

Info Rap

ESL, CBET and
Citizenship Programs

VOLUME 4, ISSUE 3

JANUARY 15, 2002

ESL/CBET Staff Development Series Underway

Approximately 250 instructors attended the November staff development series sponsored by the ESL/CBET program. Provided at three locations: Belmont CAS, LA Technology Center, and Rinaldi Adult Learning Center, this two-part series provided eight hours of professional growth credit and an exciting array of topics for teachers seeking to increase their knowledge and skills. Teachers were able to select workshops based upon their interests: Multi-Level Lesson Planning, New Teacher Basics, Nuts and Bolts of CBET, Understanding and Preparing for the Promotional Exam, The Life Skills Reading-CASAS Connection, Beginning Level Strategies, and Teaming Up - Integrating SCANS into Instruction. They benefited from the wisdom and years of experience provided by the trainers: Liliana Howard, Marilou Savella, Ronna Magy, Candace Lee, Arlene Simmons, Marilyn Shields, Chan Bostwick, Liz Golombek, Jayme Adelson-Goldstein, George Hildebrand, Jean Owensby and Marilyn Schalit. Evaluations were overwhelmingly positive. Com-

ments from teachers included: "I've been to many workshops on this topic during my ten years as an ESL teacher and this, by far, was the best," "I think my students will enjoy these strategies," "Great hands-on practice," "I really felt like I learned a lot," "I'm not 'there' yet, but I have a clearer path to follow now."

If you would like to participate in the next series in February, register using the form on page 4 of this issue of Info Rap. If you would like more information about the workshops, call Jayme Adelson-Goldstein at 213-202-5423.

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ESL/CBET Programs Roll Out Laptop Carts!



ESL/CBET Beginning High students at Pacoima Skills Center have a choice of using desktop computers (always set up around the perimeter of the classroom) or wireless networked laptop computers (placed on student tables as needed) to study and practice English.

The laptops are stored on a security cart with electrical outlets so that they can be recharged when not in use. They can then be checked out to the students as needed. Several adult schools have invested in the laptop carts. The carts can be transported to branch locations, providing a way to bring the latest technology to all parts of the community. In the photo below, a student is checking out a laptop computer from his teacher.



A Mixer for the Classroom from the new ESL Beginning Low Course Outline

If you have seen the new ESL Beginning Low and ESL Beginning Literacy course outlines, you may be wondering why they are so thick. Don't worry. They don't contain pages and pages of new competencies. Instead, these new outlines provide teachers with sample activities for the classroom. Written and field tested by instructors in the field, these activities provide fresh new ideas for presenting and practicing topics you already teach. Here is an activity you may want to try.

Minimal Competency # 27 Interpret a simple appointment card with date and time. ESL Beginning Low (pg. 62)

This is a practice activity that takes about 30 minutes. It is a mixer in which students interpret simple appointment cards. Students should already be familiar with dates and times.

1. Make a set of appointment cards so that there is one for each student. Fill out the cards with different days, dates and times. (As an alternative to preparing individual cards, plan a prior activity in which students fill in blank appointment cards with their choice of day, date, and time.)
2. Review days, dates and times on the board.
3. Draw a sample appointment card on the board and fill in a sample appointment. Write the question: "When is your appointment?" Ask students to say the day, date, and time. Repeat the questions and answers several times. Practice follow-up questions such as "What time is your appointment?" as well.
4. Distribute one card to each student.
5. Ask one volunteer to model with you. Ask the student "When is your appointment?" The student should answer by reading the information on his/her card. The student then asks you, "When is your appointment?" and you answer with the information on your card. After you have both asked and answered the question, you trade cards and move on to another student. Model as many times as needed.
6. Ask the entire class to take their appointment cards and stand up. They must find a partner, ask and answer the question, trade cards, and then move on to another partner. Give the students 8-10 minutes to mingle.
7. Ask each student one or two questions about the appointment cards as you collect them. (This step serves as an evaluation of the activity.)

