p>

For general information about these workshops, contact Sharyn Yanoshak, Manager, ABE Professional Development for Nevada, [saylv@cox.net](mailto:saylv@cox.net), 702/253-6280. For other adult education events, go to [www.literacynet.org/nevada](http://www.literacynet.org/nevada); click on "Calendar of Events" along the left.



## Literacy program and PBS open doors for most-in-need



The CALL. (Computer-Assisted Literacy in Libraries) program, which is administered through the Las Vegas-Clark County Library District, and the KLVX Communications Group, which operates public television channels in southern Nevada, constitute one of but seven partnerships nationwide that received a 2005 Partnership for a Nation of Learners Community Collaboration Grant from the IMLS (Institute of Museum and Library Services). The \$221,197 grant will fund the "Open Door" project, blending the unique resources of public libraries and public television to provide new, cost-effective methods of supporting critical literacy learning among adults and children.

The US Department of Education has found that students need a minimum of 80-120 contact hours of study to advance one literacy level, yet most CALL students are typically only able to participate in one 72-hour course each year because of funding and space limitations. Through this project, the CALL program will extend its one-on-one contact with students in the classroom and computer labs through DVD, CD, and VHS programs, as well as broadcasts. This will enable students to continue the program via interactive video they can watch and use at home. Since most CALL students have televisions as well as DVD or VCR players in their homes, and because KLVX is a known and trusted source for entertainment and education among Latinos in southern Nevada, acceptance of the video series is expected to be high.

The main audiences for the project are pre-literate and low-literate adults, including young adults aged 18-24 seeking the GED for high school equivalency and parents and caregivers of preschoolers from low-literate families. The project also targets those whose first language is Spanish, a population that has the highest rates of poverty, unemployment, and school dropout in southern Nevada.

### Activities

- ✓ Produce an instructional video series specifically designed for English language literacy needs of southern Nevada.
- ✓ Augment intensive one-to-one English Language and GED instruction with supportive video programming and other electronic resources.
- ✓ Provide parents and caregivers with workshops on how to support emergent literacy using public library and public television programming.
- ✓ Train library district staff on how to use special collections developed for hearing- and sight-impaired persons within a literacy program context.
- ✓ Develop a current, comprehensive referral list of web-based information on literacy providers and other literacy resources.
- ✓ Design and launch a marketing campaign targeted to families and identifying literacy programs that can help them.
- ✓ Create a true partnership between two major community literacy service providers.

For more information, contact Literacy Services Coordinator Connie Barker, [barkerm@lvccld.org](mailto:barkerm@lvccld.org), 702/507-3534.



**Feb 14-17**

### Upcoming conferences

LDA (Learning Disabilities Association) 44th Annual International Conference  
Pittsburgh, PA. <http://www.ldaamerica.org/conference/index.asp>

**Mar 4-6** 16th Annual National Conference on Family Literacy, Orlando, FL. [www.famlit.org/Conference/](http://www.famlit.org/Conference/)

**Mar 21-24** 41st Annual TESOL Convention and Exhibit, Seattle, WA. [www.tesol.org](http://www.tesol.org)

**Mar 25-28** Commission on Adult Basic Education (COABE) Conference, Philadelphia, PA. <http://www.coabe.org>

**Apr 12-15** CATESOL 2007 Statewide Conference, San Diego, CA. [www.catesol.org](http://www.catesol.org)

**Apr 25-28** Mountain Plains Adult Education Association (MPAEA) 2007 Conference, Coeur d'Alene, ID. [www.mpaea.org](http://www.mpaea.org)

**May 12-17** International Reading Association (IRA) Research Conference and Annual Convention, Toronto.  
[www.reading.org/association/meetings/](http://www.reading.org/association/meetings/)

**Jun 26-28** CASAS National Summer Institute, San Diego, CA. [www.casas.org](http://www.casas.org), 800/255-1036

# Pilot studies for implementing standards flying high

*Claudia Bianca-DeBay, NV CASAS Manager/Trainer & Resource Specialist [cdebay@tmcc.edu](mailto:cdebay@tmcc.edu), 775-824-8604*

Volunteer teachers from Truckee Meadows Community College and Catholic Charities of Southern Nevada/Migration and Refugee Services have graciously offered to begin implementation of the newly developed ESL/EL Civics Content Standards. These pilot studies began in September and will continue until June 2007.

Getting this project “off the ground” was slow at first. The teachers were asked to choose a few standards that closely matched their students’ needs and goals. The only “rules” were that teachers share their chosen standards with me, ask for my help (materials, lesson activities, and assessment ideas) as needed, and give me an on-going informal, brief report via email, telephone conference, or log regarding what worked and what didn’t.

