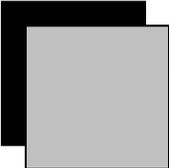# ENGLISH LITERACY
AND
CIVICS EDUCATION

EL CIVICS "HOW-TO" MANUAL

Preface

Since its beginnings, the United States has been a nation of immigrants. The preponderance of English-speakers in the colonies, and subsequently in the new country, created a common language for communication. Successive waves of immigrants arrived, bringing the richness of their native cultures with them. Fewer and fewer of these groups were English-speaking, however. For these immigrants, acquisition of English language skills has increasingly become the key for opening the door to opportunity. Ironically, the globalization of economies, brought about by the speed of travel and the proliferation of almost instantaneous electronic dissemination of information, has increased the need for facility in English since English has become the primary language of commerce. At the same time, the diversity of cultures in the United States has made bilingual ability a great asset for all, even those native-born Americans who, in previous eras, tended to give a low priority to speaking any language other than English. Thus, the immigrant who learns English and becomes bilingual can be a "step ahead" of the monolingual native.

At the same time, immigrants who arrive in this country speaking little English are confronted with a challenging culture that is usually very different from the one left behind. Among their greatest challenges is to learn to navigate various systems within the new country. The corresponding challenge for American society is to make immigrants feel welcome in their new country. To do so, we need to provide an environment that will honor each group's unique culture and history while assisting the new resident to learn how to function smoothly and harmoniously in a complex and often bewildering culture. In accordance with the nation's motto - "*E pluribus unum*" (Out of the many, one) - the goal of an EL Civics program is to provide contextualized English learning programs that enable participants not only to learn the English language, but also to acquire the knowledge and skills necessary to function effectively within American society.

The traditional ports of entry to the United States for immigrant groups – New York, California, Florida, Texas - have had publicly funded English as a Second Language programs in some form since the first half of the 20th century. There are many long-established literacy programs that will be looking to enhance their already established and effective programs by addressing the need for EL Civics education. In recent years, however, immigrant groups have also been establishing themselves in new locations such as Maine and Idaho, as reported by the National Center for Literacy Education (NCLE).   The need for provision of English Language instruction is far out-stripping the availability of trained teachers, not only for school-aged children, but also for their parents. Thus**,** many educational and social agencies will be seeking guidance about how to proceed. They will find many resources developed over the decades by experienced program managers as well as those available from respected literacy and language research organizations. They will also be looking for guidance on how to use the most current thinking and most current educational tools as they establish new EL Civics programs.

This manual will provide information about setting up and running an EL Civics program, based on the experience of one urban literacy program. The lessons learned and resources gathered during the three years of operating EL Civics instruction are shared here so as to assist other programs that may wish to engage in similar activities with similar goals.

Acknowledgements

This manual was prepared under a grant to Bronx Community College of the City University of New York by the United States Department of Education to develop and conduct a demonstration program contextualizing instruction of English for Speakers of Other Languages with components of civics education. The project was conducted during the period August 15, 2000 - September 30, 2002. The manual was begun in spring of 2002, and was completed in spring of 2003, which gave the writers a chance to observe and incorporate the findings into ongoing ESOL programs at the College and to refine procedures. Those who participated in the development of the manual are as follows:

Primary writers and editors: Jean A. Napper, Director of Community Education Services, Bronx Community College of the City University of New York; and Eric Rosenbaum, Senior Director of Staff Development, BEGIN Managed Programs and former Assistant Director of the Literacy Program at Bronx Community College.

Major contributing writers and editors: Blanche Kellawon, Director of the Literacy Program at Bronx Community College; Patricia Meller, Assistant Director of Community Education Services, Bronx Community College; and Osmara Lopez, Assistant Director of the Literacy Program at Bronx Community College.

Marisol Jimenez, counselor and instructor at Bronx Community College contributed the section on uses of technology in EL Civics instruction as well as proof reading assistance. Atanaska Kroumova, EL Civics instructor, contributed descriptions of field trips she conducted. Kate Brandt contributed guidelines for lesson planning. David Lowe, EL Civics instructor, contributed two model lessons. Jared Rosenbaum provided final proof reading and editing. Prasantha Fernando created the layout and design.

We also wish to express our appreciation for technical assistance to Ursula Lord, Education Program Specialist, and Rebecca J. Moak, Ph.D., Education Research Analyst, both with the Office of Vocational and Adult Education of the United States Department of Education. We also acknowledge the cooperation of Lynda Terrill of the National Center for Literacy Education (NCLE) and Ira Yankwitt of the Literacy Assistance Center (LAC) in New York City. All these players attest to the creative and productive partnerships possible by committed staff on several levels of government and agency responsibility.

Bronx Community College is an urban two-year College of the University of the City of New York. The project is indebted to the support and leadership of the President of the College, Dr. Carolyn G. Williams, Dr. George L. Sanchez, Vice-President of Institutional Development, and Ms. Carin Savage, Associate Dean of Institutional Development. The project also profited from a dedicated professional team of instructors and the invaluable support of the secretarial staff. In turn, the adult ESOL students at Bronx Community College profited from an excellent educational experience as a result of this project, and future students will gain as outcomes of this project are incorporated into the College's ongoing ESOL programming.

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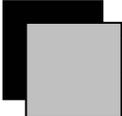
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Getting Started

PLANNING

The Planning Process

A productive planning process should begin a few months before the start of the program. Planning should be collaborative with other professionals within your organization, with potential partners, and with community agencies that may be needed for information, expertise and referral.

❒ *In-house resources:* By identifying already existing in-house resources, a new EL Civics program may be able to maximize funds, building on what they already have and possibly combining services with compatible grants. In-house resources to consider sharing include personnel, facilities, equipment and materials. Program managers should identify those individuals in their organizations who have expertise that may be of use. In some cases, staff serving on a part-time basis under another grant might achieve full-time status when also given appropriate responsibilities in the new program. If an organization had conducted literacy programs prior to starting an EL Civics program, they may already have viable curricula and print/media resources. By inventorying resources, will make it possible to more efficiently target funds for purchasing new resources.

❒ *Needed expertise:* Ideally, a successful program should utilize suitable facilities (classrooms, offices, equipment, learning labs) experienced administrators, facilities, and a core of experienced adult English for Speakers of Other Languages (ESOL) teachers, experienced counselors, and experienced ESOL assessors. Without such resources, a longer start-up period would be necessary and a greater dependence on consultation would be advisable.

❒ *Use of planning committee:* A planning committee should be formed consisting of administrators and/or senior staff with expertise in ESOL, counseling, curriculum development, assessment and data collection, computer skills, and proposal and/or report writing skills.

❒ *Frequency of planning meetings:* In early stages of planning, the planning group should meet weekly. It can subsequently meet at critical junctures: mid-point, prior to the end or beginning of instructional cycle, when problems arise, and prior to reporting periods or long-range and cycle-by-cycle planning.

❒ *Community Resources:* Community resources will be necessary to provide expertise about civics issues such as immigration, citizenship, banking, government, housing, health insurance, and libraries. Also, in urban areas (and perhaps less commonly in

suburban or rural areas) organizations may exist which arise out of special national or ethnic group population concentrations. These organizations serve as advocates for their constituencies and offer special expertise and support services to assist their target groups in resolving problems. Linking with them provides a significant potential resource to an EL Civics Program both for their ability to advise about the needs and expectations of their constituencies and for referral of students.

ESTABLISHING GOALS AND OBJECTIVES

It is important to establish goals and objectives for incorporating an EL Civics component into an English Literacy Program, whether a program is new or established. While the following goals can be modified to meet individual program needs, they provide a generic list of goals for an EL Civics program.

Goals

- ❐ To enable participants in an EL Civics program to achieve gains in English Language proficiency and Civics awareness and knowledge;
- ❐ To incorporate effective curricula and instructional strategies so as to enable ESOL participants to achieve greater competency as family members, citizens, and workers;
- ❐ To enable participants to function more effectively in larger external systems; and
- ❐ To provide instruction that will accelerate achievement of higher levels of literacy as defined in "Equipped for the Future" (EFF). Relevant EFF standards and skills include: to access information effectively; to express ideas and opinions; to be able to solve problems and act independently; to "learn to learn" in order to keep pace with future change. (http://www.nifl.gov/lincs/collections/eff/eff.html)

Objectives

Based on established goals, objectives should be specified that set time-lines, criteria of gains to be achieved, and numbers of participants expected to achieve them. The following are provided here as sample objectives that were used at Bronx Community College. Given that this was a demonstration program, the achievement of these objectives may not have been uniform. The point is to set the objectives, seek to achieve them, measure progress against the objectives, and make course corrections at appropriate intervals. While some of the objectives show below might be common to all or most EL Civic programs, this list is for purposes of illustration only. Programs should create their own objectives.

Sample Objectives

1) By (date), assessment instrument/s will have been chosen for placement and evaluation of student progress;
2) By (date), a marketing plan, curriculum and evaluation plan will be completed.
3) By (date), teachers for (#) classes will have been hired, reflecting the qualifications identified during a planning process;
4) By (date), (#) students will have applied, been assessed, and enrolled in initial cycles of the EL Civics Program.
5) On (date), (#) sections of Cycle I will begin instruction: (#) students will be enrolled in (#) Level I classes as assessed by the NYSE (or other approved) oral test and the National Reporting Standards (NRS) Checklist; (#) students in (#) Level II classes: (#) students (#) Level III classes, etc.
6) By (date), students' interim progress will be measured and recorded;
7) By (date), instruction will be completed for (#) classes. 65% of the students will have completed the program. 35% will have achieved a gain of one level. 40% will evidence progress, though at less than one level of advancement. 75% will achieve 70% or better understanding of civics course content, as measured by teacher-developed tests. 95% of students will have expressed good or excellent satisfaction ratings of the educational experience, based on program-developed surveys. (Programs should choose their own projected numbers.)
12) By (date), all staff will have participated in (#) days of staff development.
13) By (date), data on instructional outcomes will be reviewed and analyzed.

STAFFING

Advertising

Teachers and counselors may be found through a variety of recruitment tools. Large institutions may have personnel offices that regularly utilize newspaper and other media outlets to recruit staff by advertising in newspapers, professional publications, and/or local cable stations. Communication with other literacy programs may produce applications from part-time staff who are looking for additional positions. A program may also choose to utilize its own staff who may be interested in working additional hours. The Internet opens a much wider pool of applicants. ESOL teachers are often interested in travel, so it is not surprising that they tap into the web sites of educational agencies when looking for job opportunities. Contact with education or counseling departments in area colleges and community colleges may also produce candidates.

Full-time and Part-time staffing

Because ESOL students often lead complex lives, programs may need to offer several scheduling options, including morning, evening, and/or weekend classes. Part-time staff adapt well to

flexible scheduling. Full-time staff, on the other hand, tend to provide greater stability to a program. Since most students have work and parenting obligations it is almost impossible to schedule afternoon classes; therefore, a full-time schedule for teaching staff can be difficult to justify unless teachers also have skills in other program components such as testing, counseling or administration.

It is often hard to ascertain from resumes and interviews which candidates will turn out to be the most effective teachers. One effective method, beyond resume and interview assessments, is to have the candidate prepare and conduct a sample lesson to be observed by one or more staff members. It may also be desirable to employ a new teacher for just one course during a probationary period. As the program repeats cycles, the best teachers should be retained and could be offered a greater workload.

Qualifications of staff

To the greatest extent possible, an EL Civics Program should ensure that its instructors have good educational credentials as well as applicable experience. They should have experience teaching adults and should understand the fundamental principles of adult education. These fundamentals include treating students with respect and valuing the experiences and the richness of the cultural heritage that adults bring with them to the classroom. If either applicable educational credentials or experience is less than optimal, the one area they do have should be particularly strong: *i.e.*, if lacking educational credentials, they should have outstanding experience. If lacking extensive experience, they should have an excellent educational background. Deficits in either of these two areas can be addressed through staff development activities that increase both theoretical and practical knowledge and provide access to the suggestions of staff developers and peers with EL Civics experience and/or experience working with the enrolled population. [See Staff Development section on pages 36 – 39.] In addition, it would be desirable to have staff members of an EL Civics program be an ethnically diverse group, especially if several staff members reflect the ethnic makeup of the students.

It is not necessary for teachers to be bilingual, as the focus of instruction should be immersion in English. Teachers who speak a second language should be cautioned to minimize use of that language in class when speakers of other languages in the class would be completely left out of the discussion. For a monolingual group, occasional use of the shared second language might be justifiable, but overuse of another language becomes counterproductive when students come to rely on translation and, therefore, may not feel the necessity of processing the new language. Bilingual ability is desirable for counseling staff, as clients are usually dealt with individually and ability to communicate in their language can expedite the counseling process, particularly in crisis situations. An ideal counseling staff would consist of counselors with linguistic ability in a variety of languages.

Applicable educational credentials include the following:

- ❏ Bachelor's Degree required; Master's Degree preferred;
- ❏ Majors in any or several of the followings content areas: Elementary Education (for reading, language skills, math skills, special education, instructional strategies); Secondary Education (for GED, English, writing, instructional strategies, computer literacy); Teachers of English to Speakers of Other Languages (TESOL); Linguistics; and English.
- ❏ For counselors, an advanced degree in counseling or social work. Lacking the advanced degree, candidates should have significant experience working with an ESOL population. When programs hire non-professional counselors, it is strongly recommended that at least one professional counselor be on staff to advise the non-professional counselors.

Applicable experience:

- ❏ One or more years teaching in a respected adult literacy program;
- ❏ Overseas teaching of the English language, especially in an organization such as the Peace Corps;
- ❏ Literacy teaching experience in the public schools; and/or
- ❏ Certificate training in Colleges and/or organizations such as Literacy Volunteers.

Attitudinal characteristics:

- ❏ A willingness to learn and participate in staff development;
- ❏ A flexible approach to teaching which addresses different learning styles;
- ❏ A sensitivity to cultural differences;
- ❏ An appreciation of the experience and knowledge adult learners bring to the classroom;
- ❏ An intention to inform and to provoke thought rather than to instill one's own values;
- ❏ A willingness to take a constructive role in working as part of a team;
- ❏ A sensitivity to students' personal problems balanced by high expectations for all learners; and
- ❏ An understanding of contextualized instruction.

All instructional staff should demonstrate an appropriate command of reading, writing, listening and speaking skills, as well as knowledge and experience in varied instructional strategies. Experience using technology in the ESOL classroom is a plus, but not an absolute requirement.

While the quality of staff selected for an EL Civics Program is the most important element in operating as successful program, access to resources is also a significant factor for success. Key resources include Internet and print information distributed by organizations with adult education expertise, books, software, videos, audiotapes and audio cards as well as the technological resources required for using them: computers, TV with VCR (DVD), tape recorders and tape card machines.

Extensive recommendations about print and Internet resources for EL Civics teaching have been compiled by the Center for Applied Linguistics NCLE Resource Collections: Civics Education for Adult English Language Learners. This list of recommendations can be found in the Appendix of the hard copy version of this Handbook. In the electronic copy of this document, it can be accessed through the following link: *http://www.cal.org/ncle/ResCivics.htm*. Additional resources have been compiled by Literacy Assistance Center (LAC) in New York City, and can be found in the document entitled, Civics Education and Citizenship Preparation Resources on the Web (See Appendix.) A wealth of information, including downloadable Civics curricula, is accessible through the National Institute for Literacy's (NIFL) on-line Literacy Information and Communication System (LINCS) at *http://www.nifl.gov/lincs* .

Program administrators have the responsibility not only to make resources available but also to see to it that resources are being utilized. While a good teacher is usually capable of "winging it" through a class, the overall effect of relying on a bag of tricks is negative for both students and teachers. A considerable amount of excellent material has been created for contextualized EL Civics education; even though a good teacher can modify commercially available material, it is highly unlikely that any one teacher would be able to spend sufficient time to independently create superior material for their lessons. Constant reinvention of the wheel can also become a major contributing factor to teacher burnout. Since part-time teachers often do not have sufficient time, and in some instances do not have sufficient inclination to make themselves aware of available resources, programs must make explicit the expectation that teachers familiarize themselves with the full range of program resources at their level of instruction and should emphasize that this material is to be incorporated into their planning. Therefore, it is of utmost importance that programs find a way to include an introduction to resources as part of staff development, and that both formal and informal process of exchanging knowledge about resources among teachers be put in place.

There are multiple reasons for diversifying the means of presentation of content. A variety of audio materials exposes students to voices other than the teacher's. Video materials, both those specifically created for use with learners of English and commercial material such as feature films, can expand the scope of the classroom by bringing in action and scenes that could not otherwise be reproduced. Educational software provides self-paced instruction with immediate feedback that serves particularly well to reinforce classroom instruction.

The following are considerations and recommendations for the use of technology in an EL Civics program:

❏ Tape recorders and VCRs/DVD players should have counters. Since neither audiotapes nor videotapes should generally be played sequentially in their entirety, counters make it possible to navigate easily to the desired segment of the tape. In addition to the tasks and activities on instructional audio and videotapes, both instructional and commercial tapes create opportunities for targeted listening. If, for example, the class has the common difficulty with use of correct question form, these tapes could serve as sources for mini-dictations for instances when questions are spoken on the tape.

❏ To make the most of any audio or video tape, teachers should preview the material before using it, and should create a 3-column document as a viewing guide: In column 1, mark off the timing of the segments they wish to use, according to the counter; in column 2, brief notes about the content should be entered; column 3 should contain ideas for questions or and instructions for activities related to the segment.

❏ Where copyright permits, create a backup copy of each tape since wear and tear takes an inevitable toll.
Tape card players are a frequently overlooked resource. These machines use cards with nine-inch strips of audiotape for recording of words, phrases and short sentences. Tape card players enable students to record their own voices and to compare their pronunciation with the model pronunciation of the teacher or other English speakers. Students are stimulated by hearing the sound of their own voices and enjoy using these machines individually and in small groups. In general, creating cards from blanks – available in bulk – is preferable to buying professionally created cards. These blank cards can be grouped according to theme or function (e.g. questions for the Immigration and Naturalization Service (INS) interview; sample dialogs at a post office or bank, irregular verbs, etc.). Use of color-coding to highlight grammatical features or to indicate differences in cognate words between the native language and the target language add an extra dimension to the teaching value of audio cards. Students will benefit when a variety of English speakers, preferably with a variety of accents, are featured in the recording of the model pronunciation for each set of cards.

❏ Although good educational software is created for individualized, self-paced learning, the value of this resource is largely dependent on the quality of staff in a computer lab. Tutors or teachers need to be thoroughly familiar with the material, to understand its bugs and quirks and to be able to anticipate difficulties students might have. Additionally, they must be sensitive to any resistance or phobias adult learners bring with them to the computer lab. Ideally, lab staff and instructional staff should be in close communication, and the classroom instructor should provide some guidance to the appropriate level and to the subject matter that can be used to reinforce classroom learning in the lab. In practice, this may be difficult, especially when a variety of software programs are used and when part-time staff is involved. It might, therefore,

be a worthwhile investment to create a checklist of available material by level and theme for classroom teachers and lab staff to use for prescribing and recording use of material.

❒ Programs should place themselves on the mailing lists to receive catalogues from companies providing print and technological resources in order to become aware of new products. Since EL Civics instruction continues to be a growing segment of overall ESOL instruction, it is important to keep up with new material and to designate sufficient funds to allow for purchase of new material as well as for replenishing of existing material.

Recommended materials and equipment

❒ Professional publications such as <u>Focus on Basics</u> and Internet connection to organizations with adult education expertise, including: CAL (Center for Applied Linguistics), NCLE (National Center for Literacy Education), NCSALL (The National Center for the Study of Adult Learning and Literacy), NIFL (National Institute for Literacy), NCAL (National Center on Adult Literacy), ALTN (Adult Literacy & Technology Center), and the LAC (Literacy Assistance Center). Also note that some states and localities have their own adult literacy sites.

