

NAE Board updates



Jennifer Keiser
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Jennifer Keiser, Adult Education Coordinator/GED Chief Examiner at the Clark County School District, is the newest addition to Nevada Adult Educators' Board of Directors. An (upstate) New Yorker, Jennifer graduated from Broome Community College with two A.A.S. degrees in Business Marketing and Nursing. She then received her B.S. degree from Binghamton University in Human Development.

After a career in business and nursing, she decided it was time for a change and received certification and a master's degree from Marywood University in Scranton, PA in the field of Special Education. She has taught in New York, California, and Nevada in various fields of special education. After spending nine years in the classroom, she obtained her administrative endorsement through UNLV and began working at CCSD in 2009.

Drawing on her extensive background, Jennifer finds her work with adults simultaneously challenging and rewarding. "Students come to our department from all walks of life with all types of needs. It is gratifying knowing that I can assist them in fulfilling their educational goals and dreams so they may continue on with postsecondary education and/or gainful employment."

Teri Zutter, a Board member since NAE's inception in 2007, has agreed to serve as NAE's Secretary. Teri entered adult education from the ground floor: She received her GED in 1986; began tutoring math at the community college level in 1990; and subsequently taught English as a Second Language, Adult Basic Education, GED Preparation, and United States Citizenship Preparation classes.

She served as MPAEA President in 2006-2007 and is a popular presenter in Nevada and at regional conferences. She has been the Director of the Adult Literacy and Language Program at Western Nevada Community College in Carson City since 2000.

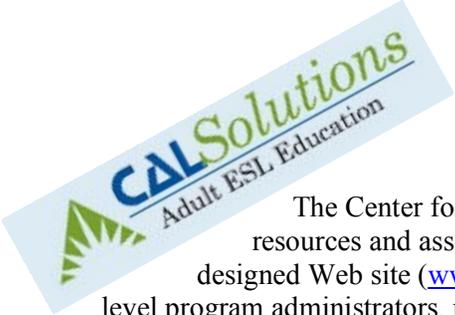
Other NAE Board members are Bob Henry (President), Linda Bogle (Treasurer), Olu Akinyele, Heath Horvat, Kathleen Jameson, Sam King, Alan Pierce, Mary Ramirez, Vivian Vasquez Fully, Sharyn Yanoshak, and Ken Zutter.

Support Nevada Adult Education by joining or renewing your [NAE](#) membership. Annual dues are \$35 (July 1 – June 30).



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CAL resources for ELL educators readily available

The Center for Applied Linguistics (CAL) continues to build on its 30-year history of providing resources and assistance to practitioners working with adults learning English. Visit CAL's newly designed Web site (www.cal.org/adultesl) to access hundreds of free resources for teachers, local and state-level program administrators, researchers, policy makers, and the general public.

- The searchable [Adult ESL Resource Database](#) categorizes and annotates nearly 300 documents.
- Topical [Briefs](#) & [Digests](#) summarize current evidence-based information on issues related to adult English language acquisition. All briefs and major papers undergo an anonymous external review process before they are finalized and published.
- A list of [Bibliographies](#) includes some bibliographies developed by the Center for Adult English Language Acquisition (CAELA). Some entries focus on more traditional published materials such as journal articles, books, and research reports.
- Other [Publications](#) include various toolkits and guides for practitioners and trainers.

The non-profit CAL also offers many [fee-based services](#), including research-based professional development and technical assistance that can be customized to meet program needs, including:

- Professional development workshops for a half day, full day, or across weeks and months. Workshops and courses are tailored to meet the needs of a program or state.
- Training, coaching, and mentoring teachers and teacher trainers to implement instructional practices, reflect on their implementation, and document their effectiveness.
- Designing professional development materials that can be used in professional development sessions.
- Development of curricula and instructional approaches for use with adult English language learners.
- Reviewing and evaluating programs that serve English Language Learners.



Transitioning help for all

<http://lincs.ed.gov/>, click on Professional Development, then on Resource Collections

LINCS' [Workforce Competitiveness Collection](#) contains research-based resources around the topics of workforce education, English language acquisition, and technology for adult educators. Recent additions related to transitioning students include:

Workforce Education: Preparing adults to transition successfully to postsecondary education and careers has become the central message for adult educators in terms of learner outcomes. The underlying message, however, is that learners need to improve their basic skills if they are to be successful in those transitions. This message is clear in [Crossing the Bridge: GED Credentials and Postsecondary Educational Outcomes](#), the first report of a longitudinal study on the effects of obtaining the GED on postsecondary enrollment, persistence, and completion. Findings show that higher GED scores result in a greater likelihood of postsecondary success.

English Language Acquisition: [Promoting Learner Transitions to Postsecondary Education and Work: Developing Academic Readiness Skills from the Beginning](#) also addresses transitions, with a focus on adult English language learners. The resource reviews the current and projected need for skilled workers and the academic and higher level thinking skills immigrants will need to be able to be successful. Reviewers found this to be a highly valuable resource. It makes the case for integrating academic and higher level thinking skills with ESOL instruction from the start, providing examples of how to do this at the beginning, intermediate, and advanced levels.

Technology: [Developing Discipline-Based Critical Thinking Skills Via Use of Interactive Technologies](#) may be of particular use to GED teachers and those who are involved with efforts to help students transfer to postsecondary institutions. The resource provides a rationale for incorporating the teaching of critical thinking skills into the online learning environment, maintaining that critical thinking skills assist learners to evaluate and link the extensive information and ideas available via online and social networking technologies. The author explicitly lays out strategies for each principle of learning included in the resource.