Follow up: Photocopy eight blank appointment cards on one sheet of paper. Dictate the various appointment times to the students. Have them fill in the dates and times and compare their answers with a partner. Check the answers.

New ESL/CBET Publications coming soon!

Thinking about incorporating more technology into your ESL instruction? Want to buy new software for your computer lab or get your students on the Internet? This spring the ESL/CBET program will be publishing a **Technology Guide**. A team of teachers led by Matthew Kogan and Eva Quezada has compiled this comprehensive package complete with software reviews, Internet site suggestions, tips for implementation and lesson ideas. Look for the guide at the Spring CAROP/CCAIE Conference.

Is that old ESL textbook you've been using feeling stale? This spring you can look forward to a new **Recommended Textbook List** compiled by ESL professionals from the field with leadership provided by Dan Kiernan and Ronna Magy. This up-to-date list will help you make sound choices for next fall's textbook purchasing. Criteria for selection included meeting California Model Standards for ESL instruction, Division course outline requirements, and usefulness in the classroom.

Wondering how to incorporate CBET into your classroom instruction? A complete **ESL/CBET Teachers' Resource Handbook** will be available this spring to assist you. If you haven't seen the "Excerpts" from this handbook and would like a copy, let your ESL or CBET coordinator know. You may also want to attend the February 2nd workshop "Nuts and Bolts of CBET" at Gardena CAS presented by Marilyn Shields, the coordinator of this project. See the registration form on the back of this Info Rap.

| | |
|-----------------------------|--------|
| Dr. Freeman | |
| 2345 Baker Blvd. | |
| Los Angeles, CA 90017 | |
| You have an appointment on: | |
| _____ | |
| (day) | |
| _____ | |
| (date) | (time) |

Info Rap

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Want to publish in Info Rap?

Call Kit Bell at
213-202-5575

Language Through Art

By Diana Jahre, Venice CAS

This session, I had the opportunity to participate in a pilot program in collaboration with the J. Paul Getty Museum. The program is called Language Through Art, which is an ESL enrichment program. Sherry Sidoti, a coordinator with the Education Department of the Getty, wanted to reach an untapped population to involve in the Getty's programs. She contacted Venice Adult School and asked for volunteer teachers in the upper level classes to help her further develop an effective program. I immediately jumped on the bandwagon, seeing this as an exciting opportunity for our adult ESL students to broaden their language skills in conjunction with developing an appreciation for art.

It has been very rewarding to help fine tune the teacher curriculum guide with Ms. Sidoti and a small focus group of ESL teachers in order to make the curriculum more "teacher friendly." Basically, there are three lessons, which culminate in a class trip to the Getty Museum. The lessons are divided into three themes: Looking at Portraits, Looking at Landscapes, and Looking at Narrative Art. Within each theme, there are several lessons and student activities for

these lessons, including suggested enrichment activities. Each lesson focuses around an image of one artwork, with the option of two additional artworks for the teacher to choose from. All of the artworks are found in the Getty Museum. To assist the teacher, information about the artist and the image are provided at the end of each theme, in addition to all student activity sheets needed for the lessons. These originals are all able to be photocopied. Each theme may be taught in one day, over the course of a week, or even over a month, as best fits the structure of the individual class. All of the lessons are complete with objectives, teacher instructions, questions for discussion, vocabulary lists and enrichment activities.

The students develop a genuine appreciation of great art, including paintings, photography and sculpture, while developing essential language skills at the same time. These skills include reading, writing, conversation, vocabulary building and pronunciation. They also practice computer skills while researching the Getty Museum, the artists and the artworks. We have already taken three class trips to the Getty on a luxurious bus

furnished by the Getty, free of charge. On arrival, the students are cheerfully greeted by Getty teacher-guides who take groups of students on a tour which includes more interesting educational activities and the thrill of seeing the artworks they studied in the classroom face-to-face. We all felt like V.I.P.'s, compliments of J. Paul Getty. The students were also able to invite friends and family members.