❒ Sets of monolingual picture dictionaries for adult learners of English, such as Oxford Picture Dictionary, Basic Oxford Picture Dictionary, or Longman Picture Dictionary;

❒ Sets of ESOL Learners Dictionaries with illustrative phrases or sentences for each entry, such as the Longman Dictionary of American English or the Newbury House Dictionary of American English;

❒ Sets of World Atlases for adult learners;

❒ Sets of ESOL texts with civics content; this may include a mixture of texts specifically created for EL Civics instruction and texts with specific civics context such as books about the legal system or banking as well as general ESOL textbooks containing chapters relevant to civics instruction. (See sample recommendations below.)

❒ Authentic reading material (material not originally created for instructional purposes)

Examples of Authentic Reading Materials:

- books: sets and individual copies of fiction and non-fiction at comprehension levels that will not frustrate non-native readers of English for class libraries;
- magazines;
- newspapers: learner's newspapers such as <u>News for You</u>, local newspapers, & <u>USA Today</u>. (See accompanying educational material available on the Internet: http://www.usatoday.com/educate/home.htm**)**

❒ Tape card tape recorders and tape card readers with headphones:

- audiotape playing machines with counters
- audio card playing machines
- blank audiotapes
- blank audio cards for recording words/sentences commercially prepared tapes (accompaniments to texts and books-on-tape**)**
- listening stations (extends number of students able to listen to a single tape with headphones**)**

❒ TV/VCR (DVD)

- TV with monitor of sufficient width for use in specified room
- VHS/DVD player with counter
- moveable stand

❒ Computers

> - Internet access
> - office programs
> - educational software, including programs for development of vocabulary, pronunciation, grammar awareness in context and computer literacy
> - headsets with microphone attachments or
> - free-standing microphones
> - networking capabilities required for some programs (e.g. ELLIS, described below)
> - accompanying print material for some programs

❒ Maps

> - World
> - Regional

Selected Resources

Compilations of available civics-related materials from NCLE, the LAC, and LINCS, previously referenced on page 11, are excellent sources of information about resources. In this section, an overview of resources is provided.

Media Resources

Included below is information about several well-known, recommended commercial products:

Sample software for adult learners of ESOL:

❒ English Discoveries: a comprehensive ESOL program targeting all four skills at all levels of instruction that does not require networking or extensive staff training to run.

❒ ELLIS (English Language Learning Instructional System): the most complete, in-depth ESOL program available at present; requires networking and training for all staff using it.

❒ Rosetta Stone: a relatively easy to use ESOL program currently available at all levels which emphasizes picture/language correspondences; does not require networking or extensive staff training to run.

❒ Oxford Picture Dictionary: a topic-centered ESOL program supplementing the print Oxford Picture Dictionary; does not require networking or extensive staff training to run.

Sample video series for adult learners of ESOL:

❒ *On Common Ground*: Discrete dramatized episodes are each focused on a particular civics issue. Provides information and problem-solving tasks. Accompanying texts. Not suitable for lower levels.
❒ *Crossroads Café*: Connected episodes are in sitcom format, revolving around the concerns of a diverse cast of characters who work at or patronize a restaurant. Accompanying texts. Not suitable for lower levels.
❒ *Madison Heights*: Episodes in drama format highlight issues in a diverse American town. Accompanying texts. Not suitable for lower levels.

Textbooks

❒ *English No Problem:* (Available early 2004) from New Readers Press. Series at five levels, from Literacy through High Intermediate, includes civics issues and information, problem solving, and task and project-based learning.
❒ *Today's World Series:* New Reader's Press. Issues related to Family, Work and Community suitable for high beginner level ESOL learners.
❒ *Hopes and Dreams:* series: I and II from Fearon Janus by Tana Reiff. Highly readable stories, each based on the experiences of a different ethnic group. Suitable for low-intermediate level students, but enjoyed by learners at higher levels.

Student Support

RECRUITMENT OF STUDENTS

Recruitment

The process of recruiting students should begin at least two months before classes are scheduled to begin. A variety of approaches to recruitment should be initiated in order to assure a strong pool of candidates. These approaches include print marketing, media marketing, and community outreach. An effective recruitment process also relies on a knowledgeable, informed, courteous staff consisting of intake counselors, secretaries and clerks who handle phone inquiries, and receptionists who greet candidates and "walk-ins" when they first arrive.

Print Marketing and Media Marketing

For programs associated with large agencies, information about programs may be sent to the public relations office for wide distribution as press releases. It may also be possible to advertise the program on local cable TV and radio stations. The EL Civics program administrators should provide copy and suggestions for pictures and content, as well as ideas for radio and cable TV presentations.

Community Outreach

A list of community-based agencies, welfare centers, unemployment offices, and schools should be compiled in a database. In some cities, databases already exist and may be obtained through the local Social Services agency, local Department of Labor, local government office and/or volunteer agencies. By combining your own database with existing databases, your program should be able to generate an extensive list of recruitment sites. Letters and flyers to these institutions can then be mailed using these databases. The same letter can be updated with new dates and used at the start of each new cycle. Depending on the populations you serve and your access to capable translators, flyers could be prepared in several languages to be included in the mailing. (Samples follow on pages 19 - 21. A sample recruitment letter is found in the Appendix.) Presentations to local organizations can also be useful, establishing a presence at special events such as job fairs, openings of new community agencies and meetings of local government.

When agencies call for information, their address and contact person should also be added to your database. Responsibility for maintaining the list should be designated to one staff member, who will review it periodically to purge agencies that are no longer functioning, to change contact names or phone numbers, or to add new agencies.

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Free Course!
Learn English and How to Cope with American Systems

Please call (718) 289-5844 for more information

Good Spoken English

Improved Written English

+ or - Math Survival Skills

$ Money Management

The Workings of Government

The Political Process

Access To Health Care

Computer Literacy

Educational Systems & Cost

Legal Aid

American History

Bronx Community College

Of The City University of New York

¡Curso Gratis!
Aprenda Inglés y Cómo Navegar los Sistemas Americanos

Por favor llame al (718) 289-5844 para más información

Aprenda a Hablar Inglés

Mejore su Escritura en Inglés

+ o - Matématica Básica Para Uso Diario

$ Cómo Administrar Su Dinero

Funcionamiento Del Gobierno

El Proceso Político

Acceso a Información Sobre Salud

Conocimientos De Computación

Sistema Educacional y Costo

Información Sobre el Sistema Legal

Historia Americana

Bronx Community College

Of The City University of New York

Course Libre de Coût
Apprenez L'Anglais et Comprenez le Système Américain
Appeler (718) 289-5844 pour information

Langue anglaise

Ecriture anglaise

+ ou - Mathématiques

$ Comment Contrôler vos Finances

Le Travail du Gouvernement

La Procédure Politique

Accès aux Médicaux

Ordinateurs

Système d'éducation & Coût

Assistance Légale

Histoire Américain

In-House Recruitment

One approach a program already serving ESOL students can use is to recruit from existing classes by informing current students that openings exist and asking them to inform their neighbors, acquaintances and friends. If an agency has other programs serving ESOL students, those who complete a program can be referred into EL Civics. Students who do not meet eligibility requirements for some programs (such as five year legal residency requirements) can participate in EL Civics programs that do not have such a requirement. Another rationale for transfer might be student availability for a particular program's schedule.

INTAKE, ASSESSMENT, REGISTRATION AND PLACEMENT

Intake Process

To assure a smooth transition from recruitment to enrollment, programs should establish an intake process that is used consistently for all instructional cycles. The most effective way of implementing such a process involves the training of professional and clerical staff to receive and record applicable data from phone inquiries and from walk-ins requesting information. It is advisable to institute standard intake procedures, which include an orientation program to fully inform potential candidates about details of the program, program expectations and requirements.

If budget and space permits, it can be very useful to designate an intake office dedicated to providing information about your programs and recording contact data of interested candidates. Such a set-up centralizes recruitment and eases congestion in the main office. The intake office should be staffed by clerical personnel knowledgeable about your programs, who can also perform other clerical duties such as mass mailings, assist with attendance and follow up with all necessary contacts.

It is important to have a system to record data about people interested in attending your programs. Potential candidates either walk in or phone for information. Those who walk in can be asked to fill out an intake form or a self-addressed card, while callers can be kept on a list to be called to be invited to registration or sent a card at a later date. It is important to record the date that candidates contacted you in order to invite them to register on a first-come, first-served basis. In some communities inquiries that are several months old can lead to cold trails, especially in areas with highly transient populations or in communities with many other similar programs. Those who are put on waiting lists should be made aware of an expiration date after which they will need to call again.

Programs that offer a large number of classes need to recruit and register a large number of candidates in order to fill up classes. Inviting large numbers of candidates to come for testing and registration can be a daunting task. A system that is not labor-intensive for inviting people to come for intake and registration activities should be developed. One such option is the self-addressed card mentioned above. Following on page 23 is a sample.

Sample Orientation Appointment Card

We would like to invite you to an orientation for the

_____ Program.

If you are interested, please join us.

Date of _____

Place_____

Time _____

If you have any questions please call us at (718) 289-5844.

PLEASE ARRIVE ON TIME.

Bronx Community College
Continuing and Community Education
Gould Residence Hall, Room 417
University Avenue & W 181st Street
Bronx, NY 10453-3102

_____

_____

_____

_____

Another option is calling candidates back. This becomes time consuming when many people have to be called. A timesaving procedure is to set specific callback dates. Callback dates concentrate this effort into a few days. These days should be scheduled close to the intake date, assuring that the invitation to attend intake is relatively fresh. Otherwise, a good deal of time could be spent telephoning people who are no longer interested or available.

Intake/Registration Sessions

It is recommended that the intake/registration sessions begin at least four weeks prior to starting classes. This will give you an opportunity to determine your candidates' ESOL levels and other information needed to form classes. The number of candidates that can be invited will depend on the facilities and staff that you have available and the number of classes you intend to conduct. A significant number of candidates invited to attend may not show up, and it may become necessary to extend invitations those on the waiting list. Scheduling these sessions well in advance of the start of classes will provide useful information:

- ❒ The number of candidates and their ESOL levels;
- ❒ Each candidate's availability (day-time or evening);
- ❒ If you will need more intake sessions in order to fill up classes; and
- ❒ If you need to increase your recruitment efforts because you have exhausted your waiting list.

Intake Session Staffing

On the day of intake, staff in your organization should be informed about the room(s) being used for intake and the time of intake. Signs should be posted inappropriate places directing people to the building. Many candidates arrive early, so it is important that staff anticipate their arrival. One way to counteract the inevitable anxiety involved in this process is to have one or more "greeters' stationed at a strategic point or points where those unaccustomed to your location might get lost or confused. As people arrive they can be given the registration form to fill out while they wait for the process to start. Since the oral English assessment is generally done individually, it is important to keep track of the order in which candidates arrive. This can be done by using a sign up sheet and/or by giving out numbers, both of which will allow you to send students to assessors in order of their arrival.

The number of staff needed will depend on the number of candidates invited to attend as well as on the assessment instrument used. Both clerical support and professional staff need to be present during intake. Professional staff is needed to supervise the orientation, describe the program, and administer the assessment instruments. Clerical staff hand out numbers and applications, assist applicants with the registration form, collect applications, test results, and writing samples, and create folders for each applicant. It is incumbent on each staff member to be mindful at all times of the fact that the first impression prospective students receive throughout this experience will have a significant impact on their ultimate decision to return or not to return for class.

Registration

Once you determine you are ready to start with registration, it is helpful to close the doors to the room where registration is taking place, and post a sign outside informing candidates that they are late and that they are to call the office for information about the next registration session. This will prevent constant interruptions to your staff as they proceed with the registration. If you have sufficient staff, one tactful staff member could also be placed outside the registration room to deal with latecomers. The decision to hold prospective students to standards of punctuality cannot be made on the spot; rather, the policy must be communicated during the phone or in-person inquiry. Emphasize that punctuality is important to your program and make sure that the candidates are aware of the policy of closing registration to latecomers at a specified time. While a certain amount of flexibility is necessary in deference to the reality that adults lead complex lives, being overly flexible with time at registration sends the message that arriving late is acceptable; this sets a precedent with potentially far-reaching consequences for attendance. It is also important to avoid keeping people waiting longer than necessary. Each stage of the process should proceed efficiently.

It is recommended that an agenda be created for an Intake/Registration Session. An agenda gives form and structure to the meeting and clarity for all participating. It is also useful should those people who usually conduct the session be absent, enabling others to conduct the session instead. Following is a sample agenda for an Intake/Registration Session. (Note that some activities may overlap or take place concurrently):

> **Sample Agenda for Intake/Registration Session**
>
> I.   Introduction of Staff
> II.   Description of program: class description, duration of classes, schedules
> III. Explanation of what will take place at intake, what the test is about, and its purpose
> IV.   Completion of Application
> V.   Individual Testing
> VI.   Completion of Writing Sample

Registration form

The registration or intake form should be designed with your reporting needs in mind and should enable you to gather the information necessary to assist with the candidates' class placement. Categories such as number of years in the United States, educational background, and work schedule should be included. If your program has a majority of candidates from certain language groups it might prove useful to translate the registration form into those languages.

The registration form should have a section that allows you to ask for information on potential students' time availability. This information can be used later in the scheduling of classes, and to

the degree that it is possible, the placement of students in classes whose schedule is compatible with theirs.

During registration, a staff member needs to explain the registration form to the group and instruct candidates how to complete it. If you have sufficient staff, one or two assistants should walk around the room to help candidates; staff needs to ensure that the form is filled out completely and correctly since much of the data will be required later on. Sometimes this step is not sufficient, and candidates filling out their own forms still omit information. Therefore, the person who gives the ESOL assessment after the orientation should review the application to fill in any missing data. (A sample registration form follows on pages 27 and 28.) Once candidates complete the application, the program should be described to the group by covering such topics as goals, components, schedules, levels, attendance policy, and other pertinent items.

When the registration forms are completed, the assessment process can begin. Candidates should be called in the order of their arrival. Depending on the assessment instrument selected, assessments can be administered either to a group or to individuals. If an oral test is administered to individual candidates, each one can be called in for testing in order of arrival. Testers should be located near the registration room to facilitate this process. After being tested, the candidate returns to the orientation room with the completed application and the test results. This lets staff know that the next person should go out to be assessed. If your program does any further assessment, such as writing samples, this can be done in the room where registration took place, when candidates return from their oral assessment.

Note: Programs have increasingly discovered the correlation between an effective orientation and assessment process and improved retention of students. Some programs routinely hold pre-enrollment sessions over more than one day. This allows more in-depth goal setting that can reinforce a realistic attitude to what can and cannot be learned during the course of a cycle of instruction. An extended orientation and assessment process also exposes the prospective students to learning experiences that build a bridge from the often traditional, teacher-centered expectations they bring from the educational systems in their native countries, to the more participatory, student-centered classrooms that characterize effective adult education in this country. A further benefit of an extended process is to spread the different assessment components out so that they do not become overwhelming.

Enrollment

Adult education students usually bring with them not only a desire to learn but also a daily schedule packed with activities and responsibilities. Many work full time and have family to take care of. For some, the kind of work they do will not allow a student the flexibility to accommodate both the work schedule and the program's schedule of classes. As hard as a program tries to tailor a schedule to the students' schedules, this cannot always be accomplished.

Students will enroll with the hope of resolving conflicts before class starts, but some are unable to do so. Even with the best intentions of the students, this negatively affects the numbers who

(SAMPLE)   **Bronx Community College   (Your Agency)**
Office of Continuing Education and Community Services

Intake Questionnaire

Name:_____Address: _____

Telephone: _____Date:_____ Social Security Number:_____

Date of Birth: _____   Sex: Male ⭕   Female ⭕

Please write down the hours you are available (indicate a.m. or p.m.)

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
FROM						
TO						
TOTAL HRS.						

Country of Birth: _____

Are you a: Citizen ⭕   Permanent Resident ⭕   Refugee ⭕

Number of years **legally** in the United States   _____

Ethnic Background:

⭕   Native American   ⭕   Afro- Caribbean
⭕   Alaskan American   ⭕   African
⭕   Asian   ⭕   Latino /a
⭕   Pacific Islander   ⭕   White (not Latino /a)
⭕   African American   ⭕   Other: _____

What language(s) do you speak at home? _____

Can you read and write in that language?   Yes_____   No_____

Marital Status   Single   ⭕   Married   ⭕   Divorced   ⭕

Number of People in Family _____

Is the student the parent or guardian of children under the age of 18?

Parent/Guardian   Yes   ⭕   No   ⭕
Single Parent   Yes   ⭕   No   ⭕

If yes to above, enter number of children at each level
Pre School _____ Elementary _____ JHS_____ High School _____ College_____

Are you currently employed? _____ If yes, please state occupation_____

Highest grade completed _____   United States ⭕   or   Native Country ⭕

Income Source	
○ Not Receiving Public Assistance	○ E. Safety net
○ A. TANF	○ F. Aid to the Blind or Totally Disabled
○ B. Food Stamps	○ Other, specify
○ C. Refugee Cash Assistance	*Case #*_____
○ D. Old- age Assistance	

Laid off within the past year   Yes ○   No ○

Terminated within the last past year   Yes ○   No ○

Presently collecting unemployment   Yes ○   No ○

Collecting unemployment within the past year Yes ○   No ○

<div align="center">Work History (most recent job):</div>

Employer:
_____

Position:
_____

Dates of Employment:
_____

Wages/ Salary:_____   Weekly ○   Biweekly ○   Monthly ○

Health Insurance Coverage
Does the student or other members of the student's family have health insurance coverage such as Family Health Plus, Medicaid, and private insurance (employer-sponsored) or Child health plus (children)?

       Student or other adult (ages 19-64)   Yes ○   No ○

       Child (ren)(ages 0-18)   Yes ○   No ○

If the applicant answered **NO** to either question, would(s) he like to be contacted for more information?
       Yes ○   No ○

Population Categories
○ ▪ Homeless
○ ▪ Adults in Correctional Facilities
○ ▪ Other Institutionalized Adults
○ ▪ High School Graduates or Equivalent
○ ▪ Displaced Homemakers
○ ▪ Heads of Household
○ ▪ Adults with Disabilities
○ ▪ Adults Enrolled in Other Education or Training Programs
○ ▪ Veterans
○ ▪ Dislocated Worker
○ ▪ Employed at 200% of Poverty Level
○ ▪ Not Applicable
○ ▪ Other: _____

enroll compared to the number who actually show up for the first class. Since attendance standards are a reality in adult education, it is important to over-enroll classes. The amount by which a program has to over-enroll will vary. A good rule of thumb is to start by over-enrolling by twenty percent and then to modify this number up or down for the following enrollment period based on the program's actual experience. The same problems affecting enrollment also make attrition an issue in adult education. Programs can take steps to avoid ending the cycle or semester with small numbers by over-enrolling classes.

Assessment of the ESOL Student

Assessment in an ESOL program has several purposes. Among them are the following:

- ❒ To place students in the appropriate instructional level;
- ❒ To measure progress or gain in language acquisition;
- ❒ To assess effectiveness of the program; and/or
- ❒ To qualify students in order to make referrals to higher education or training and employment.

The Adult ESOL Student

The adult ESOL student is someone whose first language is not English and who has not yet reached a level of mastery of speaking, listening, reading or writing comparable to that of a native speaker with a similar educational background. The National Reporting System recognizes six levels of ESOL students. At one extreme, a level one student is an individual who cannot speak or understand English, or understands only isolated words or phrases. At the other extreme, a level six student can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work and social situations; can expand on basic ideas in conversation, but with some hesitation; and can clarify general meaning and control basic grammar, but may still lack total control over complex structures. It is important to ascertain the level of education in the student's first language because this may indicate the comfort level with reading and writing, a significant contributing factor in placing the student in the correct class.

English Language Assessment Instruments

Students are assessed using a variety of instruments so that placement is accurate. The student first takes a standardized test, which should give an accurate indication of the appropriate level. Some states designate which instruments programs should use to assess English skills. None of them are perfect instruments, in that the skill of the assessor can influence the score the students receive. But with training and regular norming to assure that standards are maintained by all administrators of the test, a relatively high level of reliability is possible. Tests correlated to the NRS standards such as the BEST Plus (Basic English Skills Test) and the CASAS (Comprehensive Adult Student Assessment System) are widely used. Some of the assessments rely on pictures or oral prompts, to which the person being tested must respond in English. The degree to which the answers are correct and intelligible determines the score. Such tests serve as

an indicator of student oral/aural ability, and are relatively reliable for ascertaining student oral/aural proficiency levels.

