

Info Rap

ESL, CBET and Citizenship Programs

VOLUME 4, ISSUE 1

JULY 9, 2001

Beginning Low and Beginning High Course Outline Revisions Underway

A committee of Beginning Low and Beginning High ESL teachers has been working since November 2000 to revise the course outlines for their levels. Members of the committee are Patricia Boquiren (Metro Skills Center), Craig Carter (Jordan Locke CAS), Julia Dewey (Belmont CAS), Ed McBride (West Valley OC), Suzanne Siegel (Franklin CAS), Merari Weber (Metro Skills Center), Liz Koenig-Golombek (El Camino CAS), Sun Hee Kim (Belmont CAS), and team leader Carolyn Healy (LACAS). Teacher Adviser Jean Owensby is guiding the project from the Central Office. The results of their efforts will be

two new course outlines to be implemented in the Fall of 2001.

The new course outlines will include about 60 SCANS-related activity ideas, one for every competency in the Beginning Low and Beginning High levels. These teacher-created warm-up, practice, and application activities can be used in lessons that incorporate the SCANS competencies and foundation skills.

In addition to the newly-created activity ideas, each course outline will include CBET competencies for the level, along with activity ideas for teaching them. There will be a new section titled "Technology in

the ESL Classroom," with suggestions for incorporating various kinds of technology in a beginning-level class.

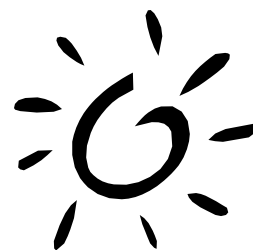
Other sections of the Beginning course outlines that have already been updated and expanded are the Glossary of ESL Terms, the listening, speaking, reading and writing skills for each level, and the pages on instructional materials and testing.

The core of the Beginning Low and Beginning High course outlines will be the same as in past outlines, including the three sections of language skills, competencies, and structures. The additional materials are intended to help the teacher integrate

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those three sections and tailor the course to fit the needs of each Beginning ESL class.



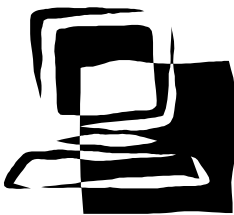
About this issue

The ESL, Citizenship and CBET Programs are in the process of creating materials to assist teachers as they strive to grow professionally and meet the needs of their students. At this time, teacher teams are involved in the development of Beginning Low, Beginning High and Literacy course outlines, core textbook evaluations, placement test instruments, a

CBET teacher resource handbook, an updated technology guide, promotional test inservice videos, and a new ESL tenure exam. Program advisers, along with mentor teachers, are also creating a series of staff development workshops for the 2001-2002 school year. This issue contains detailed updates on some of these projects, as well as teaching ideas for your classroom.

TECHNOLOGY COMMITTEE UPDATE

In November 2000, a Technology Committee was formed to create an ESL/CBET/Citizenship technology guide and update some of the reviews published in the 1999 Technology Review. Current active committee members are Marianne Doran (Venice-Hamilton CAS), Giang Hoang (Evans CAS), Jenny



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nology into ESL instruction. The guide will include much more than software and video reviews. It will also include practical lesson plans and articles that focus on various aspects of technology and its integration into English language instruction. In addition, the guide will include website reviews and strategies for using computers and other technological devices. The *Technology Guide* will be available to all schools in the fall.



Promotional Test Videos in Production

To better assist teachers and schools in implementing the new *Promotional Tests*, a set of videos explaining the testing and scoring of the speaking component of the tests is being produced. The videos will focus on setting up the classroom, implementing the speaking portion of the tests, and scoring the students. As part of the video, teachers will have an opportunity to see and score authentic test sessions and compare their scores with the scores

of an experienced group of test givers.

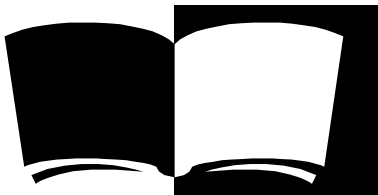
Filming is underway at the Rafu branch of Roosevelt-Bilingual CAS and at the Hughes branch of El Camino CAS. A separate video will be available for each level of the promotional tests. Instructors involved in producing the video are

Liz Koenig Golombeck (El Camino CAS), Bruce Mueller (Crenshaw CAS and Franklin CAS), Christopher Pickett (LA Tech), Peter Schushtari (LA Tech), Aion Velie (LA Tech). Advisers Chan Bostwick and Barry Bakin are facilitating the project from the Central Office.