I cannot praise this program enough for the life-long benefits to adult students and their families. At this point, the Language Through Art Program is still in the first phase of development, working only with Venice CAS and Van Nuys CAS. While this program is currently working specifically with these two schools, The Getty hopes to serve more ESL students and teachers in the future. For more information about the programs, call Teacher Adviser Arlene Simmons at 213-482-2081.



REGISTER NOW FOR THE FEBRUARY 2002 ESL/CBET STAFF DEVELOPMENT WORKSHOPS!

Workshops will be held on
Saturday, February 2, 2002 and Saturday, February 9, 2002
from 9:00 a.m. to 12:00 p.m.
**at the Saticoy branch of Van Nuys CAS, Venice Skills Center,
and Gardena CAS**

**Complete the registration information below and
fax this form to the CBET Office at 213-482-0604.**

(Please print all information)

NAME: _____

SCHOOL: _____

EMAIL: _____ **MESSAGE PHONE:** _____

YEARS OF TEACHING EXPERIENCE _____ **YEARS IN ADULT ESL TEACHING** _____

CURRENT CLASS ASSIGNMENT(S) _____

YOUR GOAL(S) FOR ATTENDING THESE WORKSHOPS: (Please check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> new to ESL | <input type="checkbox"/> new to adult education |
| <input type="checkbox"/> seeking professional growth hours | <input type="checkbox"/> looking for new ideas and strategies |
| <input type="checkbox"/> other _____ | <input type="checkbox"/> refining teaching skills |



WORKSHOP SELECTIONS: (*Part I is the prerequisite for the Part II workshop)

SESSION 1: FEBRUARY 2, 2002

- Understanding and Preparing for the ESL Promotional Test: Part I (Saticoy)
- Effective Use of Classroom Visuals: Part I (Saticoy)
- Nuts and Bolts of CBET (Gardena)
- Teaming Up! Part I (Gardena)
- Multi-Level Instruction: Part I (Venice Skills Ctr.)
- New Teacher Basics (Venice Skills Ctr.)

SESSION 2: FEBRUARY 9, 2002

- Understanding and Preparing for the ESL Promotional Test: Part II * (Saticoy)
- Effective Use of Classroom Visuals: Part II* (Saticoy)
- Tools for ESL Lesson Planning (Gardena)
- Teaming Up! Part II* (Gardena)
- Multi-Level Instruction: Part II* (Venice Skills Ctr.)
- Beginning Level Teaching Strategies (Venice Skills Ctr.)

 **Registration confirmation will be faxed or sent by school mail to your LAUSD site.**
 If you do not have a regular teaching assignment with LAUSD, please provide a fax number or address to which your registration can be sent: _____

Registration Closes January 25, 2002
Questions? Call Jayme Adelson-Goldstein at 213-202-5423.

Prompt for Part One of the Beginning Low B Speaking Test

Help your students prepare for the promotional test. Make full size copies of the images on this page. (Cut off the title, heading and this introductory paragraph for greater clarity.) For more information about administering the ESL Promotional Tests and evaluating student responses, see the *Teacher's Guides* in the ESL Promotional Test Battery distributed to every adult school. (Look for the 3 volume set of white binders with red cover sheets.)

The images are not the same as those on the actual Beginning Low B test. They are meant to provide a way to practice for the test throughout the semester using different competencies from the same course outline.

"Identify common occupations" and "Identify basic duties of common occupations" are topics 50 and 51 of competency area VII "Occupational Knowledge" in the Beginning Low Course Outline (page 13).

Instructions

1. Have student pairs sit facing each other.
2. Place the Job Picture Prompts so both students can see them.
3. Point to one of the pictures and say to one of the two students: "Tell me something about this job."
4. Say to the same student, "Now tell me something about your job." (If the student doesn't have a job have them describe someone else's job.) Again allow the student to talk for no more than 30 seconds.
5. Follow the same procedure with the second student, but use the second prompt.