The goal of administering such a test is to indicate where each student should begin instruction on the range of scores organized into six levels of proficiency according to the National Reporting Standards (NRS) guidelines for ESOL levels. The level of instruction is correlated to the score obtained by the students.

As with any assessment instrument used, it is important to choose an instrument that is valid and reliable. Assessment instruments should be used according to the function for which they were developed. Thus, an instrument that was developed to measure oral ESOL level should only be used to measure oral English language proficiency. The same rule applies to basic skills tests. A test developed to measure basic reading skills should not be used to measure oral ESOL level. Results of such an administration would be distorted in that the test is in English and English reading levels of ESOL candidates vary from minimal to very proficient and do not necessarily correspond to levels of oral proficiency. A test of basic skills in the English Language should only be administered when you have determined that the student has reached sufficient proficiency in reading for the results to be meaningful. In addition, if the test requires its administrators to be trained, only trained staff should administer the test.

A word of caution: the Test of Adult Basic Education (TABE) is a widely used assessment instrument designed for use with native speakers. This test is inappropriate for judging the capabilities of ESOL students, both for initial placement purposes or for purposes of measuring achievement or suitability for training programs. Unfortunately, the TABE test is still frequently relied on as the sole measure of an ESOL student's capability.

Supplementary English Assessment

To fine-tune class placement, standardized aural/oral tests should be supplemented by teacher judgment, student performance, and by other instruments. An example of further assessment is the use of a prescribed writing sample in addition to the standardized test. Additional assessments of reading and writing in English increase the likelihood of accurate class placement. The ESOL level students place into on the aural/oral test can determine the type of written test to be administered. Thus, those who score at the lowest level could be given a picture, rich with everyday objects, from which they could list all the objects they can name in English. At the next level students could write a simple dialogue based on a conflict in a picture. Those at an intermediate level could write a narrative or explanation of a common situation. Finally, those with the highest scores could write a more demanding piece, such as a brief argumentative essay. The student's educational background may also be taken into consideration. A native language writing sample is useful for this purpose, provided that your program has the staff resources to assess it.

Testing for oral ESOL level is only one indicator of a student's overall knowledge of English. A program might also want to determine whether the student has the ability to read or write English. Additionally, after all tests for English ability are completed, an oral interview should follow, to ensure that the student is placed in the correct level and class. Such an interview might

provide information about the level of schooling completed in a student's native country and their native language literacy level.

Class Placement

Class placement depends primarily on the results on the assessment instruments used. It is also affected by the number of students at each level, and the ranges of levels of students tested. Classes should be organized according to the National Reporting Standards (NRS) guidelines for the six ESOL levels, when possible. It is crucial to construct well-balanced classes with adequate numbers of students in each class when grouping students, even though this might conflict with strict adherence to NRS guidelines.

If a sufficient number of students apply, and funding allows for opening more than one class on a given level, consideration should be given to the educational level achieved in their own countries, and students should be grouped accordingly. During the first week of class, errors in placement can be corrected. This determination can be made through teacher input and/or conversations between the student and a counselor and further consultation with the teacher. Often it is helpful to re-test the student in instances of suspected misplacements.

Interim Assessment of Oral Language Skills

To get a sense of students' progress, it is recommended that supplemental alternative assessment methods be developed. Sometimes funding agencies require interim reports of student progress. Even if not required, teachers should assess student progress, both to guide their efforts to match their instruction to student needs, and to inform program managers. If students have completed at least 100 hours of instruction, they can be assessed on the same standardized tests that were used when they were initially evaluated. If they have not achieved 100 hours of instruction, an informal assessment should be used. An example of an informal Interim Student Progress Report is included in the Appendix. Such an assessment might include a determination that there are personal problems impeding the student's progress. If counseling staff is available, this might indicate the need for a counselor to speak with the student, in order to determine if any assistance can be provided.

Post-Testing of Oral Language Skills

Programs should measure students' ESOL progress. The same ESOL measure that was used to pre-test should be used to post-test, using a different form of the instrument if it is available. It is recommended that students should attend at least one hundred hours of instruction prior to post-testing. Measuring ESOL level at the end of a cycle also serves to determine which students are to be considered for promotion to the next ESOL level. The teacher should also be consulted to confirm or to contradict the results of the standardized test.

Assessment of Civics Understanding

Since the EL Civics program has a focus on civics, it is important to measure students' gain in civics understanding and knowledge. Students should be assessed at the beginning and end of the

cycle in order to analyze their progress. This can be accomplished in various ways; among them are textbook- and teacher- developed quizzes, or measures developed specifically for your program. A preliminary indicator such as the *Self Assessment of Civics Knowledge*, developed by Bronx Community College under a Federal EL Civics grant can be a useful tool in this process. (A copy is included on page 33.) This instrument is a checklist that gives students the opportunity to assess their knowledge of significant aspects of civics content. This self-assessment assists teachers in addressing student needs. Administering the same form as a post-assessment helps to measure student progress in understanding these content areas. Measuring improvement in civics knowledge in this way helps programs to know if students are satisfied with the amount they have learned with respect to civics knowledge, but self-assessments should be balanced by teacher-developed assessments and, most importantly, by real-life tasks that can be performed as a result of acquiring the content knowledge offered. For example, nothing would provide a better indication of a student's ability to write a check than a correctly written sample check.

The most comprehensive guide to integrating assessment with curriculum is contained in the Content Standards articulated in <u>Equipped for the Future</u>, which addresses adult learner needs as family members, workers and citizens. (Web address: <u>http://www.nifl.gov/lincs/collections/eff/eff.html</u>.) It is highly recommended that EL Civics Programs familiarize themselves with this nation-wide adult education initiative. <u>Equipped for the Future</u> supports high quality instruction, and provides expert guidance from recognized experts in content-based instruction who have had wide input from practitioners.

For a civics program, any assessment developed with regard to learning of content should measure the desired outcomes. The steps that need to be taken are the following: decide on the competencies to be measured; ensure that the measures are neither too specific nor too broad, and select the rating criteria: *e.g.*, checklist, scoring scale, indication of level of comprehension.

SELF-ASSESSMENT OF CIVICS UNDERSTANDING

Agency Name:_____

Name _____   Date _____

Indicate with a ✓ your understanding and your ability to use English in the areas listed

	Not at All	*A Little*	*Well*	*Very Well*
1) I understand the Banking System				
2) I understand the Educational System				
3) I understand the Medical System				
4) I understand Housing and Tenant's Rights				
5) I understand the Legal System				
6) I understand Social Security and other Employment Benefits				
7) I understand how to use Computers				
8) I am aware of resources available to Parents				
9) I am aware of resources available to Consumers				
10) I understand the System of Government in the USA				

Since most ESOL programs serve recently arrived immigrants who have many challenges facing them in adapting to a new culture, and who are likely to be unfamiliar with the world of work as it exists in the United States, it is valuable for an EL Civics Program to provide support services such as general counseling and career counseling in tandem with instructional services. If the program's budget allows it, other support services such as employment readiness and job placement could also be provided. The nature and extent of the services an institution is able to provide depends on funding and the needs of the population you serve.

Counselors working with adult immigrant students in non-credit settings serve a population that varies greatly in educational, economic, and cultural backgrounds. In most programs, there is usually a wide age range, with students in different stages of their lives. Consequently, their needs in terms of counseling and career counseling vary greatly.

Students who experience personal or work-related problems while enrolled in classes will have difficulty learning and attending on a regular basis, and ultimately might drop out of the program altogether. Having a counselor available to assist students will serve to enhance the ESOL program, improving retention and completion rates.

It is helpful to determine the needs of students, and to offer services that are of value to them. In order to do this, it may be necessary to do a needs assessment. This can be done through a questionnaire given to the students, or informally by asking teachers and staff what services they believe need to be provided for the students. The problems that adult ESOL students face range from the myriad of problems experienced by the general population to problems specifically related to the immigrant experience. Within a group of ESOL students, it is likely that some of them are dealing with issues such as medical problems, substance abuse, spousal abuse, and mental health problems such as depression or emotional illness, all of which require referrals to outside professionals. Many students face problems of adjustment such as immigration problems, unemployment related to English deficiencies, housing problems, medical coverage issues, problems of discipline, school enrollment and attendance problems, and/or housing problems. Because students' cultural backgrounds are dissimilar to what they experience in the USA, they often need information and counseling to start the process of solving the problem or problems that affect them. It is important to make them aware of the availability of services such as special education, shelters, legal aid, clinics, and housing court.

Often, making a referral, giving the student information, or making a few phone calls on their behalf can help resolve the student's problems. Developing a network with the support systems in the community is essential for this purpose. Many helping organizations have waiting lists, but if the program has an ongoing relationship with them, they might serve its students in a timelier manner or assist you with referrals.

When counseling ESL students, counselors have to be aware of cultural differences and be respectful of them. For many ESOL students, seeking assistance or talking to a counselor is culturally alien. It is commonplace in various cultures to think that if a person seeks

psychological help it reflects poorly on his/her abilities to cope. Many students faced with problems will stop attending rather than seek help. It is important for an ESOL program that offers counseling services to make students aware of these services by having the counselor visit classrooms early in the cycle or semester to introduce him/herself and describe the services offered. Instructional staff also needs to be made aware of the support services the program offers, so that they can make a referral to the counselor if they encounter a student that is manifesting problems.

Since students' problems often affect attendance, following up on student attendance is another way of identifying issues that need intervention, and giving the counselor the opportunity to offer assistance. Phoning the student or sending a letter requesting a call back can assure the student that the counselor is there to help.

Career Counseling

A career counseling component fits well into within the scope of activities for simultaneously learning about civics and learning the English language of an EL Civics program. Knowledge of the world of work is important for ESOL students in order for them to adapt to a new environment, new work and educational requirements, new approaches to finding work, and possibly, new certification requirements. If a group counseling approach is used, career counseling can be included as an instructional component. Concepts regarding this approach are included in Section III of this manual, *Instructional Strategies.*

Program Management

COLLABORATION AND COMMUNITY INVOLVEMENT

Depending on the size of the program, its administration may be handled by a single director/coordinator, or a staff of several with specific areas of responsibility assigned. In larger programs, there could be a division of responsibility for curriculum; staff development; counseling, assessment and class placement; instructional design; supervision; marketing; and evaluation. Following are issues in program management specific to EL Civics that all programs will need to address in order to implement a successful program.

Collaboration and Coordination

Because ESOL teachers cannot be expected to be experts on all the topics related to civics understanding, it is particularly important for managers of EL Civics programs to collaborate with community agencies and external experts. One should begin with agencies that the program has a history of collaborating with, agencies such as libraries and various community-based organizations. In addition, since a civics curriculum is extensive and the scope of need for information on American systems so great, it will be necessary to seek out new agencies with which to collaborate, either as consultants or volunteers. A review of the various civics topics should be undertaken, so as to devise ways that each area can be enriched and to ascertain which resources would be the best to access.

Guest Speakers

One very effective way to enhance the civics content of classroom instruction is to invite guest speakers from the organizations you are collaborating with to give presentations to students. Sometimes speakers are not readily available or their schedules do not match yours, so the topic chosen is principally determined by securing a speaker that is knowledgeable in the subject matter.

Establishing a list of available speakers is very useful. This list can be developed by utilizing speakers your program has used in the past, by having staff call and speak to organizations that do community outreach, or by contacting other educational institutions with whom you have an ongoing relationship to find out whom they have used in the past.

Teachers need to be informed in advance of the date the speaker is expected. Teachers need to prepare students on the subject to be presented; therefore, speakers should be asked to send materials in advance in order to assist teachers with preparation. This will maximize the students' understanding of the presentation as well as aid in the process of formulating questions to ask the speaker. In situations where materials are not available, the agency or presenter should be asked if there are materials your program can obtain from other sources or if the teacher

should pay special attention to any particular aspects of the topic when preparing the students. Preparation might include vocabulary acquisition, including, for instance, definitions of banking terminology and banking functions, or description of the USA school system. Sample topics for speakers and organizations or processes an EL Civics program may consider are listed below.

TOPICS AND COMMUNITY SPEAKERS

TOPIC	*ORGANIZATION or PROCESS*
Housing/Tenants Rights	*Local Housing Organizations: These organizations usually provide support to individuals in the areas of housing entitlements, tenants' rights and housing court.*
Banking	*Credit Unions: Some of these agencies, especially in large cities, provide almost all the services of a bank without requiring the same amount of documentation or funds to open an account.*
Immigration	*Organizations advocating for and offering a range of services to immigrants may address issues of importance to immigrants.*
Health	*Local Department of Health: These agencies usually provide confidential testing, education and follow-up on diseases such as TB and HIV.*
Education	*School district representatives, such as parent liaisons, may be available to provide workshops on the public school system and all the services it provides*
Higher Education	*College admissions representatives can inform students about the process of getting into college. Students who might not be eligible themselves may be interested in this topic for the sake of their children.*
Government and Public Issues	*Organizations such as the League of Women Voters may have speakers' bureaus to provide information on elections and voter registration procedures as well as expertise on public issues.*
Legal Issues	*Organizations such as Legal Aid and local Assistant District Attorneys may speak about legal issues.*

When inviting speakers to make presentations, we have found that it is important to follow these guidelines:

- ❑ Be very precise about what you need or want to be covered during the presentation.
- ❑ Be clear about the purpose of the presentation.
- ❑ Describe the composition of the target audience to the presenter and confirm that the presenter can tailor the presentation to communicate with non-native speakers.
- ❑ Follow up with a reminder phone call to the presenter to ensure that they will come on the agreed date and hour, and to the correct location.

After the presentation by the speaker, EL Civics teachers should continue discussion in the classroom on the presented topic, in order to enhance and clarify the presentation. Several classes should attend the presentation at the same time, if space permits, unless the presenter indicates a preference for a particular group size. This allows the speaker to present once or twice per cycle. Occasionally presenters can be asked to present twice, once to speak to higher-level students and once to lower-level students, with translators present to assist if the speaker cannot communicate with the audience.

There are times when you might encounter difficulty in finding speakers. In such a case you might need to approach several agencies or change your plans and invite a speaker on another topic. Regrettably your program cannot control the availability of speakers or the ability of the presenter, so some trial and error might be necessary before a pool of effective presenters can be identified. When students do not comprehend a presentation, a skilled ESOL teacher might assist by reiterating important points in a simplified manner. If a speaker cannot be located, alternate approaches should be used to enrich civics content. One solution to a lack of speakers is to have a teacher or a staff member volunteer to cover a topic and present on it. The Internet can be useful as a source of information. In some cases, videos shedding light on the topic may be available. These should be carefully screened for effectiveness in dealing with the topic and, in most cases, only the most pertinent segments should be shown during class time, with corresponding activities developed to keep the students involved.

When seeking speakers, the first place to look is to organizations with which your program or your sponsoring agency or organization has already established connections. Another solution to a lack of partners might be to cooperate with other programs within your own agency and to combine resources. Thus, someone from another program who has expertise in a particular topic might be invited as a presenter, and your program might reciprocate by providing staff development and combining intake activities. For example, if you are located in a community college setting, you can invite someone from admissions to come to talk about higher education and requirements for entry into the college; in return, your program could serve as a feeder of students into the credit bearing side of the institution.

Teachers should attend the presentations with their classes, since discussion on the subject matter should be continued during class time. Teachers should also be able to provide feedback to the program director on the usefulness of the presentation and the ability of the speaker. It is also recommended that the students complete an evaluation form in order to obtain additional feedback on the usefulness of the presentation to each individual student.

Staff development should be ongoing; at least one meeting should be included during every cycle of an EL Civics program. It is important to establish staff development priorities as an integral part of your planning process, and to include scheduling of staff development activities that will lead to successful implementation of your objectives. Scheduling can be difficult because of the part time nature of staff members in many literacy programs. Time conflicts can often be resolved by varying the scheduling of meetings through the course of the cycle, making it possible for all staff to participate. Activities can be planned to take place before classes start, or for a time when all staff are free to attend such as a Saturday; they can also be included in the regular instructional schedule, when a day is specifically reserved for this activity and students do not attend class. Following are a variety of approaches to staff development which may be considered.

Objectives for Staff Development

❒ To familiarize the staff with the expectations and intended learning outcomes of civics instruction;

❒ To acquaint staff with the resources available;

❒ To enable instructors to enhance their instructional strategies;

❒ To encourage teachers to work together and to develop themes and lessons; and

❒ To provide ongoing support to instructors.

Staff Development Activities

At the beginning of each cycle, a staff meeting should be held during which the objectives of the EL Civics program are explained and discussed. This sets the foundation for teachers to differentiate civics instruction from other ESOL instruction and to understand the program's expectations for what should be taking place in the classroom. In addition, regular staff meetings should be scheduled during the middle and end of each cycle. Meetings during the cycle could focus on a particular topic relevant to all levels, such as increasing the quantity of student conversation in the classroom, or could target concerns particular to specific levels of instruction, such as issues of contextualization of content at each of the ESOL levels. Some time should also be allotted for sharing experiences, with opportunities for the group to problem solve either as a whole or in smaller groups that could be composed of teachers whose classes are at the same or similar levels. End of cycle meetings are an occasion to celebrate what has been accomplished as well as to strategize for the coming cycle. Administrative staff should meet as needed with instructional staff to provide updates and to disseminate information.

Staff development activities should be scheduled in varied formats such as:

❐ Conducting staff development workshops by and for teachers with concurrent sets of presentations and interactive activities related to issues in teaching EL Civics. (See appendix for sample agendas);

❐ Scheduling "brown-bag" luncheons attended by all teachers and led by a staff developer or master teacher. During such a session a particular problem or set of problems related to instruction is identified and the group brainstorms to come up with possible solutions. Recommendations for resources available in connection with these solutions are also provided;

❐ Conducting a focus group activity at the close of the year for teachers to share creative ideas. The format for the meeting is a simple but effective focused staff meeting. This technique is valuable because it engages staff in a synergistic experience and gives them an opportunity to critique their own work in a non-judgmental format, while also giving them an opportunity to be creative in terms of considering new strategies based on their experiences and the experiences of their colleagues thus far. The process for such a meeting is as follows:

A moderator leads a group of instructors in responding to the following three questions, giving each teacher a chance to respond and encouraging interaction:

> 1. What has gone well this year (or this session, semester, or cycle)?
> 2. What would you do differently?
> 3. What suggestions or modified strategies would you recommend or try for the next year, cycle, or session?

These questions will serve the following purposes:

> ▪ Engage staff in an interactive process that will enable them to clarify and organize their thinking with respect to instructional strategies that work for them as individual teachers;
> ▪ Strengthen instructional design for subsequent implementation by teachers sharing strategies with each other;
> ▪ Identify strategies that may not have gone particularly well in a non-judgmental fashion so that teachers can be engaged in improving their own approach to EL Civics instruction.

At the conclusion of the activity, responses can be documented and compiled in minutes.

❐ Providing administrative consultation: An instructional facilitator should be available to recommend materials appropriate for different ESOL levels, assist with selection of books

and lesson planning, team teach, and discuss ways of utilizing existing curricula. Administrators with expertise in curriculum and instructional supervision should meet with instructional staff to provide updates and disseminate information. There should be one person designated to organize and collect curricula, and distribute multiple copies of articles and curricula, as well as keep track of what needs to be replenished.

❐ Developing Model Lessons: Using a common format, teachers are encouraged to share and critique model lesson plans. These model lessons can be highly detailed, and can include specific material, activities and even suggested duration of activities, or they can be more open and indicative of how steps might be implemented. Suggestions for adapting a specific lesson for a class with a different level of English proficiency can illuminate issues related to methodology and philosophy of teaching and help develop continuity from level to level. A sample format and a selected model lesson are shown on pages 68 and 69. Other examples are included in the appendix.

Staff Handbook

It is desirable for a program to develop a staff handbook which includes general guidelines for staff with respect to program and institutional policies and procedures. It also should contain practical logistical information so that teachers may refer to it when they have questions about procedures. Such a handbook saves a great deal of time in orienting new teachers to the program. By clarifying expectations of staff members, a handbook may prevent personnel problems from occurring. In addition, the guidelines in the handbook can help to resolve disputes if they do occur. A sample handbook is included in the appendix.