**It isn't what people think that is important,
but the reason they think what they think. —Eugène Ionesco**

Check this out! New model for using technology

Teaching Digital Natives: Partnering for Real Learning by Marc Prensky (2010) presents a partnership model to promote 21st century learning through technology where:

- Students specialize in content finding, analysis, and presentation via multiple media.
- Teachers specialize in guiding student learning, providing questions and context, designing instruction, and assessing quality. (They don't have to be masters of technology.)
- Administrators support, organize, and facilitate the process.
- Technology becomes a tool that students use to learn and get things done. (Prensky lists 132 tools.)

The book contains strategies, tips, and examples for preparing students to thrive in today's globalized digitized world.



Are they really immigrants?

Prensky coined the phrases digital natives and digital immigrants ten years ago, but time and experience have tested the implications of these terms.

According to an article in the *British Journal of Educational Technology*,⁽¹⁾ the picture emerging from research on young people's relationships with technology is much more complex than the digital native characterization suggests. While technology is embedded in their lives, young people's use and skills are not uniform. There is no evidence of widespread and universal disaffection with education, nor is there evidence of a distinctly different learning style for tech-savvy learners.

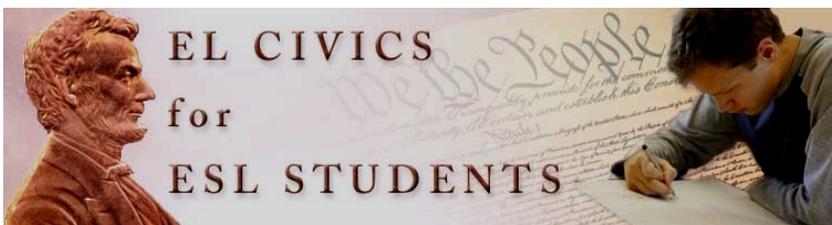
"We may live in a highly technologised world, but it is conceivable that it has become so through evolution, rather than revolution," suggest the authors. "Young people may do things differently, but there are no grounds to consider them alien to us. Education may be under challenge to change, but it is not clear that it is being rejected."

Some say the term *digital immigrant* overlooks the fact that many people born before the digital age were the inventors, designers, developers, and first users of digital technology and in this sense could be

regarded as the original "natives." The term also discounts the broader and more holistic knowledge, experience, and understandings that older generations may have about digital technologies and their potential place in society.

Ken Zutter, Nevada Adult Education's technology guru, is also uncomfortable with the potential implications of this simplistic terminology. "Just like Brandon's *self-esteem*, 'digital immigrant' gets lost in translation," he said. "The term gets abused, e.g., with the attitude 'I am a digital immigrant, I can't do (or learn) that.' And the terminology falls apart in the classroom: A recent survey found that both groups integrated technology about equally. The older teachers had the benefit of experience when dealing with technological problems that cropped up. They were much more adept at recovering and finding creative solutions. They were also more likely to ask for help from the students, where younger teachers were reluctant to show their ineptness."

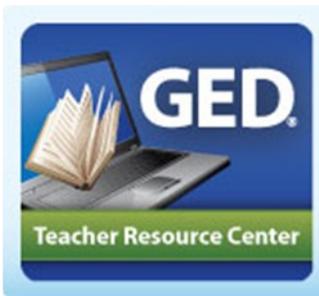
- (1) "The 'Digital Natives' Debate: A Critical Review Of The Evidence," Bennett, Maton, and Kervin, *British Journal of Educational Technology*, Vol 39 No 5 2008.



Bald Eagle, 50 U.S. States, and more. New lessons, worksheets, PowerPoint presentations, and videos are added to elcivics.com every week. The site includes links to a [video channel](#), [free ESL e-books](#) with downloadable short stories, [picture puzzles](#), and an [online ESL writing tutor](#).

Although you cannot copy the pictures and photos from this free Web site (www.elcivics.com/), you may copy and use any of the educational worksheets for classroom or home use. Available now are units on the Statue of Liberty, Washington, D.C., American

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 race, color, sex, age, religion or religious creed, national origin, sexual orientation, ancestry, or disability.



GED® Teacher Resource Center online

New Readers Press, a publishing division of [ProLiteracy](#), recently launched www.newreaderspress.com/GED to provide teacher-to-teacher support for GED educators. A short video shows how to navigate the site, which includes access to free pre-GED and GED classroom activities and nicely organized links to other GED-oriented sites and information. The site also provides ways to “keep connected,” including links to social media platforms and an e-newsletter.

Dave Sultzbach, senior specialist at CSN’s Adult Literacy and Language Program, thought it would be a good resource for teachers, noting, “It connects to sites I’ve used for years including the OWL Writing Lab at Purdue. It also offers several interesting sites that are new to me.”

Master Teacher Angela Andrade agreed: “The GED Teacher Resource Center is an exceptional hub of valuable information for GED instructors. I spent some time perusing the information contained within each of the separate links. At the end of my quest, I found the ‘GED Teaching Links’ area to be the most useful. Here, a teacher will find links to various resources, curricula, videos, and professional development opportunities.

“My personal favorite link is ‘GED as Project,’ in the curricula category. This Web site contains an amazing amount of GED materials for both the instructor and the student. It offers an entire curriculum for a GED program for free! From facilitating a classroom to content area lesson plans with printable handouts ... the information contained within the GED as Project curriculum is incredible.

“The ‘GED Teacher’s Lounge Discussion Board’ is a wonderful arena for teachers to chat and discuss questions and/or share best practices for teaching GED material. I am a fan of the New Readers Press GED and pre-GED skill workbooks so having an online component to accompany the materials is much appreciated.”

About 90 percent of the fastest growing jobs of the future will require education or training beyond high school. —Office of Vocational and Adult Education Web site