As the teachers were already comfortable working with the CASAS competencies, we quickly determined it was easier to work backwards — they chose the competencies that aligned to their teaching goals, then chose the ESL and civics objectives that aligned to these competencies, and then chose the standards in reading, listening/speaking, and writing that aligned to these objectives. They were surprised (and delighted!) to find out that they had already been teaching many of the standards.

The pilot study process provided teachers with the opportunity to organize their teaching strategies and to formally acknowledge that they were complying with standards teaching.

## Group or individual? It works both ways!

The Catholic Charities teachers chose to work as a group. They have been holding regular meetings to identify some of the EL Civics objectives that already exist in their curriculum and to create a common instructional thread that will flow smoothly and consistently throughout the learning levels. They created an impressive overview table of class-level flow which resulted in consistent lesson planning and focused lesson activities. I am in awe of these dedicated, high caliber teachers!

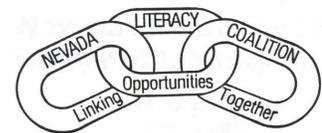
Teachers from the Truckee Meadows Community College program, which is nearly three times larger than Catholic Charities’, opted to work individually, according to their students’ level. They also chose competencies, objectives, and standards based on teacher and student goals. Frequent correspondence enabled me to provide additional materials, resources, and assessments that would augment their lessons. Reports of their on-going progress have greatly informed this study. I am so impressed with their ideas and dedication to this process!

What have I learned so far? Working with these teachers throughout the state has confirmed my hunch — Nevada is blessed to have outstanding, dedicated teachers who do not feel stifled by standards but, rather, embrace them as a means to enhance their teaching and ensure that their students are receiving the best education possible.

## Improvements continue at the SLRC

*Kathy Biagi, Literacy Coordinator, Nevada Literacy Coalition*

*800/445-9673, 775/684-3340, [kabiagi@clan.lib.nv.us](mailto:kabiagi@clan.lib.nv.us)*



In an effort to make access to State Literacy Resource Center materials more user-friendly, the Nevada Literacy Coalition (NLC) is making significant enhancements:

- 📖 Two computer search stations will be activated in the SLRC to enable easy on-site searches for materials. Currently, searches are made in the main State Library (downstairs) and people then come upstairs to look for items. On-site search stations will make locating materials easier and quicker. Both search stations will be up and running this month.
- 📖 The NLC website is in the process of being redesigned to make accessing the SLRC catalog of resources much easier. There will be one-click access to one menu item: *NLC State Literacy Resource Center*. From there, users will be able to search the SLRC materials by subject, title, author, etc. Currently, it is a multi-stepped process to locate the SLRC catalog access. A FAQ (Frequently Asked Questions) section containing information such as how to access the catalog and how to use ERIC Descriptors in searching for materials will be added, as well. Ultimately, the NLC home page will contain links to various literacy programs, resource lists, databases, etc.
- 📖 The ERIC Descriptors used to shelve SLRC items will continue to be used. The instructions for locating resources using ERIC will be clarified and made more visible within the SLRC.

The NLC continues to seek input about how to improve access to literacy materials. Please share your suggestions or comments with me or Administrative Assistant JoAnne Goena.

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## New, free GED resources available

### Renowned panel discusses GED impact

The recent “Research on the Economic Impact of the GED Diploma Panel” webcast focuses on the economic benefits that accrue to holders of the General Educational Development (GED) credential. It is based on a review by John Tyler of eight recent (published and working) research papers on the GED. Several of these papers were authored by John Tyler, Richard Murnane, and John Willett, researchers with NCSALL whose work has influenced what we know about the economic benefits of the GED.

To view in streaming format, go to [http://www.nifl.gov/nifl/webcasts/ged/webcast\\_ged.html](http://www.nifl.gov/nifl/webcasts/ged/webcast_ged.html). To order the DVD (\$5.00 from NCSALL), go to <http://www.ncsall.net/?id=675>

### Teacher’s Guide updated

*Beyond the GED: Making Conscious Choices About the GED and Your Future* is full of lesson plans and materials for the GED classroom. Newly revised to include new data and information on the Internet, this guide for GED instructors offers adult learners an opportunity to practice writing, use graphs, read charts, and analyze research findings on the economic impact of the GED. To download the guide, go to <http://www.ncsall.net/?id=35>

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### Local math expertise on call

Several months ago, veteran GED instructors Bodie Coates (WNCC) and David Sultzbach (CCSN) attended the national GED Math Training Institute sponsored by the U.S. Department of Education. They’ve got plenty of information to share and would like to hear about Nevadan’s ideas and concerns around this topic. Bodie can be reached at [coatesb@wncc.edu](mailto:coatesb@wncc.edu), 775/445-4452; David at [DRSBach@msn.com](mailto:DRSBach@msn.com), 702/286-4190.

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