Community Resources for Staff Development

Administrators should provide instructors with information regarding outside staff development opportunities. In some areas, local organizations schedule workshops which can help teachers improve their teaching. State Education Departments and other funding sources also schedule staff development activities. Administrators should keep abreast of available activities and encourage staff to attend. Local libraries may sometimes provide training; for example, they may offer Internet training. If stipends for staff development are available for part-time staff, they might well be spent supporting staff attendance at well-targeted professional development conferences or workshops offered by other nearby agencies. Staff should also be encouraged to contribute to their own professional growth by presenting at conferences.

Student Handbook

Programs should implement procedures for student accountability. A student handbook with information generic to all activities and programs offered under the umbrella of the institution is useful and saves time in orienting students to rules, regulations, resources, and practical information. Topics which could be included are listed below. A sample handbook is provided in the appendix.

> **Student Handbook**
> **Table of Contents**
>
> - Introduction to the sponsoring agency (school, college, organization)
> - Message from the director
> - History of the program and agency
> - Eligibility requirements
> - Admission procedures
> - Program philosophy
> - Program Policies:
>   -Placement
>   -Attendance
>   -Withdrawing from program
>   -Letter to confirm attendance in program
>   -Address or Name Change
>   -Cancellation of Classes
>   -Identification Card (ID)
>   -Counseling
>   -Promotion and Progress
> - Map of building/campus/surrounding area
> - Location of various services such as book store, cafeteria, library

Student Contract or Letter of Commitment

It is desirable to have students sign a contract or a letter of commitment at the beginning of their participation. This reinforces the seriousness with which the agency views their participation and encourages students to abide by program policies and to participate in a meaningful way. It also serves as a vehicle for justifying the termination of a student in the occasional instances in which this might be necessary. A sample contract is included in the student handbook in the appendix.

Evaluation is an essential management tool. Evaluation should encompass all components of program operation. Standard evaluation instruments can be used if they are consonant with the program's characteristics. Other evaluation instruments and procedures will need to be developed to capture relevant data with respect to achievement of objectives. Evaluation should be both formal and informal. For proven, experienced teachers a yearly observation suffices; for new teachers a formal observation each cycle is advisable.

Program Evaluation

Evaluation of the program should be a consistent, ongoing activity. Evaluation should be based on objective data such as number of participants served, attendance and completion rates, gains in English language ability, growth in civics understanding, and results-based measures of effectiveness of teaching staff.

The effectiveness of the program can also be measured by holding periodic staff meetings and conferences in which staff members have the opportunity to identify the strengths and weaknesses of the program, by conducting teacher observations and by observing the day- to-day operations and the overall climate. Other evaluation instruments and procedures will need to be developed to capture relevant data with respect to achievement of objectives. Evaluation can be both formal and informal.

Program evaluation should also include the completion of an evaluation form by students at the completion of the cycle or semester. This form should measure the students' satisfaction with the program and with the knowledge gained, as well as evaluating the teacher's performance.

The program can develop its own evaluation instruments or use instruments required by the funding agency. A good evaluation process should provide data that addresses the following:

- Is the program operating effectively?
- Is the program meeting its objectives?
- Is there a need to make any changes?
- If so, in what priority areas?

Use of Objective Performance Measures

Activities are evaluated by various means, but learning must be measurable and specific with respect to outcomes. The objectives indicate data about percentages of completion or achievement of gains from one level to another, collated at entry, midpoints and exit points. Some of the data reflects scores on standardized tests, such as the CASAS or BEST Plus Test. Progress in competencies can be determined by pre- and post-checklists administered by counselors and teachers, locally developed evaluations, or real-life tasks that show whether or not students are able to put what they have learned into practice.

Obtaining of data

Instructional Activities: For instructional activities, evaluation data can be obtained by use of the following:

- ❒ pre-test data of English Language proficiency on a standardized test administered by staff;
- ❒ pre-test data on NRS proficiencies based on a program-developed Authentic Assessment Survey of NRS competencies;
- ❒ writing sample scored holistically for those students with English writing skills. (Brief written responses to questions on the application form can serve as a locator test to screen non-writers**)**;
- ❒ short informal pre-tests of Civics understanding on various topics, administered in class by teachers with results noted in student portfolios;
- ❒ post-tests administered at the end of each cycle on an Authentic Assessment Instrument and the standardized assessment;
- ❒ evaluation of Civics understanding, assessed in teacher evaluation conferences.

Attendance and Completion: Rosters are maintained and attendance recorded at each class session, collated on a bi-weekly basis, and reviewed at the end of cycles.

Documentation of Data

Summative data is collated at the end of each cycle and collated program-wide at the end of each semester for Interim Reports, and at year-end for Final Reports if they are required by the funding agency. Instructional staff should assist in the documentation process by writing reports including information about what was taught, reflections on their teaching and their students' learning and illustrative anecdotes. Staff should review outcomes at milestone periods to determine if mid-course corrections in procedures are needed.

Teacher Evaluations

It is important to periodically assess the effectiveness of the instructional staff. Teaching methods and instructional content are important factors in achieving the goals of the program. To assure effective teaching, programs should require that teachers develop course outlines indicating their intended learning outcomes, the instructional strategies they intend to use, the materials they plan to use, and the evaluations they intend to apply, so as to determine whether their students achieved the learning outcomes. Evaluations should be considered as much a tool for teachers to adjust their teaching as a tool to ascertain student gain.

Teachers should also develop daily lesson plans. The course outlines and daily lesson plans create a platform upon which to evaluate teacher performance.

Teacher Evaluation process

(Note: Portions of the following have been adapted from notes of a CUNY brainstorming session of literacy directors, with added elements included)

❐ *Prior to Observation:*

For the evaluation process to achieve the desired goal of providing insights that lead to more effective teaching, the evaluator must first attend to the inevitable unease many teachers will feel about being observed. The long-term strategy for alleviating this unease is for the observer to be as familiar as possible with the class prior to undertaking a formal evaluation. At the start of the cycle, the observer should read the course outline and provide feedback. During the cycle, the observer should regularly check in with the teacher to get a sense of how things are going and should make informal, non-evaluative drop-in visits so that neither the teacher nor the students will experience the observer's presence as an extraordinary circumstance. Visiting classes casually provides a broader picture of teachers' skills and sets the stage for an on-going dialogue instead of a one-shot event that feels very weighted. The observer should stress that they have a lot to learn from the teachers as well as from the students. For such informal observations, the observed teacher has the choice to initiate any request for feedback unless the observer has noticed something of such importance that it must be noted immediately; for example, the observer should intervene tactfully if the teacher has offended someone in the class or if the teacher has conducted the lesson at an inappropriate level of difficulty for the students in the class. In order to gain first-hand knowledge of the dynamic of the class and to share some of the vulnerability that otherwise would belong entirely to the observed teacher, the observer could either teach a lesson to the class or could co-teach with the teacher prior to the formal observation date.

(Note: Teachers should be encouraged <u>not</u> to inform the class when a formal observation is taking place since the students are not the ones being observed, and they are likely to be more anxious and less natural if the teacher seems pre-occupied with the visitor in the classroom.)

At least two weeks before the formal evaluation, teachers should be notified of the date of the evaluation and should be given an option for a pre-evaluation conference. The exception to this would be either for a new teacher or for a teacher who is perceived to be having difficulty with a class, in which case the pre-evaluation conference should be initiated by the observer. During the conference, the observer should show the form to be used and respond to any questions by the observed teacher. Observation should be placed in the larger context of staff development. Teachers can share ideas about effective instruction. These ideas can be referred to after observing a class. The observer can ask if the teacher wants particular attention to be paid to some aspect of the lesson; for example, the observed teacher might request feedback on the way group work is conducted or on the ratio of teacher-student versus student-student talk. The request for a focus does not obligate the observer to concentrate solely on one given area, but it can help the observed teacher gain some control over the process. This approach conveys a sense of respect for

what s/he is doing and helps start a dialogue. It may also indicate the teacher's level of critical self-awareness, or help develop it.

The teacher should get a sense of specific things the observer may be looking for. Although teaching in an EL Civics program requires much of the same skill set as that required for a non-contextualized ESOL program, the ability to teach civics content is the key to successful teaching in this type of program. Therefore, it is imperative that the observer make known the requirement that the observed lesson or segment of the lesson focus on civics content. This requirement can be expressed in the notification letter and reinforced during the conference. Additionally, teachers should be reminded that they are not being evaluated on how well they teach but on how well their students are learning. The significance of this statement is to make it clear that the observer is not there to watch the teacher talking to the class; rather the observer wants to see how effectively the teacher has organized and conducted the class in order to promote learning.

The teacher should be asked to write down or tell the observer what the class is studying, what they have recently been working on, and what is upcoming. The observer should obtain a copy of any handout the teacher uses. This helps place what the observation in the context of the teacher's curriculum.

The observer should let teachers know the protocol to be followed for observation, the amount of time spent in a class, and whether or not notes will be taken. A good time to visit each teacher should be ascertained, as well as a time for post-observation discussion.

❒ *During Observation:*

The primary purpose of the evaluation is to provide constructive feedback that will lead to improved teaching. For this to happen, the observer's comments and suggestions must be based on what actually transpired in the classroom while the evaluation was being conducted. In order to be able to support any opinions about the quality of the lesson, the observer must be able to explain exactly what led to the conclusions drawn. Therefore, the first requirement for the observer is to write, as objectively as possible, the details of what was observed. Write down what you see and hear in the class. Notes and narratives serve as a springboard for post-observation dialogue. The notes the observer takes should be as objective as possible, avoiding judgmental language. It may be helpful for the observer to draw a diagram or map of the classroom set-up, using arrows to indicate the flow of communication and any other symbols or shorthand that make it easier to record pertinent things. The observer should also write a few questions regarding things observed or not observed in the class. The time should be jotted down in the margins of observer's notes at regular intervals. From these moment-to-moment observations come the comments and suggestions that will be brought to the teacher's attention on the evaluation form and in the post-evaluation conference.

There may be times when it is appropriate to move around to gauge the level of learning in the class, but generally speaking, try not to affect what is happening in the class any more than is unavoidable.

❏ *After Observation:*

    The observer should meet with the teacher soon after the observation lest things be forgotten. When choosing which opinions to share about the observed lesson, the first thing for an observer to remember is that there is no obligation to find fault. If a lesson is great… great! If the observer has a few suggestions for tweaking this outstanding lesson, he/she should make it clear that these suggestions are meant to be fine tunings. On the other hand, if a lesson is totally unsuccessful, it might be best to suggest a do-over. There are several reasons for such a decision. First and foremost is that it is very difficult to provide constructive criticism when there is virtually nothing upon which to construct. Another reason is that the simple fact is that we all have bad days, and it would be humane to allow for the possibility that this was just one of those lessons that did not get off the ground. Such a course of action will help to build trust that the observer is not "out to get" the teacher and will tend to make the observed teacher more receptive to suggestions when the subsequent evaluation (without a do-over option) is conducted. The observer should provide positive reinforcement about specific strengths of the teacher and highlights of the class, and should ask the teacher to say what s/he feels about the session observed – both highlights and things they would do differently to be more effective.

Describe what you observed, referring to any notes you have taken. Ask questions with regard to specific aspects of what you observed (classroom or time management, participation, giving instructions and providing models, the use of materials, the steps of an activity, etc.). The specific points to be commented on should be consonant with the program's expressed philosophy of teaching. If, for example, the program values a high level of student participation and involvement of all students in the class, the teacher's performance in this area should be explicitly evaluated. A lesson in which students do not play a highly active role should be analyzed so that the evaluator can suggest ways of presenting the same material more interactively. Such questions can be used as a means to get the teacher to consider alternative ways of reaching their instructional goals. Reference can be made to any list of elements of effective instruction that teachers or others have developed.

The observer should offer suggestions that will help to point the way forward from where the teacher is to where he or she might have gone within the framework of the observed lesson rather than inventing an entirely new lesson.

The completed evaluation form is the basis for the post-observation conference. The challenge for the observer is to create conditions in which the teacher will be receptive to praise as well as to suggestions for improvement. The rules of diplomacy suggest that it might better to start off with praise and then to move on to criticism. There are certainly times when diplomacy appears to be the most workable course of action, especially when the observer has very little to say in praise of the lesson and wants to avoid giving the evaluated teacher the bad news. The problem with this approach, however, is that if the praise is simply perceived as the faint sound before the heavy fall of the other foot, it will not be taken seriously.

In those cases when the observation has not gone well, the most effective way to get the conversation started is to ask the observed teacher how the lesson went. If there is agreement on the problems experienced during the lesson, the teacher is likely to be more receptive to suggestions for improvement than if the teacher feels that everything went fine. When the lesson is unsuccessful, the observer needs to pay particular attention to prioritizing comments, focusing on the central elements of the lesson that made it unsuccessful and placing less emphasis on secondary problems.

There are arguments on both sides of the question about whether or not a rating system should accompany the comments made on an evaluation. Some believe that checklist evaluations are not necessary and may inhibit dialogue. The natural tendency for most of us is to see how we rated on whatever scale is in use and to give secondary value to the accompanying comments. Those who argue against rating systems suggest, instead, that the evaluator write comments on what s/he saw – specific areas of strength and, when necessary, areas the teacher should work on (with strategies for doing so.)

On the other hand, having to use a rating scale obligates an evaluator to be more specific and accountable than s/he might be without it. A way to constructively skirt the constraints of a rating system is to occasionally override it with a "See Comments" notation, whereby a situation that might be difficult to rate is discussed in sufficient detail to make the point, without rubbing salt in the wound. An "N/A" rating is the only fair comment for categories that the observer has no basis for commenting on.

Whatever method of evaluation is chosen, avoid overloading the teacher with comments. Adjust your approach and tailor methods of observation that suit your own needs and the styles of your teachers.

A section of the evaluation form should be allocated to the observed teacher to indicate agreement or disagreement with the observations and suggestions, as well as to offer any other comments in writing. The form should be signed by both parties and a copy should be given to the observed teacher.

Use the results of your observations in the design of future staff development activities. Have teachers exchange techniques, activities and strategies appropriate to their needs. Set plans for future teacher-to-teacher and other visits or observations.

General Thoughts/Suggestions

At all stages of the observation process, take steps and use language to encourage dialogue in place of judgment. (This is not to say that you should not, in fact, make assessments of a teacher's skills. However, focus on what happens in the class, not on the labels you or the teacher may give it.)

Have teachers visit each other's classes. When appropriate, suggest specific classes you wish teachers to visit to talk with teachers about what they are doing.

II **SECTION**
Curriculum Development

ESL Civics education is conceptualized as the contextualization of English language learning within the study of high-interest topics illuminating American history, community resources and vital service delivery systems. At the beginning of each cycle, instructors -- with input from their students -- select topics of greatest interest and utility from a menu of broad topics and sub-menus of specific topics (see *Civics Content* section below). The treatment of a given topic is determined by the English proficiency level of the students as well as by their assessed knowledge of the topic. Typically, each topic selected for study within a cycle becomes the primary focus of the class' activities – including classroom learning, Internet assisted learning in the computer laboratory, and field trips -- for a period of one to four weeks. These topics are also revisited during review sessions throughout the course of the cycle. Additionally, the overarching topics of American Governmental Systems and United States History receive attention throughout each cycle. History and culture can frequently be taught in connection with significant holidays.

At the intermediate and advanced levels of English proficiency, some instructional segments are most provocatively explored when study emerges from posing an open-ended question: What are the dangers of owning a credit card? How do I go about getting repairs done when my landlord does not respond to my requests? Isn't it better to get a job that pays cash under the table so you don't have to pay taxes? What are the characteristics of special education and how do you know if a child needs to be in a special education class? These types of inquiry-based questions make the study of Civics questions immediate and motivate interest to learn the facts necessary to be able to answer the question to a far greater degree than an abstract, fact-driven approach.

An EL Civics Program should offer an eclectic approach to the teaching of English for Speakers of Other Languages within the context of civics topics. The program's instructional strategies should emphasize interactive, communicative activities in which students are involved in using the English language.

The following sample Framework for EL Civics Instruction serves to articulate an instructional philosophy and expectations for instruction. This type of document can become the basis of questions for hiring interviews, can inform discussion during pre-service staff meetings for instructors, can be referred to in creating and in evaluating Course Outlines, and can serve as a guideline for expectations when teachers are evaluated. (*See explanatory Notes for each item after the document*).

Framework for EL Civics Instruction

1) *A user-friendly description of the course is to be presented to the class at the beginning of each cycle. The description is to include both a general introduction to the course and its intended outcomes as well as specific anticipated activities (subject to revision as needed).*

2) *Every student should receive one-on-one attention from a teacher at least once every session. Continuous assessment should give both teacher and student a clear, actionable idea of how the student is progressing and what materials and activities will be of most use to the student at each point of assessment.*

3) *Engaging students in critical thinking, especially through problem solving, should be central to instruction.*

4) *Learning about language should be subordinated to using the language.*

5) *We are all adults among adults. Students may be in the early stages of English language development, but their language level is not an indicator of their development as human beings.*

6) *The civics curriculum should have its starting point at where it relates to the student's experience, knowledge, immediate needs and wants; from there, it should expand as far as possible into the community, the nation, and the world.*

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10) *All four skills, listening, speaking, reading and writing, should be integrated, with an emphasis on oral and listening skills for low-proficiency students and with increasing emphasis on reading and writing in the progression from lower to higher levels of English proficiency and academic*

11) *Students who are disposed to do more should be given opportunities both inside and outside of class to achieve to the highest extent possible.*

12) Students should be assigned activities that engage them in using English on the days they are not in class. Students should be reading and writing in English continuously outside of class. Every student must have a library card, and, ideally, every student should be reading books at all times, either assigned or independently selected by the student. Watching TV in English or listening to English radio programs is also desirable.

13) Depth of leaning takes precedence over breadth of learning. A fruitful topic should not necessarily be abandoned if the schedule calls for introduction of a new topic. Rushing through topics in order to "cover" them is counter-productive.

14) Although a program should make every attempt to minimize on-going enrollment and large-scale changes of students from class to class, strategies must be in place to handle students starting after the initial start date and to maximize the value of classes whose composition has not stabilized.

15) Strategies must be in place to accommodate students whose native language and culture are different from those of larger contingents of students in a class.

Explanatory Notes for Framework for EL Civics Instruction

1.   A user-friendly description of the course is to be presented to the class at the beginning of each cycle. The description is to include both a general introduction to the course and its intended outcomes as well as specific anticipated activities (subject to revision as needed).

Most ESOL students attending EL Civics classes attend principally because they are interested in learning English. They may or may not be particularly interested in the Civics foundation behind the ESOL instruction when they enroll. This does not mean that we should minimize the importance of Civics, or that we should hide Civics altogether. Rather, we should show respect for the student's need to know what to expect from the course, and in the process, we should organize our own thoughts about what the cycle of instruction will look like. This effort, even if it is revised as the cycle proceeds, creates a sense of confidence in the student that the teacher has a concept and a plan for the course.

Course descriptions vary greatly according to the level of proficiency of the target audience and the method by which they are created. Although it might be worthwhile for a teacher of Level 1 ESOL students to create a detailed course description to guide them and to inform administration of their plans for the cycle, it would be futile to give such an unintelligible document to students at such a low level of proficiency. Rather, students at the lowest level might receive a very simply written document containing a brief letter of welcome, a list of the teacher's expectations of the student and what the student can expect from the teacher. This could be followed by a checklist of the things they will be able to do upon completion of the course. This checklist should contain English language competencies as well as life competencies related to Civics learning. Sample items for English and Civics might include:

_ I can introduce myself.
_ I can open a bank account.

The checklist could also include dates (not necessarily specific) when topic areas and competencies will be dealt with in class.

Teachers of higher-level classes should tailor their course descriptions to the proficiency level of their students, using the vocabulary that is within the students' control.