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ESL/CBET Teacher Resource Handbook Coming Soon!

This fall, ESL/CBET teachers will have available for their use in the classroom the new *ESL/CBET Teacher Resource Handbook* filled with reproducible materials and activities that will support District



Course Outline ESL/CBET competencies. The competency areas covered in the handbook will be *The School Community*; *Curriculum and Standards*; *Parent - Teacher Communication*; *Home Learning Environment*; and *Tutoring Skills*. The activities and materials in the handbook will provide for a variety of instructional needs including: background information on CBET, lesson plans, vocabulary-building activities, reading and writing skill

builders, group and pair discussions, school-related forms and other issues of concern.

Instructional materials in the handbook support a broad range of ESL skill levels making them usable in both single and multi-level classes. The *ESL/CBET Teacher Resource Handbook* workshop will be presented at the DACE fall conference on Saturday, October 6, so plan on attending to learn more!

CASAS Test Correlations Completed and in Schools



Correlations of CASAS Reading Test competencies and the Division of Adult and Career Education ESL/CBET course outlines are now complete and have been disseminated to all schools. The correlation packet includes information on how to use the correlations, charts of the correlations themselves, a sample life skills reading lesson, and a list of materials that could be used when teaching important life-skills reading proficiencies. CBET advisers Jayme Adelson-Goldstein and Arlene Simmons collaborated on this project. If you have not received a copy of these correlations, see your coordinator or call our secretary, Terry Flores at 213-202-5575. She will be happy to send one out to you.

“Now and Then Charades” - An Activity for the Classroom

(adapted from *Classic Classroom Activities*, Weiss, [et al.](#))

This Beginning High/Intermediate level group activity gives students practice using verbs associated with the lesson topic.

Before class:

- ◆ Duplicate or create a verb list based on your lesson (with the infinitive, present participle, past tense and past participle forms) for each team of 4-5 students.
- ◆ Create sets of 8 or more picture and/or word cards for each team. The cards should depict or have the verb from the verb list.
- ◆ Write the following questions on the board: *What is he/she doing? What did he/she do?*, etc.

Procedure:

1. Form teams of 4-5 students and assign roles: actor, interviewer, recorder, editor.
2. Tell students that they will take turns acting out different words for their team.
3. Model the activity with one team:
 - a. Have the "actor" pick a picture or word card and act it out for the team.
 - b. Have the "interviewer" ask the team: What is he/she doing?
 - c. The team members should take turns guessing: *He's sleeping. He's napping. He's resting*, etc., until they are correct.
 - d. The recorder then asks, *What did she/he do?* And writes down the team's response.
 - e. The editor checks the team's answer against his or her verb list.
 - f. Demonstrate how students can rotate roles in the team: the actor becomes the interviewer, the recorder becomes the actor, etc.
1. Check students' comprehension of the directions and distribute the materials.
2. Have students begin the activity while you monitor and facilitate as necessary.



ESL Core Textbook Evaluations in Progress

A dedicated team of ESL teachers has been meeting since Winter of 2000 to evaluate textbooks and produce a recommended ESL textbook list for all levels from Literacy to Advanced Low. Led by committee chair, Dan Kirnan (Metro Skills Center), and guided by Teacher Advisers Ronna Magy and Chan Bostwick, the committee developed evaluation materials and is presently reviewing core textbooks sub-

mitted by ESL publishers.

Members of the Core Textbook Evaluation Committee include: Susan Archibald (Manual Arts CAS), Godafrin Dastur (Evans CAS), Mercedes Galvez-Arango, (San Pedro-Narbonne CAS), John Liddle (South Gate CAS), Rega Petlin (Evans CAS), April Pologar (Belmont CAS), Sheila Schmidt (LA Technology Center), Stu

Silverman (North Hollywood-Poly CAS), Elaine Svensson (Belmont CAS), Patricia Stewart (Venice CAS) and Steve Weiner (Jordon-Locke CAS).



Meet Some More ESL\CBET Teacher Advisors

Eva Quezada has an academic background in both linguistics and ESL. She has served as a mentor-teacher and has given presentations on fun writing activities in the Teacher Preparation Program. She has also co-presented workshops on technology at a number of regional and state conferences for the past four years. She speaks Spanish, Russian, and Mandarin Chinese. Currently, Eva is serving as liaison advisor to the Technology Committee, helping to write and edit the new *Technology Guide*. Recently she collaborated with other central office advisors in conducting the *CBET Retention Survey*.