Job Picture Prompt 1



Job Picture Prompt 2

Los Angeles Unified School
District, Division of Adult and
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ESL, CBET and Citizenship
Programs

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The Division of Adult and
Career Education Home Page
is at
<http://www.lausd.k12.ca.us/lausd/offices/dace>

Upcoming Events and Important Dates

| | |
|--------------------|---|
| January 23 | CBET/Waterford Coordinator Meeting, 1:30 - 4:00, Gene Autry Museum |
| January 25 | ESL/CBET/Citizenship New Teacher Orientation, 1:00 - 4:00, ELAOC |
| February 2 | ESL/CBET Staff Development Workshops: Van Nuys CAS, Venice CAS, Gardena CAS |
| February 9 | ESL/CBET Staff Development Workshops: Van Nuys CAS, Venice CAS, Gardena CAS |
| March 2 | Spring Conference, CCAE/CAROCP |
| March 7 | ESL/CBET Coordinator Meeting, 1:30 - 4:00, Gene Autry Museum |
| March 14-17 | CATESOL, San Francisco |
| March 21 | ESL/CBET/Citizenship New Teacher Orientation, 1:00 - 4:00, ELAOC |
| March 25-29 | Spring Recess |
| April 9-13 | TESOL, Salt Lake City |
| April 19 | ESL Written Tenure Exam |
| April 24 | ESL/CBET Coordinator Meeting, 1:30 - 4:00, Gene Autry Museum |
| May 3 | ESL/CBET Staff Development Workshops, Sites TBA |
| May 10 | ESL/CBET Staff Development Workshops, Sites TBA |
| May 17 | ESL/CBET/Citizenship New Teacher Orientation, 1:00 - 4:00, ELAOC |
| May 30 | ESL/CBET Coordinator Meeting, 1:30 - 4:00, Site TBA |
| June 24 | End of School Year |



ESL/CBET Staff Development Workshop Descriptions

New Teacher Basics. Participants will learn how to effectively plan and carry out daily ESL instruction using the course outline and lesson planning resources.

Understanding and Preparing for the ESL Promotional Test, Parts I & II. Participants in this workshop will understand the components of the ESL Promotional tests, get hands-on practice scoring speaking and writing tests, and create activities that help students develop their speaking, writing and listening skills in preparation for the promotional test experience. (Part I is a repeat of the 11/2/2001 workshop. If you have already taken Part I, only sign up for Part II.)

Multi-Level Instruction, Parts I and II. Participants will learn how to use successful classroom management strategies and multi-level activities, then learn how to effectively plan Multi-Level ESL instruction.

The Nuts and Bolts of CBET: Integrating CBET into the ESL classroom. Participants will learn how to incorporate CBET competencies, classic ESL techniques and teaching strategies, and CBET materials into the ESL/CBET classroom. Each participant will receive materials from the 2001-2002 CBET Teachers' Handbook.

Strategies for Beginning-Level Teachers. Participants will learn how to integrate all four skills in a beginning-level lesson, incorporating techniques and activities that enhance beginning-level communicative competence.

Tools for ESL Lesson Planning. Participants will explore the essential elements of a successful lesson, identify key techniques that develop students' communicative skills, and adapt ready-made lessons for immediate use.

Teaming Up! Incorporating Cooperative Learning in the ESL Classroom, Parts I & II. Participants will learn how team tasks and classroom management strategies enhance students' language skills while building communicative competencies and skills they need as workers, parents and community members. (Part I is a repeat of the 11/16/2001 workshop entitled Teaming Up! Incorporating SCANS into the ESL Classroom. If you have already taken Part I, only sign up for Part II.)

Effective Use of Classroom Visuals, Parts I and II. Participants in these hands-on workshops will learn how to create simple chalkboard visuals that provide comprehensible input, involve and motivate students, and become the basis of meaningful guided and communicative practice for all levels.