The question of when to give Course Description documents to students is a vital one. In addition to the factors of initial instability (see #11 below), the degree to which students should be included in choosing the content for the course must be taken into consideration. Discarding the unjustifiable option of just going with the flow from night to night, the teacher has two basic options in this regard.

The first option is to pre-plan the content of the class and, thereby, to be ready to present a complete course description to the students during the first meeting. The plus side of this approach is that the teacher can fully research the themes and topics, make sure appropriate material is available, and gather or contact outside resources prior to the first class meeting. This enhances coherence and may reduce stress. The down side of this approach is that the teacher must make several assumptions that might not prove to be accurate. What if the actual level of the class turns out to be different than it appears to be? What if the students are not particularly interested in the themes and topics chosen? What if they already have more related knowledge than expected? What if they have insufficient background knowledge to connect to the material?

The other basic approach is to assess the students' knowledge of and interest in the themes and topics on the EL Civics menu. The advantage here is that the course is shaped to the specific requirements of the students rather than to an abstract and possibly arbitrary judgment of what they will benefit by. The students, seeing that the teacher cares about and respects their preferences, are more likely to trust the teacher. On the other hand, the reaction might be just the opposite from students coming from one of the many cultures where a teacher is assumed to know what's best for the students. In the latter case, the initial impression given could be "this teacher doesn't know what she's doing" and the apparent strength of the collaborative approach might be converted into a weakness. Furthermore, a poll of student interest in a wide variety of topics might well reveal that this interest is so divergent that a coherent course cannot be planned. Additionally, the opportunity to gather resources provided by the other approach is lost.

Between these two approaches lies a middle course. The teacher prepares a basic description of the course (welcome letter, expectations) together with an interest inventory with a limited set of themes and topics for students to choose from. The selected themes and topics could be chosen for a variety of reasons, not least of which that they are the ones that the teacher knows will most engage her own interest. Students can vote "NI" (not interesting), "I" (interesting) or "VI" (very interesting) for each theme. Within each of the most popular

themes, a secondary level survey can be conducted to assess the level of interest in each of the topic areas. The results of these surveys serve to guide the creation of the content-related portion of the course description which can be presented to the students by the third or fourth meeting of the class. EL Civics instructors should create their course descriptions with the expectation that all members of the class will not necessarily follow along in lockstep. Individuals and groups of students will be working at their own pace, investigating topics from different angles according to their interest and prior knowledge. Latitude for points in common and points of divergence should be built into the planning for the course.

> 2. *Every student should receive one-on-one attention from a teacher at least once every session. Continuous assessment should give both teacher and student a clear, actionable idea of how the student is progressing and what materials and activities will be of most use to the student at each point of assessment.*

How is it possible to keep tabs on the progress of every student short of conducting pen and paper tests that cut into class time and require correcting time outside of class (not that there's anything wrong with that – occasionally)? Class management is the key to effective assessment. Students need to be actively engaged in ways that do not depend on the teacher to be the principal engine, supplying the energy to keep the class moving along. This means that the teacher who aims to maintain a continuous sense of whether a student is "getting it" or not cannot adopt the "sage on stage" mode as the principal method of delivery. Only when students are engaged in tasks requiring them to use English with each other can the teacher be freed up to interact on a one-on-one basis with the students. This interaction can take a variety of forms. It may be as simple as monitoring a student's performance on a task while walking around the room. It may be a brief conference, sitting down with the student at the student's desk. It could be a more extensive conference held at the teacher's desk or in a location offering some privacy. It might be direct engagement in the task at hand with one student or a group of students. The added benefit of a class managed to create opportunity for closer contact with the students is that the teacher gets to know more about the students as human beings.

> 3. *Engaging students in critical thinking, especially through problem solving, should be central to instruction.*

Yes, it is unreasonable to expect a student who can hardly speak a word in English to engage in critical thinking. On the other hand, one of the great advantages of focusing on the themes and topics of Civics is their richness and complexity. Certainly, one of the teacher's main roles in the Civics classroom is to provide essential background knowledge in the Civics topics. If we go beyond this level of engagement with Civics content, however, we will enter into a realm of inquiry where we can offer real intellectual stimulation. When students become involved in the issues connected to a topic, the urgency of the need for expression pushes excessive concern for perfection of expression aside. The English language then comes alive. Project-based instruction and problem posing/solving are particularly fruitful approaches to engaging critical thinking skills through Civics instruction.

> 4. *Learning about language should be subordinated to using the language.*

EL Civics classes are not Linguistics classes. This is not to say that knowledge of Linguistics is irrelevant to ESL instruction. Nor does it mean that discussion of grammar points and concern for correctness are out of bounds for EL Civics instruction. What it does mean is that study of the language should occur in the context of how the language is being used. Civics themes and topics – not grammar points – are the pegs upon which to hang the content for EL Civics instruction. The lesson is not about "the future tense". Rather, use of grammar is imbedded in tasks. For example, use of the future tense is inescapable in the role-play about the consequences of excessive use of credit cards involving a free-spending credit card abuser and a perplexed spouse. Grammar explanations should spring from a demonstrated need to know arising from oral and/or written performance. These explanations should be brief and to the point. To the maximum extent possible, explanations and supporting grammar exercises should be within the context of the Civics content being studied.

One of the ways in which the teacher can integrate language study into an ongoing Civics content-based lesson is by using student-produced written sentences generated in the course of conversation activities such as the one described in point #6 below. For sentences written on the board or newsprint, or generated during group work, the teacher asks students if a given sentence is correct and, if not, to write the correction. A brief explanation of the rules or rationale for the corrections could follow, before returning to the content at hand. Some of this work could also be reserved for homework. The teacher can decide if an exercise from a grammar text with an answer key would be of value as a homework assignment to provide reinforcement of one particularly problematic point. Students should either correct their own work with the answer key or exchange papers to use the answer key to correct each other's work. The teacher takes note of the results to inform next steps, such as working in a small group with students who have demonstrated that they have not understood the work.

It is unlikely that completion of a few grammar exercises will result in the immediate end to erroneous usage, so teachers should supplement grammar exercises (or even replace them) by calling on students to generate sentences from a prompt. For example, "Write one sentence about opening a savings account with *should* and one sentence with *have to*." Students can exchange these sentences for peer feedback monitored by the teacher. This is best done in relatively brief chunks, breaking up a long activity, or at the point of transition into a new activity rather than as a separate section of the overall lesson. The use of "scrambled sentences" for which the students have to put the words in the correct order helps build knowledge of sentences structure. The sentences generated by students are excellent sources for these scrambled sentences.

Many of us who teach ESOL can (usually unconsciously) fall prey to confusing a student's babe-in-the-woods English speaking identity with the same student's fully adult identity that can only be expressed verbally in a language other than English. If we find ourselves treating our students like children, cutting excessive slack or scolding excessively, our first step ought to be to check the way we are relating to them. If, indeed, some students are replicating high school or even elementary school behavior, we will have to deal with the situation either ourselves or with the help of administration. But if we see within ourselves the tendency to talk in a sing-song voice or to go along with every excuse a student might have for poor attendance and lack of effort, we owe it to ourselves and our students to be vigilant about treating them according to standards appropriate for adults.

The Civics curriculum is not abstract. It does not run on a single, fixed track that must get us from pre-determined point A to point B. Civics content begins at the intersection of the material with the students' knowledge and need to know. This can best be determined by assessment through surveys such as the checklist survey included on page 31 and by interest inventories (*see notes for point #1 above*).

The study of a particular theme and the topics associated with it starts with opportunities for students to talk about their own experience, either in their native country or in the US. For example, if the topic is Election Day, the students can begin the class by circulating to pair up briefly and speak with as many classmates as possible (and the teacher) asking the questions:

> i.   Describe elections in your country. If your country does not have elections, explain why.
> ii. What do you know about Election Day in the US?
> iii. What question would you like to ask the teacher about Election Day?

Each student asks and answers these questions with a partner; then the students find new partners and repeat the process. From each interview, the student can write the question to ask the teacher. At the conclusion of the activity, each student or volunteering students can write what they consider to be the most important question to ask the teacher on the board or on newsprint.

The teacher uses these questions (not necessarily in the order in which they were asked) to begin to get at the information on the topic that the students need to know. The students

should have the first opportunity to answer the questions the class has generated. They can work in groups to come up with proposed answers. The teacher can circulate among the groups to verify correct answers, to provide hints toward answers that are on the right track, to pose a related question, and to note where the entire class is stumped.

Meanwhile, student writing – both in the questions on the board and as it emerges in the groups – is certain to provide material for grammar and vocabulary study. *(See #4 above)*.

The teacher can follow up by providing information on the unknown material – in the same session or in the subsequent session – with a whole group lesson, either using a text or working from the teacher's knowledge. When providing information, the teacher should keep in mind that students' attention to lecture-style presentation tends not to exceed 7 to 10 minutes, depending on the level of interest. Therefore, lectures should be broken up by inter-active, pen and paper, or computer-based activities.

In order to fully engage in Civics content, we should always keep on eye out for controversy. Our principal aim is to set the stage for real, necessary communication, and if a student has an inner need for expression of an idea or to tell a story, reluctance to use English as a means of communication is much more likely to take place. It is good for students to learn that Election Day is the first Tuesday of November except when November 1st falls on a Tuesday. It is better, however, for students to learn about competing candidates proposals for school reform and to compare the merits of each proposal. (As always, the level of English proficiency will determine the extent to which students will be able to engage in this kind of discussion.)

Discussion of issues expands from students' immediate experience into related experience in the nation and in the world. Texts, newspapers, magazines, the Internet, videos and books can become the telescopic or microscopic lenses by which the students encounter new perspectives.

> 7. *All four skills, listening, speaking, reading and writing, should be integrated, with an emphasis on oral and listening skills for low-proficiency students and with increasing emphasis on reading and writing in the progression from lower to higher levels of English proficiency and academic competence.*

Listening, speaking, reading and writing, the interrelated skills developed in language learning, are not learned sequentially; rather, they are integrated in differing intensities, at each level of proficiency. Compelling arguments have been made for an initial emphasis on Listening for beginner classes. When listening is emphasized, with student response coming largely in the form of actions shared by the group – for example, pantomiming of the instructions for a process such as a doctor's instructions for a child getting an immunization shot -- the initial, sometimes overwhelming, anxiety adult students often bring with them to class may be lessened. Once students have developed a higher level of comfort with the classroom, and they are no longer preoccupied by the feelings of inadequacy and shame

many adults tend to attach to situations in which they must assume a child-like role, other skills can be introduced.

Reading and writing activities become more challenging and receive more attention in proportion to the level of English proficiency of the class. Independent reading, either from connections to local libraries, school collections or both, should be introduced at the lowest levels. For those who have children, reading to the children can be a pretext for encouraging adults to read simple children's books. Adult-themed books for low levels of literacy and language are available (some of the best of these are published in Africa and the United Kingdom and are available from *Peppercorn Books*). The teacher can create a classroom library with a selection of various titles at a range of proficiency levels and interests mirroring those of the students. Once a student has established a good record of attendance, access to this library is granted. Depending on the size of the book, most books should be checked out for one or two weeks, and book clubs can be set up either to interchange ideas about the same book or to exchange suggestions about which books to take out.

English language writing samples should be collected at intake; a second English writing sample giving students an opportunity to communicate their preferences and to produce some narrative in connection with a theme can be requested during the first class session of high beginner through advanced classes.

Writing tasks increase in variety and complexity at the higher levels of proficiency; nevertheless, it is important to be aware that the level of native language literacy is the key factor in determining the student's capacity to learn to write in English. If a student has never written or has only infrequently written in the native language, the task of writing coherently and correctly in English is doubly daunting. Therefore, there is value in requesting a native language writing sample where a program has capacity to read it. The native language writing sample can guide the teacher's expectations and help to inform the method of grouping for collaborative tasks with a written component.

The writing component of EL Civics can be as sophisticated as a research report and as simple as basic responses to questions in a text. "Language Experience Stories" dictated to the teacher, are a comfortable introduction to writing sentences and paragraphs. The Language Experience Story is created by the students and recorded on newsprint. If the class visits the public library, for example, a narrative about the class' visit to the library could be generated, with each student contributing a sentence. (See appendix for an example of a Language Experience Story created by EL Civics students at the literacy level.) The students are more likely to have a higher level of interest in and to recognize words from a story they have created from their own experience than from a passage in a text. The teacher or a program's support staff can word process these student-created narratives for students to read in class and at home. The narratives can also be recorded on tape, and can be cut up into sentences for unscrambling. In fact, the organizing thread of a class at the lower levels can be a project involving the collection of these narratives into a book. At intermediate and higher levels the writing is created by the individual students rather than by the Language Experience method and the type of writing can be more sophisticated.

> 8. *Students who are inclined to do more should be given opportunities both inside and outside of class to achieve to the highest extent possible.*

The level of motivation to achieve can only be assessed by the teacher as the course progresses. Students enter a class with differing levels of proficiency in each of the four skills; they also enter with differing levels of commitment to learning.

The teacher should provide guidance to those students who demonstrate that they are hungry to learn English. In class, they can have an ongoing project to work on or a book to read so that they will not be penalized by boredom for completing work sooner than their counterparts. Outside of class, highly motivated students could keep a journal in which they record how they have used English, how they felt in their English-speaking interactions, and questions about words or phrases that come up. The teacher can guide their selection of outside reading and television or radio programs. (Caution: the students must understand that there is intrinsic value in these supplementary tasks; the teacher may spot-check journals, but there is no obligation either to read everything, to correct every error or to comment on every statement.)

> 9. *Students should be assigned activities that engage them in using English on the days they are not in class. Students should be reading and writing in English continuously outside of class. Every student must have a library card, and ideally, every student should be reading books at all times, either assigned or independently selected by the student. Watching TV in English or listening to English radio programs is also desirable.*

Adult students usually lead busy lives; for some, juggling family responsibilities, work duties, and just showing up at school stretches them to the limit. Is it fair to request that these students do homework? As adults, they should have the right to choose – but not on an assignment-by-assignment basis. During intake, prospective students should learn about the program and its expectations. This orientation should include some information about how classes are run and what the program expects of students. The importance of using English outside of the class should be emphasized. But those students whose situations do not allow for homework should not be excluded. Instead they should elect a no homework option at the beginning of the course, with the understanding that the program reserves the right to limit the time of their participation if they do not make progress.

For all other students, the aim of homework is to maintain and develop real contact with English. Activities encouraging use of English as a real means of communication include conducting interviews with neighbors and people in the community, writing responses to books read or movies and TV programs watched, and engaging in activities requiring the use of English with other family members, such as museum or library visits.

> 10. *Depth of learning takes precedence over breadth of learning. A fruitful topic should not necessarily be abandoned if the schedule calls for introduction of a new topic. Rushing through topics in order to "cover" them is counter-productive.*

Civics instruction presents a wealth of opportunities for instruction in meaningful contexts. The temptation might well be to cover as many themes and topic areas as possible. But the urge to race through material in an effort to "cover" as much as possible should be resisted. Learning vocabulary rarely occurs with brief exposure to material. When students have frequent opportunities to come into contact with words, as can only happen when a topic is explored in depth, they can come into contact with the vocabulary frequently enough to begin to move it first into their passive vocabulary and then into their active vocabulary.

Another compelling reason for in-depth study is that it allows for surfacing of the embedded issues. The full range of connections within a topic as well as beyond the strict limits of the topic area emerges. The type of activities associated with in-depth learning, such as research, projects, and debates, engage higher order thinking skills and lead to a stronger sense of mastery that carries over into the study of other areas and strengthens the ability to become an independent learner. In-depth study also provides opportunity to include relevant math instruction.

> 11. *Although the program should make every attempt to minimize on-going enrollment and large-scale changes of students from class to class, strategies must be in place to handle students starting after the initial start date and to maximize the value of classes whose composition has not stabilized.*

Adult classes have a tendency to have a certain startup period during which any combination of the following factors might prevent the course from feeling as if it has gotten off the ground:

- <u>Some (or many) students do not show up for the first class.</u> (The program can counteract this by requiring incoming students to sign a simple document stating that they are aware that they are subject to termination if they fail to attend the first class.)

- <u>A student's actual level might be different from the assessed level, especially if the sole basis for placement is a standardized test.</u> (The program should include an English language-writing sample and the assessment team should indicate if a student's performance in conversation counter-indicates the results of the assessment. For example, if a student scores at level one, but has succeeded in responding to basic identification questions or even launches into intelligible conversation, the results of the standardized test should be viewed with skepticism and class placement should reflect demonstrated ability rather than ability as assessed on the standardized test.)

- Class sizes among several classes are highly unequal, requiring a redistribution of students or because the no-show rate of one or more classes is particularly high. (Programs can reduce incidences of unequal distribution in two ways. First, classes should be created using multiple indicators beyond standardized test scores, including those cited above and, for returning students, teacher assessments. Second, the program should maintain close contact with incoming and returning students by phone and by mail – perhaps increasingly also by e-mail – to remind students of start dates and to demonstrate that each individual is important. This is particularly important in areas with a number of ESOL programs, since students may enroll in more than one program.)

> *12. Strategies must be in place to accommodate students whose native language and culture are different from those of larger contingents of students in a class.*

The ethnic and language mix of every program is distinct. Some programs are like a mini-United Nations, others serve only one language group. Each type of student mix has its own benefits and problems. A program that predominantly serves one language group but has a few students from other language groups must make a special effort to ensure that the language minority students feel that they are welcome. They should be integrated into groups with the language majority students rather than isolated in their own group. The use of the language majority group's native language in class by the teacher should be minimized (debate persists about the role of the native language in the language classroom). They should have an opportunity to share information about their language and culture as well as to learn about the native language and culture of the other students in the class. If a pattern of language minority students dropping out develops, the program should initiate outreach to determine the cause and to examine what can be done to make the program attractive for all.

CIVICS CONTENT

Civics Categories

In determining civics topics to include, a wide variety of topics and issues can be considered. In general, it is neither possible nor desirable to cover all of them in a typical semester. Student interest may narrow the choice of which topics to include. However, what is most important to accomplish during instruction is that students learn how to learn, how to access information, and how to research information they need. If they acquire these skills, they can then independently acquire additional information that time constraints precluded from being included in instruction.

There are many benefits to students resulting from improving their civics understanding. Most students who have limited English ability also have limited exposure to complex United States social systems. Because their language limitation tends to isolate them, they have not acquired sufficient skills to navigate these systems successfully. Familiarization with available community

resources and with the means of accessing information can lead to major improvement in the lives of adult immigrants and their families. Instructional strategies which enhance civics understanding will promote the acquisition of survival skills and will clarify the rights and responsibilities of citizenship. As a result, students gain exposure to community resources and increase their involvement in community events and activities. Their utilization of services and community resources and development of language and life skills allow them to engage more fully in society, to make informed choices, and to make positive changes in their lives and in the lives of their families.

At the same time, the teaching of English language skills in the context of meaningful content helps to sustain and develop the desire for learning English. An all too typical pattern is for students to enter a program with high hopes and great enthusiasm about learning the new language only to become disillusioned when the expected rate of progress is not met. While teaching English in the context of civics education is not in itself a guarantee of a successful learning experience, civics content can often be successfully put to immediate use. Putting what is learned to immediate, practical use can serve to offset the inherent frustrations of dealing with the complexities of the English language.