Eva believes that the key to strengthening adult ESL programs lies in equipping teachers. Sharing teaching strategies and resource materials with teachers in order to enhance ESL instruction is an integral part of her educational philosophy.



Marilyn Shields brings to her work a wealth of educational experience and knowledge. She began her education career as a bilingual elementary school teacher and continued as an adult ESL teacher for an additional 14 years. Marilyn recently chaired the *ESL Promotional Test* committee. She has also received the CALCO Outstanding Teacher award.

Marilyn is now developing *ESL/CBET Teacher Resource Handbook* which includes CBET lessons, activities, and resource materials for all adult levels, Beginning Low through Advanced Low. The handbook will greatly assist classroom teachers as they strive to integrate CBET competencies into their lessons. Marilyn



organizes the monthly CBET Coordinator's meetings and recently worked on the *CBET Retention Survey* which examined the reasons some students leave their classes before the class

Jean Owensby began working in adult education in 1979. Jean's first job was with the Indo-chinese Vocational Project, teaching at a church in Chinatown. Since that time she has taught all levels of ESL, VESL classes, Citizenship, ESL for Job Search, and has been a resource teacher and a coordinator. Now, she works halftime as ESL Teacher Adviser and halftime at the Refugee Employment Training Project, a job placement program for immigrants and refugees.

As Teacher Adviser, Jean is working with teacher committees on revisions of the *Beginning Low* and *Beginning High Course Outlines* which will be distributed in fall 2001. In addition, she is developing VESL course outlines to go along with job training classes at occupational centers. Using her strong editorial skills, Jean assisted with the June update of all course outlines in which CBET and SCANS competencies have been integrated and the *ESL/CBET Teacher Resource Handbook*.

"I like doing work which will have a positive impact on every classroom and every teacher," says Jean. She truly enjoys doing curriculum support work. "Teachers are busy. We're here to help them."

Arlene Simmons

comes to the CBET team with a strong background as a Reading Lab instructor and ESL Literacy/Beginning Low teacher at Van Nuys CAS. Arlene has worked for charitable organizations, assisted the mentally and physically challenged, and taught in probation camps.



Arlene believes literacy is important because you can't function optimally in this society without knowing how to read and write. "Literacy," Arlene says, "is necessary for self sufficiency and self determination."

In addition to working on the *Literacy Course Outline*, Arlene is involved with the *CASAS Test Correlations* and with the development of the new *ESL Placement Test*. Arlene's avocation is story telling. This summer she will be teaching a story telling workshop at Hope Street Family Center.

Strip Sentence Mixer - an Activity for the Classroom

By Julie Singer, Eastside Learning Center/Garfield CAS

This is a wonderful mixer exercise that can be used with an ESL story or any form of cultural, historical, or personal content material. It is an excellent introductory or review activity that integrates the four skills of listening, speaking, reading, and writing and may be easily adapted to fit any ESL level or topic.

Before class:

- ◆ Find a story in an ESL reader appropriate to the level of your class, or select content material from a specific subject area such as US history and government. The story/content information should be no more than 15-20 sentences long. If necessary, edit the material into a shorter form that will fit this exercise. For a larger class, make two sets of the same sentence strips.
- ◆ Write each sentence from the story or content material on a separate strip of paper.

Procedure:

1. Pass out a sentence strip to each student. Tell them to stand up, circulate around the classroom, and read their sentence to several other students in the class. Set a 5-10 minute time limit.
2. Collect all sentence strips. Tell students to sit in groups of 4 or 6 and ask them to recall what they heard. Each group writes as many sentences as they can recall. (Sentences do not have to be written verbatim, only paraphrased.)
3. Ask for volunteers from each group to dictate the sentences for the class. The teacher or a class recorder writes the information on the board.
4. Have students work individually or in pairs to organize the board sentences into a written composition. They may need to add opening, connecting, and closing sentences to make the information/story more understandable.