The following is a sample list of instructional segments which could be incorporated into a framework for Civics curriculum content:

Banking & Finance

- Types of Banking-related Institutions
  - Commercial
  - Savings
  - Credit Unions
- Accounts:
  - How to Open an Account
  - Types of Accounts:
  - Savings
  - Checking
  - Other Savings Options
  - Types of Cards:
    - o Credit
    - o Debit
- Loans
- Interest rates
- Government Bonds
- Check Cashing Agencies
- Taxes

U.S. Governmental System

- Branches of Government: Executive, Legislative, Judicial
- Structure of Government: Local, City, State and Federal
- Electoral Process:
  - Primaries and General Elections
  - Election Day
  - Voter Registration and Voting Process
  - Political Parties
- Citizenship Preparation

United States History

- Sequential Political History
    - Columbus Day
    - Thanksgiving
    - Independence Day
    - Memorial Day
    - Veteran's Day
- Social History
    - Labor Day
- Key Figures
    - Martin Luther King Day
- Presidents' Day

Community Resources

- Cultural Institutions
- Libraries
- Youth Organizations
    - Girl Scouts/Boy Scouts
    - Police Athletic League (PAL), etc.
- Counseling, Protection & Recovery:
    - Substance Abuse
    - Spousal Abuse
    - Child Abuse
    - Hotlines

Career Development

- Career Counseling:
    - Interest Assessment
    - Career Information
- Types of Employers:
    - Corporations
        - For-profit
        - Non-profit
    - Small Businesses
    - Self-employment
- Job Search:
    - Resume preparation
    - Interviewing Skills
    - Job Search Process
- Employer Expectations
- Workplace requirements
- Benefits:
    - Health
    - Unemployment insurance
    - Disability
    - Social Security
- Unions

Consumer Education

- Consumer Protection Agency
- Financial Counseling
- Budgeting
- Credit rating
- Warranties and Guaranties
- Small Claims Court

Health Systems

- Hospitals
- Types of Doctors
- Preventive Medicine
    - Asthma
    - Tuberculosis
    - Sexually Transmitted Diseases
- Alternative Medicine
- Mental Health
- Immunizations
- Insurance and Health Maintenance Organizations
- Social Security Disability
- Medicare & Medicaid

Educational Systems

- Types of Schools:
    - Daycare:
        o Licensed
        o Unlicensed
    - Pre-K options
    - Primary
    - Secondary
    - College:
        o Community College
        o Senior College
    - Proprietary Schools
    - Adult Education:
        o For-profit
        o Non-profit
- Special Education
- Testing
- Expectations for Parental Involvement

Housing

- Tenant Rights
- Tenant Organizations
- Subsidized Housing:
    - Section 8
    - Housing Projects
    - Rent Stabilization
- Home Ownership
- Housing Search Process

Legal Systems

- Court System
- Penal System

Motor Vehicle Department

- Obtaining a Driver's License
- Non-driver's ID

Section III of this manual, Instructional Strategies, will explore ways to incorporate these various topics on American systems into ESOL instruction. Also to be addressed are the various organizations that can assist in providing information about these topics as well as the use of technology to access information.

Current Events in EL Civics Education

Current events can play an important part in EL Civics curricula. Such things as a local or national election, legislation that affects funding for literacy programs, and current issues can provide engaging context for EL Civics instruction. There is a value in incorporating current events topics in classes of adults with diverse backgrounds and points of view so as to illustrate the functioning of the government of the USA in a real and immediate context. While one cannot make sweeping generalizations about the correct way to approach the inclusion of current events, we suggest certain guidelines.

❒ Teachers should avoid making assumptions about student knowledge, experience and attitudes with respect to current events. Limited English proficiency and, in the case of some students, limited native language literacy may mask high levels of comprehension of political events. Conversely, some students who have the language

and literacy skills that might indicate considerable worldly knowledge could be either uninterested or could have a rigid viewpoint that precludes open discussion of a topic. Assess student knowledge and interest and use the differing degrees of knowledge to inform the degree of discussion that might be appropriate.

❒ Teachers must maintain a delicate balance in the class' consideration of controversial issues raised in the course of discussion of current events. Teacher neutrality with respect to controversial topics is essential because of their role as authority figures. The teacher can assure that information that is made available or accessed is reliable with respect to sources. Perhaps the most important way a teacher can contribute is to be aware of his/her own biases and to bring in resources from a wide range of perspectives to consideration of the issues. Print and video materials as well as information on Internet sites should represent a cross-section of opinions.

❒ One of the main objectives of Civics education is to raise awareness of the role of institutions in the lives of students. Knowledge of the interconnectedness of the global with the local can arouse an interest in civic participation. Many of the issues raised by the study of current events have concrete ramifications for students.

The concerns of the student who actively or passively reminds the teacher "I just came here to learn English" are valid and need to be taken into account. Additionally, it is worth keeping in mind that students at a very low level of proficiency in English simply do not have the linguistic tools to engage profitably in extended conversation about issues, even though their level of knowledge and interest may be equal to that of students at a higher level of proficiency.

III SECTION
Instructional Strategies

Contextualization

Students often enter adult ESOL programs with expectations that do not entirely conform to what they end up experiencing. It is not unusual for students to expect that language instruction will consist primarily of learning lists of verbs, pronunciation rules, and lists of vocabulary, and that they should march through to the completion of a single text in order to claim mastery of a given level of proficiency. For many – if not most – students, however, the reality is that there is very little inherent interest in this type of learning. It is a rare student who takes pleasure in learning the correct form of a verb for its own sake, who is enthralled by the complexities of sound-spelling correspondence, or who would find an ESOL textbook to be a must-read. Thus, the level of enthusiasm that characterizes a student at the beginning of a classroom experience dominated by this type of learning is often difficult to sustain.

High-interest contextualized content serves as an effective engine for learning the English language. Learning takes on a greater importance when the content of instruction is used in concrete ways that can improve the lives of the student and the student's family. The value of learning becomes evident, and the likelihood of maintaining enthusiasm about learning English increases. This translates into more time spent in programs, and, generally, into a greater possibility of developing a command of the English language.

For the EL Civics class, the key to successful instruction is to create a classroom environment in which students can progress simultaneously in the development of English Language Skills and in the acquisition of the Civics knowledge that can enrich their lives and increase their ability to negotiate the complex systems under study. While contextualization of instruction of English language skills in high-interest Civics content instruction is the distinguishing factor that differentiates EL Civics from regular ESOL instruction, it is not necessary for the EL Civics teacher to go to extremes. Not every minute of every class needs to be devoted to contextualized instruction. Therefore, some instruction in grammar or pronunciation, for example, may take place outside of the context of a particular civics content area. The addition of some content that is not strictly Civics content is not a crime. If, for example, a library of high interest, level-appropriate books was available for in-class and at-home independent reading, not every title would have to fall within a specific Civics category. Furthermore, the instructor must continuously assess whether or not there is sufficient interest in a particular topic or theme to warrant in-depth study. Adjustments might be necessary: either concentrating on a particular aspect of a topic that particularly resonates with the students (maybe accessing credit cards with the lowest rates of interest rather than savings accounts), reducing the amount of time spent on a topic that does not seem to be of much interest (very few of the students are nearing eligibility for citizenship, and there is not much interest in American Government), or even bailing out altogether (the Legal System makes everyone nervous).

Introduction to Instructional Strategies

In order to achieve the goal of providing the best possible learning environment for all the students in a classroom, the teacher should start by establishing the basics of a student-centered classroom: getting to know each student's name, becoming familiar with some of the relevant particulars of each individual's life, and assessing each student's interests, strengths and weaknesses. Providing the kind of learning environment that fosters the development of relationships between student and teacher as well as among students creates the kind of social atmosphere that makes coming to class a pleasure rather than a chore. Instructional strategies that maximize the potential for learning include the following:

❒ Activities in a variety of grouping arrangements:

- Individual
- Pairs
- Small group
- Large group
- Whole group

❒ A balance between predictable and flexible elements:

- Providing an agenda for each class
- Allotting time for review as well as for new material
- Building in routines
- Adding an element of choice (of partners, of book to read, of topics to discuss or write about, etc.)

❒ Opportunities for practicing all four skills, with emphasis on the first two, decreasing proportionally through the levels of proficiency:

- Listening
- Speaking
- Reading
- Writing

❒ Activities and materials geared to preferred learning styles:

- Visual
- Audio
- Kinesthetic
- Musical

Field Trips

Field trips are an excellent way to contextualize ESOL instruction. Since one goal of EL Civics is to assist students in relating to and accessing American systems, a well-selected field trip can provide an authentic experience with a variety of situations under the guidance and support of a teacher. Determining where to take students will depend on your geographic locale, but there are myriad places to visit in every town and city. A review of the EL Civics topics listed on pages 58 - 61 would be a good starting point. A few examples are provided here to point the way, but the teacher's imagination should expand this list easily.

SUGGESTED FIELD TRIPS AND ACTIVITIES
(Sample list)

Topic Category	Topic Sub-category	Suggested Destinations	Suggested Activities
U.S. Governmental System	Judicial	Traffic Court	Attend session of court to observe
U.S. Governmental System	Legislative	City Council Meeting	Attend hearing
Educational System	K – 12th	Local School	Attend a PTA meeting
Health System	Clinics/Hospitals	Local Health Center	Arrange a tour of facility
Housing System	Tenants Rights	Housing Court	Attend a hearing
Accessing information	Children's books	Local library	Take class to library; visit children's section; obtain library cards.
National Symbol	History of Immigration	Ellis Island and Statue of Liberty	Tour site. Compare experiences of different waves of immigration. See below.
Historic Building	History, Lifestyles	Jumel Mansion	See below.

Procedures to make the trip effective

Teachers are encouraged to integrate field trips into the curriculum. There are risks, however, in undertaking a trip with adult students, who tend to be skeptical about the value of an activity they associate with school children. High absenteeism on the day of a trip is the predictable result when trips are perceived as an unnecessary frill. Therefore, trips should be linked directly to the topic being studied and students must be prepared for the trip.

If at all possible, the teacher should be familiar with the site to be visited. In order to create a better sense of the place to be visited, visual resources such as brochures, booklets and postcards should be gathered for incorporation into preparation for the event. Prior to the trip the class must discuss the purpose, expected outcomes, and structure of the trip: How will the trip illuminate the topic? What specific activities will students be engaged in and what are the

expectations for student performance during the trip? Are students working independently, in pairs, in groups? Is the class expected to stay together as a unit throughout, or should members expect to branch off? Are there people working at the site that the students can interview? If so, what questions can be asked of whom and what is a reasonable number of questions to ask an individual?

Depending upon the nature of your community, planning of logistics for meeting may afford an opportunity to bring up pertinent issues related to accessing public transportation. Arrangements can be made for groups of classmates to meet at intermediate locations in order to accompany each other, especially when the prospect of travel off the beaten path provokes anxiety among some students. Another logistical concern, not to be overlooked, is cost. If the cost of the outing is too burdensome, those who cannot afford the luxury will not show up, no matter how interested they may be. Teachers should not make assumptions about whether or not students can afford a field trip. It would be preferable for trips to be no cost or very low cost. In practice, however, this is not always possible. To avoid embarrassing students, the question of whether the trip is affordable is best decided by secret ballot. The timing of the mention of cost is very important. If students are presented with costs before they have a good idea of what benefits they will derive from the trip, they cannot form a judgment based on value. On the other hand, it is unwise to invest a great deal of time in planning the trip only to discover that students are balking at the cost.

During the trip students should bring a list of tasks they are responsible for carrying out and questions they should ask and/or answer. Students should record not only factual information but, wherever possible, their personal reactions as well. Teachers should keep in mind that excessive control is counter-productive: a field trip should be a fun activity as well as an opportunity for social bonding among class members; therefore, students should not be overburdened with tasks. At some types of field trip sites, such as museums, attention spans are prone to rapid dwindling; this phenomenon is even more pronounced among those who are unused to going on cultural or historical outings. Some free time should be allotted for students to follow their own preferences, even if those preferences might sometimes be just to sit and chat with classmates. If the visit to the site does not require much time, consider a visit to a nearby park or even a walk through the neighborhood. It is always a good idea to take a camera along to capture useful information that can be discussed after the trip.

After the trip, the class should follow up on the activities they carried out. Structure activities based on their experience to generate discussion of what they observed, what they learned, and their reactions to the experience. Students can record their opinions about the value of the trip. This material can be word-processed and, depending on computer skill levels, students can create their own travel brochures that will contribute to generating enthusiasm for the trip among future students. Students can display their writing and pictures about the trip in their classrooms or on bulletin boards. If the trip was a success, students may want to revisit the site with their families. Teachers should encourage and support further exploration of the site and should provide information about related sites that students could visit independently.

Following are illustrative details about field trips conducted in New York City. Similar trips could be planned to other historic sites located in all parts of the United States. Included in the

description of these field trips is commentary on what the teacher planned to do, how she prepared her students, and handouts she prepared for them to complete during and after the trips.

Field trip # 1 was to Ellis Island in connection with the theme of "Immigration". Field trip # 2 was to the Morris Jumel Mansion in Harlem, as part of the City University of New York's "New York City through the Senses" thematic curriculum. Both of these trips provided excellent material for enrichment of the EL Civics experience. Field trips can serve as a vehicle to augment the students' vocabulary, work on grammar, and listening and comprehension skills. The use of worksheets, maps and videos are examples of preparation before the trip. Worksheets also give students the opportunity to practice writing. These types of activities can be adapted to any other field trip.

Ellis Island Trip

Students started preparing for the trip approximately one month before the scheduled date for the trip. Included in the preparations were: viewing a documentary, reading a book, and working with maps of New York City and the subway system.

Students watched a documentary, "*The Golden Door-Our Nation of Immigrants*" by Ken Burns, which describes three major immigration waves into the USA, what countries people came from, why they came and where they settled in the USA. Students used teacher-prepared worksheets to help them record and summarize the most important facts. Watching the documentary allowed for the introduction of new vocabulary words, and provided the basis for listening and comprehension exercises.

The overview of the history of immigration provided the backdrop for understanding the personal stories of individuals and families, and the symbolic value of some of New York's landmarks as the silent witnesses of the fate of millions of people. It also provided an opportunity for recent immigrants to relate to the experiences of other population groups whose experiences were to some degree similar to their own.

❏ The students read the first eight chapters of the book *Little Italy* from the Fearon Janus Hopes and Dreams series about immigration, by Tana Reiff, during class. The narrative relates the experience of an Italian family of immigrants, their dreams and their life in New York City's Little Italy. In class, students related their own immigration experience, compared their lives to those of previous immigrants, and discussed their hopes and those they have for their children.

❏ Maps of New York City and the subway were used to prepare a route to the departure point for Ellis Island; students took a virtual tour of the route of the trip, and discussed the worksheet they would have to complete.

In addition to the worksheet used in class in preparation for the trip, another one was distributed for students to complete while on the trip. These worksheets are found in the Appendix. Follow-up activities using these worksheets were conducted during several classes after the trip.

Morris Jumel Mansion Trip

This field trip was undertaken with a level one class. The trip had a dual purpose: to enhance students' vocabulary and to expose them to the history of New York City and to a past way of life about which they had little or no knowledge. Given that the rapidly changing community of Harlem has acquired a reputation at variance with its rich historical traditions, the choice of this site was also influenced by the objective of stimulating students to rethink their conception of their own neighborhoods. The teacher also believed that by exposing students to a real life situation for using English the new vocabulary would come alive as students would learn new words in a context.

The new words students were expected to learn centered on housing, furniture, and life styles. In-class preparation for the trip was extensive and involved various projects. One of the projects was using *The Basic Oxford Picture Dictionary* and its workbook to complete a series of exercises. Another was "decorating" a room of their choice. Students were asked to cut out pictures of furniture from magazines. A "furniture store" was set up; three students became sales people and the rest of the students became customers, purchasing furniture from the "store." Students then created their rooms on poster board, and each student was given the opportunity to present his/her room to the class, discussing why they had chosen to re-create that specific room, and their choice of furniture and colors. They then responded to questions from their classmates.

Additional preparation included discussing details of the trip: the time they would leave, what kind of transportation would be used, and what they would do on the trip. The teacher informed them that they would be given a worksheet (found in the Appendix) to be completed while they were at the mansion. During the trip the teacher used the newly learned vocabulary, answered questions, and pointed out unusual objects and old customs. Worksheets were discussed after the trips and were analyzed for content and language, and used to further enhance the acquisition of the English language.

Benefits of Field Trips

With the introduction of trips and their corresponding subjects, students had the opportunity to learn English, to be used in a specific situation, as well as for future use, and to incorporate their own experiences into the ESOL learning experience. Learning took place both inside the classroom and out. Students' curiosity and desire to learn about the subject made them inquire about immigration and history before and after the trips. Interest generated by the trips resulted in greater interest in learning about the subjects well after the trips were concluded.

Exposing students to trips has unexpected results and rewards. Classroom learning takes place in a controlled environment where the teacher sets the parameters and filters the information he/she provides to the students. There are no outside distractions and stimuli. On a trip, students are exposed to a lot of information and their responses often cannot be predicted. There is no time to process information and there is immediacy in language use. English is used almost reflexively.

It is at times such as these when a student and teacher can observe that learning has taken place and the English language has been internalized.

Participating in a trip offers the possibility of unlimited learning. Students can learn beyond what is presented in a structured lesson plan and can learn as much as their learning capacity allows. In these situations the teacher becomes an observer and a guide who assists students as the need arises.

Planning a Cycle of Instruction

(See pages 52 – 54.)

Planning a Lesson

(The following is excerpted from ABE/GED Teaching: A Guide for New Teachers by Kate Brandt, staff developer for the City University of New York, Office Of Academic Affairs.)

As important as having a long-range plan is the creation of individual lesson plans. When teachers make lesson plans, they think in detail about the steps they will take to introduce students to a particular concept, activity, or skill. This process forces them to think about why they do what they do in the classroom, so that they will be better able to articulate this for students. Through lesson planning, teachers also develop "routines" so that students know what to expect. Following are guidelines for creating individual lessons.

- ❒ Provide opportunities for review. Few of us learn something the first time around. Because time is short in adult education classes, teachers may be tempted to move forward without revisiting concepts and skills that have already been presented. Remember that it's more useful for students to learn a few things well than to "cover" --- and forget --- a lot of the material.

- ❒ Establish a routine but provide variation within that routine. It's helpful for students to have some idea of what to expect when they walk into a classroom. For teachers, the establishment of routines means they don't have to "start form scratch" each time they sit down to plan. In addition to routines, students also like to feel like they've learned something new in every class.

- ❒ Scaffold skills and concepts. New skills and concepts need to be presented in a step-by-step way. Thinking through these steps beforehand will help teachers present to students more clearly. Remember to start with what students know and move to what they may not know.

- ❒ Explain to students why you are doing what you are doing. It is important for students to know why you are having them study the educational system, for instance, or asking them to revise their writing. Students who are given explanations for what they are being

asked to do are more likely to have confidence that what they are doing has a purpose and that they are going to learn from it.

Selected Model Lessons

A variety of formats may be used to record plans for a cycle or a given lesson. One that has been used with success is provided on pages 75 and 76, with a blank form that can be reproduced, and a sample model lesson. Other model lessons are included in the appendix. Other formats can also be used.

MODEL LESSON FORM

TITLE OF UNIT:
TITLE OF LESSON: **PRE-REQUISITE STUDENT LEVEL:**
GOAL OF LESSON OR UNIT:
Lesson # :   **Teacher's Name:**

Intended Learning Outcomes & Observable Student Behaviors	Instructional Strategy/Activities & Presentation Mode	Materials

Cognitive goals:
  -
  -
  -
 	
Linguistic goals:
 	
  -
 	
Other goals:		

EVALUATION: How did you know students learned? How did you measure the degree to which they learned? Why was their learning valuable? Add additional comments, if you wish

MODEL LESSON

PRE-REQUISITE STUDENT LEVEL: 1

TITLE OF UNIT: Citizenship Prep.   **TITLE OF LESSON**: Location of the 13 Colonies

GOAL OF LESSON OR UNIT: Students will learn location of 13 colonies relative to each other and current US Map. **TIME REQUIRED:** 30-40 minutes

Intended Learning Outcomes & Observable Student Behaviors	Instructional Strategy/Activities & Presentation Mode	Materials

Cognitive goals:
- Learn names of colonies
- List colonies in vertical order
- Reinforce understanding of location of original colonies in relation to present-day USA.
- Reinforce map reading skills
 	
Linguistic goals:
 	
- Learn prepositions of place: above, below, next to, etc.
 	
Other goals:
 	
- Preparation for Citizenship Test.
	Instructional Strategy:
	Student print-based learning using a map is reinforced by Total Physical Response Activity of arranging themselves in order of colonies.
	Prepositions of place related to map -- above, below, next to – are introduced both in relation to map and to objects and seating arrangements in the classroom.
	Activities:
	1) Students are first introduced to 13 colonies with a map. Orientation relative to Europe and Atlantic Ocean is noted.
	2) Colonies are divided into 3 clusters: Northern, mid-Atlantic and Southern.
	3) Thirteen students are chosen. Each student receives a sheet with the name of a colony printed on it.
	   a) Students first refer to map to locate themselves. Students show their colony names in North/South or South/North order. Non-participating students suggest adjustments using appropriate prepositions of place. Once agreement is reached on correct order, each student reads out colony name on sheet in hand.
	   b) Once students have successfully arranged themselves in chairs in North/South order of colonies, sheets are handed to students who have not yet participated and/or others who have participated in the first round.
	   c) In successive rounds, maps are taken away and instructor's role in organizing exchanges of sheets progressively diminishes.
		One copy of a map of the 13 colonies for each student.
		
		One set of names of 13 original colonies (Printed in large font. Each sheet should be enclosed in plastic sheet cover.)
		
		One set of names of the cardinal directions (to be hung on four walls, with east preferably closest o entrance).
		
		Thirteen chairs (grouped in a North/South orientation in three sets of 4 or 5).

EVALUATION: *How did you know students learned? How did you measure the degree to which they learned ? Why was their learning valuable? Student performance observed. Following activity, students write list of the thirteen colonies from north to south (Correct spelling de-emphasized.) Students gain an appreciation for eastern location of colonies and a strengthened concept of direction and prepositions related to map reading.*

Career Counseling as a Contextualized Instructional Segment

Career counseling can be incorporated into EL Civics instruction if it is provided in a group counseling format. Students participating in an EL Civics program have already made a commitment to improving their language skills to achieve various goals. Among these goals is improving their working conditions and pursuing additional education. A group counseling approach can provide them with information about themselves, knowledge about the World of Work and educational opportunities, and the essential information to become actively involved in making decisions regarding their own futures and in establishing vocational identities.

When planning a career counseling component, the heterogeneity of the student body needs to be taken into consideration. Students' career choices will be not only be affected by past education and cultural background but by issues such as family responsibilities, past work and life experiences, by their need to secure immediate employment and by immigration status. Some students will have barriers and problems that will need to be resolved before they can address educational or skills deficits.

Because students most likely will come from different cultural and work experience backgrounds and have different educational levels, individual students will be at different stages in terms of career development needs. Some of them will already have definite career paths and have formulated that path before coming to you as an ESOL student. While needing to improve their oral and/or written English, these students may only need additional assistance in obtaining credentials that will permit them to work in their fields. They may need to improve their English so as to be able to pass required certification examinations in the United States or to communicate more effectively with potential employers and their potential clients or fellow employees. Others may already be aware of their interests, skills, and abilities, and might only need information on how to implement a plan; others may need to participate in a program of career exploration in order to be able to formulate a career path for the future. In order to be effective with such a varied population, it is important that the counselor be aware of these differences and be mindful of cultural issues such as lack of comfort with sharing personal information in front of others, limited resources to obtain information, lack of non-traditional role models, and differing attitudes towards authority.

Overview of Career Counseling

Career Counseling is a process that will offer the students in your program an opportunity to re-evaluate their career and educational choices and plans, to look at their self –concept (be it culturally or economically derived), and give them the chance to change and re-direct their educational and employment goals.

All adults can benefit from career counseling at transitional periods in their lives. This can be even truer for immigrants who face work environments and requirements that may be very different from what they are familiar with in their countries of origin. Add to that the difficulties associated with not speaking English and the need to earn a living, and their need for career counseling becomes even more urgent. It is therefore worthwhile considering including some time for work-related curriculum content in the scope of an EL Civics curriculum as well as to

make career counseling available. The inclusion of these complementary components assists students in understanding how to effectively find work appropriate to their interests, values, skills and abilities and to establish a plan that might include education and training.

Effective career counseling should include three main components: self-awareness, exploration of the world of work, and career planning and job search strategies. Self-awareness is a need generic to all adults as they participate in activities to help them understand themselves. Exploration of the world of work is particularly necessary for ESOL students who may not be familiar with work requirements and environments different from their previous experiences. What kinds of jobs are out there? What do I need to know? What are the educational and skill requirements for the job? Career planning is also a generic activity, but essential for ESOL students. This component should help them with strategies to find employment. It should also include activities that can help students gain confidence in their ability to set goals, to begin to build career plans and to take action to either find work or make steps in education and training that will prepare them eventually for work.

Incorporating Career Counseling into EL Civics

When a program makes the decision to incorporate a Career Counseling component into an EL Civics program, a model needs to be adopted or developed. The activities that should be included are as follows:

- ❏ Assess students' individual skills, values, interests and abilities;
- ❏ Provide students with information on the "world of work" and the labor market;
- ❏ Provide students with information on educational requirements and the educational system;
- ❏ Assist students with developing a resume and developing job searching skills; and
- ❏ Assist students in formulating a plan that includes both short and long term goals and that also includes a career plan.

A variety of tools are available to provide career counseling experiences to adult students. Bronx Community College's EL Civics Program has used a group process model developed by the New York State Education Department. It is useful to new users in that it includes step-by-step instructions on how to conduct a Career Counseling Workshop. The model has been extensively used in New York and has been rigorously validated as successful in both building self-esteem and clarifying the vocational identity of participants. (See Appendix for publication information.) The group process format is useful in an EL Civics program, in that students use English contextualized with the World of Work as it exists in their new country. Examples of activities within the New York State model are included in the Appendix.

Use of Technology

Introduction

The primary goals of an EL Civics program are to increase students English Language skills and to increase their civics understanding. The primary purpose for including computer instruction in

the program is to enhance and increase both language skills and civics understanding, not to acquire computer expertise. However, secondary goals of the program can certainly include an introduction to computer literacy (for those with no entry computer skills) or enhancing existing computer skills. There may also be some positive unintended outcomes from the addition of computer skills to the curriculum. One is the acquiring of a skill which has value not only to them but also to their employers. Another is acquiring a skill which will enable them to add to their knowledge of American systems through the Internet. Yet another is an increase in self-esteem through acquiring a skill which society regards as essential.

Including computer instruction can also help students with their language skills and civics understanding. Learners of new languages can edit mistakes more easily and with less embarrassment. They can also produce attractive documents much more easily than they could with a pen or pencil, due to the ease of editing and correcting errors. The Internet provides students with authentic reading material that they can read from a variety of sources (e-mails, postings to bulletin boards, government and community web sites) rather than just material from a textbook. Internet resources enable students to publish work authored with hypermedia: their writing is enhanced by the inclusion of video, sounds, and images. Use of the Internet encourages both collaborative and independent learning since students can access it themselves or can work together with a classmate or even with someone accessing a computer from a different location. The Internet can also motivate and empower students by providing information to them, at their fingertips, which they would not otherwise have access to.

The extent to which computers are used in the EL Civics classroom will depend on program goals, teachers' familiarity with technology, and the availability of computers. Teaching with technology, particularly with computers, has proven to be most successful when the introduction of new technology is aligned with curriculum and program goals as well as students' interests. While teachers will adapt their plans to fit their objectives, there are many computers and Internet based activities that can easily be incorporated into the EL Civics curriculum; these activities integrate the four language skills as they aid in language skills development and the acquisition of civics skills.

With students of varying levels, teachers can use the computer for simple word processing exercises through which students can work on their writing. With the instructor's help, students can use the Internet to publish class projects and to enhance reports by including links to different Internet resources relevant to their topics. Programs such as Netscape Communicator's Composer can help teachers easily lead their students through the process of creating simple online portfolios of their work. Such an exercise can greatly help improve student writing, as they must work through the writing process and engage in purposeful writing. Teachers can take advantage of educational CDs that help students build their vocabulary while they use their listening and reading skills. Internet sites and CDs that prompt students to respond to oral exercises aid in the development of their speaking skills. With e-mail, students are able to read and write as class members communicate with each other, with the teacher, and with audiences outside the classroom in writing; moreover, if e-mail posts to a class list-serve are used as starting points for discussion, students have the opportunity to use both their reading and writing skills. CD-ROMs that incorporate audio and visual aids, such as pictures and video, have the added benefit of helping teachers address different learning styles.

Technology in the EL Civics Curriculum

Once a commitment has been made to enhancing the EL Civics curriculum with technology, a teacher must begin to plan how technology will be introduced, as well as how it will be used to enhance the understanding of civics. For example, while introductory ESOL classes might get a sampling of resources available through the Internet, more advanced classes could use the internet for in-depth investigation of civics topics or as a starting point for community involvement. Teachers can decide how ambitious the class' initial encounter with the computer should be. Some students may only get as far as learning how to turn on the computer; others will learn how to go to specific Internet sites in which multimedia allows them to work on pronunciation and listening, building their vocabulary, or searching for information related to civics topics.

Intermediate and advanced students can use the Internet to access information about local government agencies and community resources, to locate practical information such as e-mail addresses, and phone numbers, and to access online resources for second language learners. Additionally, advanced students can communicate with other ESOL classes to work collaboratively on projects; they can use e-mail to write to their local representatives or to organizations that deal with issues of interest to the class. This helps the class relate what they have learned in class to a broader context. For EL Civics programs located in areas where students have limited access to information resources, cultural institutions, and interaction with other non-native speakers of English, technology can vitally enhance the EL Civics curriculum. In rural areas, working with such technology as video and the Internet affords teachers and students the opportunity for cross-country collaboration.

Ideally, the EL Civics curriculum will be shaped in part by students' interests. Because students' familiarity with technology will vary, and some students will enter class without an idea of the resources that are made possible by technology, it might be best for teachers to determine the role and scope technology will play in the EL Civics class. Initially, teachers can decide what topics are best enhanced by the inclusion of technology. As the course progresses and students become more familiar with the computer, teachers should give students the opportunity for specific input on what they want to learn.

The inclusion of computers and the Internet into the EL Civics class should begin with an assessment of what students know. While in certain cases it might be safe to assume that lack of familiarity will be the norm, because some students will possess basic computer literacy acquired through work or in their native country, it is useful to conduct a quick inventory of student skills. This might be accomplished by presenting students with a list, which asks whether they know how to turn a computer on and off, whether they've worked with the Internet, whether they've used e-mail, and whether they are familiar with basic word processing programs. Though teachers must begin to plan for class by making provision for the possibility that students do not have basic computer literacy skills and are not familiar with the keyboard or how to use a mouse, the inventory can help them determine which students can be paired with more technologically knowledgeable ones and can serve as a starting point for instruction. In the case of teachers who have an introductory ESOL class, an assessment of where students are can be obtained by observing them follow along in a guided lesson. It quickly becomes apparent who is comfortable

using a computer and navigating through an Internet site. Taking the following steps can help teachers prepare for successfully integrating new technologies into their EL Civics classes:

Steps to Integrate Technology into EL Civics Instruction

1. If possible, teachers should review intake forms for students who will be in their class, to learn about the students' educational background and work experience. If this is not possible, they can ask program administrators about the general population to be served. Instructional plans will need to be tailored to those who have never turned on a computer and to those who've worked with them.

2. Once teachers are familiar with the students they will serve, they can sketch a plan of long term goals that include English language skills, and civics topics on which the class will focus. Particularly for the first few weeks, they should begin to structure activities to introduce the technologies that will play a vital role in the course.

3. Teachers can then begin to create lesson plans that outline how they will introduce students to the computer, and Internet based activities and resources. They should decide whether instructions will be distributed through print material, or--in cases where the equipment is available--through guided visual instruction, with the use of a projector that allows students to follow what is done at the teacher's terminal.

4. Teachers can develop handouts to guide students through their initial encounter with the new technology. If classes will take place in a computer lab in which students will log on to campus/program computers, they must provide instructions for how students will do this. If they will need to obtain log-in IDs and passwords for their students, they need to identify the procedure and protocols for acquiring log-in IDs. This might entail program managers contacting the campus/program computing center in charge of distributing this information.

5. To test any teacher created instructional material, the teacher should attempt to follow the directions, placing herself in the role of an ESOL learner with little computer experience, so as to anticipate any issues that could interfere with a student's ability to follow a lesson.

6. Once a lesson plan and instructional materials have been gathered, the teacher should create a back-up plan, for use in the case of uncontrollable technological problems, such as failure of equipment, or the inability to access the Internet.

7. After the introduction of a new technology, the teacher should evaluate the experience so as to make modifications in long- and short-term course goals. He/she might find that students' unfamiliarity with computers will suggest limiting the initial amount of technical resources to be used in class activities. On the other hand, initial success and student enthusiasm about the use of technology might compel one to make technology the focal point of an EL Civics class. The goals of EL Civics programs, civics education and ESOL instruction, should always be kept in mind.

Resources for Teaching With Technology

There is a vast array of resources and information available to teachers wishing to enrich their EL Civics classes through the use of computers and the Internet. They range from information for teachers, such as sample curricula and lesson plans, to interactive web sites for students. (The Appendix   contains a compilation of information about useful publications and software that can be used for teaching, lists of web sites for teachers and students, and professional and community resource agencies.)

CONCLUSION

CONCLUSION

Bronx Community College (BCC) is an urban two-year college situated on 54 acres in the Borough of the Bronx, an ethnically diverse and economically disadvantaged community with a large immigrant population. BCC is one of nineteen colleges of the City University of New York. Its undergraduate population reflects the broader demographics of the Borough. The College undergraduate composition in fall of 2002 was 51% Hispanic, 38% Black, 3% white, and the remainder categorized as "other." In the Bronx, 52.7% of households reported to the 2000 United States Census that they spoke a language other than English at home. This data underscores the great need for ESOL instruction. It is also worth noting that 30.7% of residents have incomes below the poverty level.

The implementing of the EL Civics Program provided an excellent opportunity for Bronx residents to improve their English while becoming more familiar with American social, economic and educational systems. The EL Civics Program recruited from the catchment area described above, meeting a need for ESOL in an approach welcomed by both students and teachers alike. The context of EL Civics afforded teachers the chance to be creative in designing interesting and exciting lessons, field trips, and community activities. Students benefited from attending an exciting program that was educationally valuable. In essence, the project enriched the diverse adult education offerings of the College and provided new resources that have become an integral part of the ongoing literacy program.

The College's motto is "Gateway to Success." It has fulfilled that role for Bronx residents since its inception, both for matriculated students and the large non-credit adult and continuing education population. The College has conducted a literacy program for over thirty years. The expertise gained through the experience of managing ESOL programs over the decades helped program staff clarify and organize systems used to manage the EL Civics Program. The long history of the literacy program also generated community linkages which in turn enhanced the implementation of EL Civics.

While this project was conducted in an urban setting, BCC staff believes that many of the needs and problems of the populations we serve are generic to new immigrants in all locales. We therefore believe that our experiences are not so unique to our urban environment that they cannot be adapted to suburban and rural settings. We cannot transport Ellis Island and the Statue of Liberty to other cities, but local historical settings can be used to enhance the adaptation of new residents to their new homes. The setting is different, but the processes can be similar.

Project staff at BCC gratefully acknowledges the technical assistance of the United States Office of Education. We particularly acknowledge the role they played as a catalyst by linking the twelve grantees through the national providers meeting and through electronic Web links. By writing this manual and placing it on the BCC Web Site, project staff hopes to make our contribution to strengthening the implementation of EL Civics models throughout the United States, and will be pleased to respond to requests for information about our EL Civics Program.
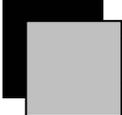
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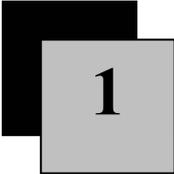
1 LITERACY ASSISTANCE CENTER: CIVICS EDUCATION AND CITIZENSHIP PUBLICATION RESOURCES ON THE WEB
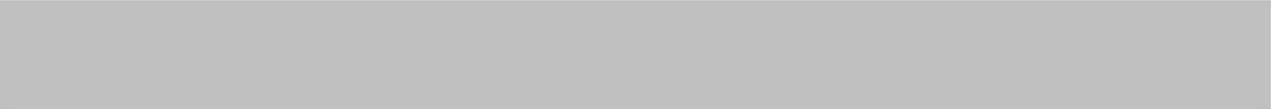
Civics Education and Citizenship Preparation Resources on the Web

New England Literacy Resource Center Civic Participation & Citizenship Collection
This collection offers links to a wide range of organizational and educational websites that provide resources and information on such topics as voting and government, history and civil rights, the immigrant experience, media literacy, policy and legislation, and community action.
http://www.nelrc.org/cpcc/elcivics.htm

Texas Center for Adult Learning and Literacy EL/Civics Resource Center
This site provides English Language/Civics Education lesson plans, activities for adults and families, links to other EL/Civics websites, and source materials for students, teachers, and program administrators.
http://www-tcall.tamu.edu/ELCweb/Home/h_A.htm

EL/Civics Teacher and Tutor Resources
Part of the Literacy Information and Communication System's (LINCS) ESOL Special Collection, this page provides links to organizations, publications, voting and advocacy resources, and curricula materials ideal for use in EL/Civics classes.
http://literacynet.org/esl/tt-a1.html

El/Civics Resources for Adult ESL
This page includes lesson plans, activities, articles, and print and online resources compiled by The National Center for ESL Literacy Education, designed for use by EL/civics and citizenship preparation instructors.
http://www.cal.org/ncle/ELcivics.htm

EL/Civics Lesson Plans
Part of the Literacy Information and Communication System's (LINCS) Northwest hub, this page provides lesson plans, web-based projects, and full curricula for EL/Civics instruction.
http://www.nwlincs.org/NWLINCSWEB/elcivicsLP.htm

The University of North Carolina at Chapel Hill - Civics Education Links
This page provides links to lesson plans, activities and resources arranged by middle school national social studies standards.
http://www.fpg.unc.edu/~access/Civics.htm

The American Memory Learning Page
From the Library of Congress, this site features lesson plans and activities with a K-12 focus that are adaptable to the adult education classroom. It has several activities with a civics and immigration focus.
http://lcweb2.loc.gov/ammem/ndlpedu/index.html

Civnet
Civnet is an online resource for civic education practitioners, as well as scholars, policymakers, civic-minded journalists, and non-governmental organizations (NGOs) promoting civic education all over the world. It includes lesson plans that are usable or adaptable for adult education, and a CivTalk discussion group where educators and researchers discuss and share ideas, teaching materials, and methodology.
http://www.civnet.org/index.htm

The National Archives and Records Administration
This government website offers an educator's section that features ways to use NARA's huge collection of primary source documents.
http://www.nara.gov/

FirstFind
A collaborative effort of New York's public library systems, the West Chester Public Library system and the American Library Association, FirstFind provides an access point of governmental, community and reference resources accessible to the adult new reader.
http://www.firstfind.info

Learning Resources
This site offers CNN reported stories in their original and abridged form or multi-media options for hearing or viewing the story. It provides links and follow-up activities for students and an instructor's page for using the site.
http://literacynet.org/cnnsf/home.html

The Key
The Key provides reading material for adults with limited reading skills. These include adults who have not completed their high school educations, those learning English and those with learning disabilities.
http://www.keynews.org/

The Learning Edge
This site is an on-line interactive newspaper for adult learners that covers a variety of content areas including social studies, science, reading and literature. Offers multi-media functions, games, and quizzes.
http://thewclc.ca/edge/

Topics
An on-line ESOL magazine comprised of articles generated by students. Features a "Teachers Corner" with articles about classroom activities.
http://www.rice.edu/projects/topics/Electronic/Magazine.html

The Change Agent: Adult Education for Social Justice
This newspaper-style publication provides teaching and learning resources geared toward civic participation and political activism. The website provides back issues that explore a range of topics relevant to adult literacy students through news articles, opinion pieces, poems, cartoons, and interviews; and includes classroom activities, lessons, and project descriptions based on the content of the paper.
http://www.nelrc.org/changeagent/

The Civic Participation and Community Action Source Book
Available in hard copy from World Education, the on-line version offers classroom generated stories and student activities that reflect on civic and community participation.
http://hub1.worlded.org/docs/vera/index.htm

The California Distance Learning Project
CDLP maintains several student created and teacher supported web sites for adult new readers. They include interactive and audio features for student use, and teacher resources.
Topic areas include civic participation, family and employment.
http://www.cdlponline.org/