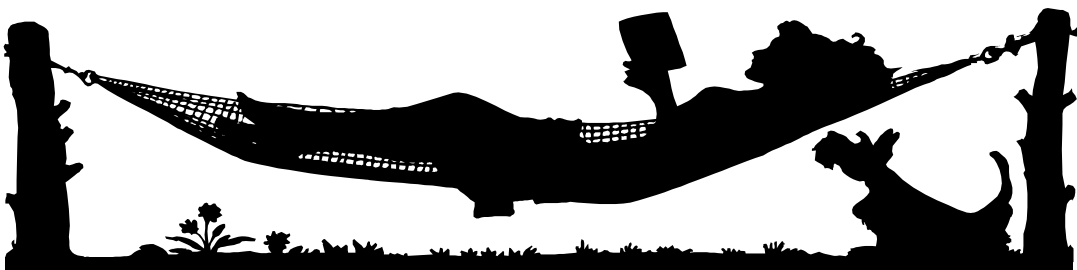
I used this activity to expose my students to a lesson on Native Americans in preparation for a visit to the Gene Autry Museum. My colleagues and I were introducing our students to California history as part of the EL/Civics Grant from the California State Department of Education. The lesson really excited the students and developed their interest in learning English from a historical standpoint.

CBET and the Waterford Reading Program

To support reading improvement in Kindergarten and first grade, effective July 1, 2001, the district is implementing the Waterford Reading Program at 240 elementary schools. At 54 of the 240 school, Proposition 227 Community-Based English Tutoring (CBET) funds are supporting the Waterford program. CBET expenditures require an adult education ESL component.

The elementary schools will provide space for parent ESL classes, assist in recruiting a minimum of 25 parents for the class or classes, and make Waterford materials and equipment accessible and available to parents.

The Community Adult Schools will select and assign the teacher or teachers for the ESL/CBET classes, supervise adult ESL/CBET instruction, manage the adult student enrollment procedures and manage the collection of pledge cards for auditing purposes.



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[http://www.lausd.k12.ca.us/
lausd/offices/dace](http://www.lausd.k12.ca.us/lausd/offices/dace)

Info Rap

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Want to publish in Info Rap?

Call Ronna Magy at
213-202-5575

Upcoming Events and Important Dates

- ◆ **August 9** - ESL, CBET, and Citizenship New Teacher Orientation 1:00-4:00, ELAOC
- ◆ **September 4** - School Begins
- ◆ **September 15** - Women Educators Tenure Workshop
- ◆ **September 20** - ESL, CBET & Citizenship Coordinators' Meeting, 1:00-4:30, Gene Autry Museum
- ◆ **September 28** - ESL, CBET & Citizenship New Teacher Orientation, 1:00-4:00, ELAOC
- ◆ **September 28** - ESL and Academic Tenure Examination
- ◆ **October 6** - DACE Fall Conference, 7:30-1:30, Los Angeles Convention Center
- ◆ **October 27** - CATESOL Regional
- ◆ **November 2** - ESL/CBET Staff Development Workshops
- ◆ **November 16** - ESL/CBET Staff Development Workshops
- ◆ **November 29** - ESL, CBET, and Citizenship New Teacher Orientation, 1:00-4:00, ELAOC
- ◆ **December 6** - CBET Coordinators' Meeting, 1:00-4:30, Gene Autry Museum
- ◆ **January 11, 2002** - ESL and Academic Tenure Examination
- ◆ **Friday April 19, 2002** - ESL and Academic Tenure Examination

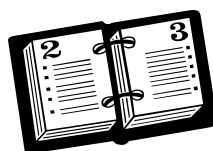
Grant Alert Update

The California Department of Education is expected to release guidelines for the second round of **English Literacy and Civics Education Grants** this summer. The first round offered several options ranging from projects adding civics enrichment to existing ESL classes to projects dedicating classes to integrated English Literacy-Civics instruction. Applicants will have the benefit of lessons learned by staff involved in the three Division projects funded in the first round.

For more information contact Liz Guerra or Audrey Coleman in Planning, Grants and Public Information at 213-202-5415.

New ESL and Academic Tenure Examination Procedures and Dates for 2001—2002

A change has been made to the written examination process for ESL and Academic Tenure Examinations. From now on, the written examinations in these two program areas will only be offered three times a year. The examination dates for 2001-2002 are as follows:



Friday, September 28, 2001

Friday, January 11, 2002

Friday, April 19, 2002

After the Adult Personnel Unit receives the candidate's tenure application, the candidate will receive a letter requesting that he or she make an appointment to take the examination on one of the three dates listed above.