Family, Community and Work Activities (CDLP)
Lifelong Learning Online has been created for lifelong learners to explore information about family, community and work resources through interactive community-based activities. The activities include reading and comprehension exercises.
http://www.cdlponline.org/cdlp/family.html

How to be Heard and Make a Difference (CDLP)
How To Be Heard was created by adult reading students, to help other students learn more about becoming involved in making decisions in your community. You can either go step-by-step through the tutorial or pick and choose which sections you would like to complete.
http://www.cdlponline.org/heard.html

Incorporating Civic Participation Into the ESOL Classroom
This is a comprehensive overview of a seven-month civic participation project that focuses on rights. It guides practitioners through the curriculum development process and includes activities, worksheets, and student evaluations.
http://www.ci.cambridge.ma.us/~DHSP/clc/l4.html

Utah Adult Education: Citizenship Education Resources
This site contains links to many student and teacher resources concerning immigration law, immigrant advocacy groups, and federal immigration agencies.
http://www.usoe.k12.ut.us/adulted/citizen.htm

Interactive Resources for the Citizenship Exam
This page on the INS website has resources for teachers and students on immigration history, immigration laws, and citizenship.
http://www.ins.usdoj.gov/graphics/aboutins/history/teacher/Resources.htm#bec

The Naturalization Self-Test On-line
This page on the INS website tests students' knowledge of United States history and government. It is designed to be used as a study guide only, and is not the actual test that would be given by an INS Officer.
http://www.ins.usdoj.gov/graphics/exec/natz/natztest.asp

Education for Democracy International
Hosted and maintained by the American Federation of Teachers Educational Foundation, this site has a searchable database of national and international organizations doing work in civics and democracy education.
http://edid.aft.org/

University of Massachusetts Medical Center: Immigration Inquiry Map
Developed in the U Mass Adult Ed. Program, this site features research conducted by the program's ESOL students on immigration topics.
http://www.alri.org/ltc/imap/immigrantmap.html

NYC Settlement Houses: Community Learning Centers
This site, supported and maintained by United Neighborhood Houses of NYC, offers access to student produced writing as well as the "Life Stories" component which allows adult learners to post their own writing on the site using a template.
http://clc.unhny.org/programs/index.phtml

The Changes Project
The Changes Project was a participatory action research project focused on the impact of welfare reform, immigration reform and the changing nature of work. The project describes the impact of these three issues on the lives of adult learners at five adult education programs in Massachusetts.
http://www.sabeswest.org/publications/oeri/changes1.htm

Virtual Visits
A site of web pages developed by adult education teachers and classes chronicling field trips they have made.
http://www.alri.org/visits/vv.html

Familiar Strangers
This article describes "Familiar Strangers", a project that uses immigration history to teach English to new arrivals to New York. Classes with access to libraries could do similar peer teaching projects.
http://www.lacnyc.org/publications/Oct00/immigrants31.htm

Blue WEB'n
This site is a searchable database of about 1000 Internet learning sites categorized by subject area, audience, and type (lessons, activities, projects, resources, references, & tools).
http://www.kn.pacbell.com/wired/bluewebn/index.html

Global Access to Educational Sources
A "cybrary" geared toward middle school, offering an array of links and reference resources.
http://www.geocities.com/Athens/Academy/6617/

Librarians' Index to the Internet
A site that features hundreds of links on a broad range of subject areas.
http://www.lii.org/

The Internet Public Library
This on-line reference library offers a rich source of collections, links and information about resources on the web.
http://www.ipl.org/

Babelfish
Part of the AltaVista website, Babelfish allows you translate web pages and text from one language to another.
http://babelfish.altavista.com/

Literacy Assistance Center

Government and Voting Resources on the Web

FirstGov (US Government Gateway)
www.firstgov.gov/

THOMAS – US Congress on the Internet
http://thomas.loc.gov/

Federal Election Committee
http://www.fec.gov/

CongressLink (information and teaching material)
http://www.congresslink.org/

Project Vote Smart
http://www.vote-smart.org/index.phtml

The League of Women Voters
http://www.lwv.org/

The League of Women Voters (NYC)
http://www.lwvnyc.org/

The League of Women Voters' DemocracyNet
http://www.dnet.org/

New York City Government Website
http://home.nyc.gov/

Savvyvoter.org (a nonpartisan NYC election forum)
http://www.savvyvoter.org/

NYC Voter Assistance Commission
http://www.ci.nyc.ny.us/html/vac/home.html

New York State Government Home Page
http://www.state.ny.us/

Government 'Watchdog' and Election Reform
Organizations on the Web

The Center for Voting and Democracy
http://www.fairvote.org/

Campaign for America's Future
http://www.ourfuture.org/front.asp

TomPaine.com
http://www.tompaine.com/

People for the American Way
http://www.pfaw.org/pfaw/general/

The Center for Responsive Politics
http://www.opensecrets.org/index.asp

Common Cause
http://www.commoncause.org/

The Center for Public Integrity
www.publicintegrity.org/

Public Citizen
http://www.citizen.org/

Public Campaign
http://www.publicampaign.org/

The National Institute on Money in State Politics
http://www.followthemoney.org/

2 SAMPLE RECRUITMENT LETTER

Sample Recruitment Letter

Bcc

Office of Continuing and

Bronx Community College

Community Education Services

of the City University of New York

(718) 289-5844; Fax (718) 289-6345

University Avenue and West 181 Street, Bronx, New York 10453

E-mail: jean..napper@bcc.cuny.edu

May 30, 2002

To: Directors of Community Agencies:

This summer, Bronx Community College will begin providing free ESL classes combined with computer training and Civics Education. The first round of classes will begin on Monday, July 8th and continue through August 16th, meeting for nine hours of training each week. Participants may choose either morning classes or evenings. Students must pre-enroll.

We will be scheduling orientation and information sessions beginning the week of June 10th. We have enclosed a flyer for distribution. Please feel free to duplicate it and distribute it to interested individuals. Those interested should call 718-289-5821 or 5835 for information about enrollment procedures.

Yours truly,

………………………., Director

3 INTERIM STUDENT PROGRESS REPORT FORM

Interim Student Progress Reports
(Sample)

Teacher _____ *Write students' names in first column. Rate students in each columns as follows: "0" for*
Cycle/Level_____ *none; "1" for some; "2" for moderate; & "3" for a great deal. This is based on general*
Date:_____ *teacher observation and/or informal tests. Add comments to clarify, if needed.*

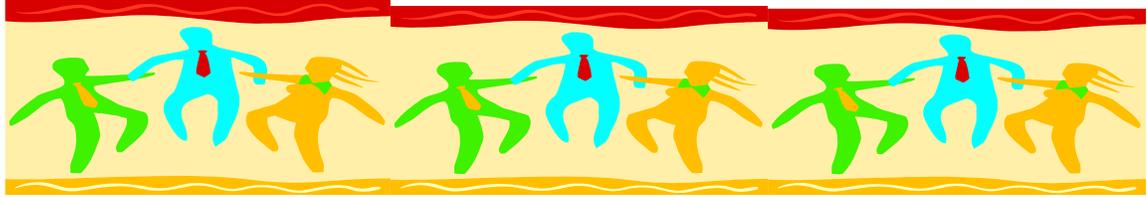| Student Name	Speaking	Listening	Reading	Writing	Civics Understanding	Comments
Totals						

4 SAMPLE STAFF DEVELOPMENT AGENDAS

STAFF DAY AT BCC!

9:15AM – 1:30PM

On <u>Saturday May 18th, 2002,</u> there will be four presentations by our own teachers. You will get to attend two of the four presentations. They promise to be fun, hands-on, and informative. Please read the descriptions below and check-off which <u>two</u> you would like to attend.

_____*1. Using Standards Based Outcomes to Guide Instruction*: *During this workshop, instructors will examine rubrics across curriculum. These will include persuasive writing rubrics, social studies, and interpreting information from political cartoons and maps, etc.*
<u>Presenter: Dianna Blake</u>

_____**2**. ***The Internet as a Teaching Tool:*** *During this hands-on workshop, instructors will learn to create lessons in which students access the Internet to enhance their language, writing, inquiry, and reading skills.*
Presenter: Gina Candelier-Diaz

_____**3. *Classroom Management:*** *During this hands-on workshop the presenter will demonstrate effective tools to create a learning environment where students feel safe, have fun, respect each other and take chances.*
Presenter: Milagros Cordero

_____**4. *How Do We Make the Classroom More Interactive:*** *In this interactive presentation, presenters will share their thoughts about the best and worst that can happen when students are active participants in the learning process.*
Presenters: Atanaska Kroumova and Ondine Rarey

Breakfast and Lunch Will Be Served!

BRONX COMMUNITY COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK

El Civics Staff Meeting Agenda

June 7, 2001, 5:30 - 8 pm

Room 302

Introductory Remarks: Jean Napper & Blanche Kellawon

Status of End of Year Report ... Jean

Objectives and Plans for Year II .... Blanche

Discussion: What has gone well this year? ... led by Pat Meller

Discussion: What would you do differently if you had the chance? led by Eric

Rosenbaum

What suggestions for next year for new or modified strategies?   led by Pat Meller

Plans for curriculum development .... led by Eric Rosenbaum

Round table summary comments ... led by Osmara Lopez

BRONX COMMUNITY COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK

El Civics Program
Staff Development

September 19, 2000

Presenters:

Eric Rosenbaum, Assistant Director BEGIN Program
Osmara Lopez, Assistant Director BEGIN Program
Jean Napper, Director, El Civics, and Director Continuing & Community Education Services
Patricia Meller, Assistant Director, El Civics
Absent: Blanche Kellawon, Director, BEGIN and Adult Literacy
Secretarial support: Margie Arce, Deborah Barreto, Maritza Munoz
Phone: 718-289-5844
Fax: 718-289-6345
Email: jean.napper@bcc.cuny.edu

Agenda

Review of El Civics Proposal   Jean
    Selected pages
    Schedule of Cycles, Continuations
    Calendar

Review of Assessment Process   Eric, Pat, Osmara
    NYSE Test
    Authentic Assessment
    Teacher assessment of students
    Other

Makeup of classes re: ESL levels   Eric, Pat, Osmara

ESL teaching strategies and curriculum;
Contextualization.   Eric, Osmara

Role of Collaborators   Jean, Pat, Eric

Review of Materials   Eric, Osmara
Staff Development Opportunities   Osmara
Office and program policies and procedures   Pat
Completion of Hiring papers   Margie

5 STAFF HANDBOOK

Bronx Community College
Adult Basic Education Program
Teacher's Handbook
(Sample)

Introduction: This handbook was prepared to provide teachers with general information about the Literacy Program and its operating procedures. Please read the handbook carefully, and feel free to ask me questions or to suggest changes.

Director Name
Program

Classes: The Adult Basic Education Program is funded through grants from both the New York City Office of the Mayor and the New York State Education Department. The program year begins July 1st and ends June 30th. Classes are scheduled for ABE & ESL day and evening. GED classes are held in the evening.

Teachers' Rooms: There are two teachers' rooms; one is located in room 411 and the other in room 415.

Room 411: The mailboxes are located in this room. Each day you teach a class, stop by the teacher's room at least once, to check your mailbox. The white board in this room has messages that should be checked daily. The bulletin board has announcements and fliers about different activities and opportunities in the field of adult education. Please feel free to post any relevant information as well. All instructors should have one file drawer assigned to keep their materials in, either in this room or in Room 415. Please speak to the office staff about getting a drawer.

Room 415: This room can be used for preparing lessons and for informal conferencing.

Phone: The telephone number for the program is (718) 289-5834/5. These phones are for program use. Pay phones for personal calls are located on the first and second floors. **No cell phone use is allowed in the classroom.**

Request for Keys: To request a key to open your classroom, please see the secretaries in room 410.You must sign out for the key and initial that you have returned it. Please return the key as soon as you have opened your classroom. **Never send a student to get a key or to return it, and never take the key home.**

Teacher Supplies: Teachers may submit a list to the secretaries requesting what they need. Please keep in mind that not all supplies may be available.

Microwave and Refrigerator: The microwave and refrigerator are located in room 411. They are for everyone's usage. Please keep the microwave clean and make sure to discard food from the refrigerator on a weekly basis. You are encouraged to write your name conspicuously on items in common usage, such as look-alike water bottles.

Class Cycles: The year is divided into three cycles: September – December, January – March and April – June. Attendance contracts for students coincide with these cycles. Students must be post-tested towards the end of each cycle. At this time, teachers and students evaluate progress and teachers make recommendations for continuation in a class or promotion (or, in rare cases, a demotion). To the maximum extent possible, student transfers and new placements will occur at the beginning of each cycle. All transfers are to be coordinated through the office.

Course Outlines: A user-friendly description of each course you teach is to be presented to the class no later than the conclusion of the second week of each cycle. The description is to include both a general introduction to the course and its intended outcomes as well as specific anticipated themes and activities (subject to revision as needed).

Course descriptions vary greatly according to the level of proficiency of the target audience. Students at the lowest level might receive a very simply written document containing a brief letter of welcome, a list of the teacher's expectations of the student and of what the student can expect from the teacher. This could be followed by a checklist of the things they will be able to do upon completion of the course. The checklist could also include approximate dates when topic areas and competencies will be dealt with in class. Teachers of higher-level classes should tailor their course descriptions to the proficiency level of their students, progressively letting go of the restrictions necessitated by language or reading level barriers.

Class Meetings: Each class meeting begins at the exact time it is scheduled to begin. Please be aware of the time when you are collecting copies and picking up your mail in the office, in order to allow yourself enough time to enter the classroom on time. Activities should be launched immediately, regardless of the number of students present.

All classes meet until the exact scheduled ending time. If you have an emergency and need to leave early, please let someone in the office know what is happening prior to dismissing students or speaking with them about leaving early. For morning classes only breaks are not to exceed 20 minutes. Evening classes usually do not give a break and dismiss their classes at 8:45 PM. Eating is not allowed in the classrooms or computer rooms.

<div align="center">

Attendance Procedures:

</div>

**Lateness:** Students are expected to arrive for their classes on time. Teachers are advised to maintain awareness of the essentials of the lateness policy and enforce it consistently. Each class has a sign-in book. It is your responsibility to have your students sign in as they arrive for each class session. Fifteen minutes after the class has started, draw a line in the sign-in book; anyone who arrives later than 15 minutes must sign under the line. Our office staff transfers the attendance to roll books where it is logged and tracked. After three absences, students receive a warning letter and after six absences during a cycle, students are dropped from the program. Other actions related to lateness are discretionary. For example, some teachers send students who arrive late to room 410 for a late pass. You may wish to include your students in agreeing on and articulating discretionary policies.

**Letter of Commitment:** Each cycle, students must sign an agreement to commit to attending at least 80% of the classes in that cycle and to arriving on time. During the end of cycle review, student attendance is considered when decisions are made about re-enrollment in the next cycle. Students absent more than the allowed number of times will be dropped from the program and will not be enrolled in the next cycle. If they wish to return, they can request to be considered for re-enrollment for the following year. Discuss the attendance contract fully and often with your students. Alert students who are nearing the limit of absences to the consequences of continued non-compliance with attendance policies. You can request to see the roll book if you want to monitor students' attendance.

Students must call the office when they are going to be absent. Teachers will receive a telephone memo informing them of such calls.

Visitors in the Classroom: Students are not permitted to bring children or any other visitors to the classroom. If a student brings a child to class, please send the student home.

Testing and Post-testing: All students entering the program, either in September or at a subsequent date, will be tested on either the TABE (Test of Adult Basic Education) for Reading and GED students or the BEST Plus Test for ESL students. After 100 hours of instruction, students will be post-tested with the same instruments. Test scores are needed to support promotion of a student. If a student misses the test on the day designated for testing of your class during the post-test period, you must send the student to the office to be post-tested on the first day of his/her return.

Trips: Special trips and projects add an extra dimension to a class curriculum. If you plan a trip, always let the office know at least a day ahead of time when your class will be meeting outside of the classroom. If you can be reached by cell phone in case of an urgent need for communication, please inform the office.

Class trips should have some meaning and direct connection to what the students are studying. Trips should be preceded by preparatory activities to get students acquainted with the aim of the trip as well as any tasks to be performed during the trip (e.g. a scavenger hunt) and followed up by activities connecting the trip back to the classroom. Joint visits with other classes are strongly encouraged.

Books and Other Materials: The program has a large variety of books, including an assortment of novels on virtually all reading levels. We need a cooperative effort to be certain that all instructors, especially those who are new to the program, know what resources are available as well as to conserve our resources.

Room 411 contains sets of ABE and ESL textbooks as well as copies of audiotapes and teacher reference books. Room 415 has some textbooks, including math books, citizenship books and picture dictionaries. The majority of the books in Room 415, however, are reading books; most are without accompanying exercises. There are many additional resources. These include single copies of curriculum guides, reproducible texts, articles, previously developed curricula and

readings in the field of adult education. The cabinet at the front of the room contains charts; the cabinet at the back contains multiple copies of frequently used materials for you to distribute to your students. Multiple copies of thematic curricula for different levels of ESOL, ABE and GED classes are stored in room 405.

Teachers are encouraged to familiarize themselves with materials appropriate for their class (es) and to sign out a single book to examine and use for planning at home (a sign-out sheet will be posted in Rm. 411 on the bulletin board by the door) or a class set to be used in the classroom at that time. Some materials may be in simultaneous use by different instructors; therefore, **all materials should be returned after each use.** Students, under direct supervision of the teacher, may assist in bringing materials to the classroom and returning them, but it is the teacher's responsibility to assure that all materials are put back in the exact location they were taken from.

In Room 200 there is a collection of reading books with accompanying audiotapes to accompany textbooks. There are also blank, custom-made and professionally made tape cards for use with the tape card players, and magnetic boards with color-coded words for making sentences. This material is to be signed out with the lab supervisor or a tutor.

Equipment: Video viewing equipment, camcorders, tape recorders and tape card players are available to all instructors for classroom use. To borrow the camcorder, TV and VCR, speak to the secretaries in Room 410. You must sign out this equipment. The tape recorders and headphones are kept in the room 410. Additionally, we have a dubbing machine in room 200, which can duplicate up to 3 audiocassettes simultaneously for teachers and students. Students must bring a blank cassette if they are interested in this service.

A wide variety of videotapes for instructional purposes are available at the Learning Center in Sage Hall. You may take out these tapes with your I.D. card. Students may use the facilities of the Learning Center to watch videotapes on the days/evening they are not in class, including Saturdays. We strongly recommend that you call the Learning Center at ext. 5429 to arrange an orientation for yourself and your students.

I.D. Cards: New staff members can receive a BCC I.D. card by obtaining an I.D. form from the office and taking it to the CUNY card office located in Colston Hall. Call before going since they are not issued every day. All students will receive I.D. cards during the first weeks of each cycle. This card makes it easier for students to use facilities at BCC, including the library and Learning Center.

Both staff and students will need I.D. cards to enter the campus.

Reproduction/Duplicating: The College has an excellent reproduction center in Colston Hall. We ask that you plan ahead. When you require 25 or more copies of any material, please submit your request to Room 410 and the office staff will then send it to the Duplicating Department. For smaller orders, give copies of items to be duplicated together with a filled out duplicating instruction card to the administrative staff in room 410 at least two days before you need it for class. By necessity, we must severely limit the use of the copy machine. Under certain circumstances, the copy machine in the office is available to you for last-minute copying needs

(such as relevant newspaper articles) for no more than the maximum number of students in your class. Give the office staff the material you wish to have copied. Teachers who habitually request copies at the last minute will lose this privilege!

Staff Development: Staff development meetings will be scheduled at least once per cycle. Attendance at these meetings is essential. The meetings will focus on programmatic issues as well as on relevant teaching issues. If you plan on attending training sessions or conferences elsewhere, please talk to Blanche or Osmara. The funding agency requires that every teacher attend a minimum of 20 hours of staff development annually.

End-of-Cycle Reports: Every program year, we are required to submit a Final Report with statistical information as well as a narrative. In order to provide an accurate picture of the program, we rely on teachers to bring the program to life. At the conclusion of the first and third cycles, teachers are to write a detailed report including descriptions, anecdotes and opinions about significant events in each of their classes. Information about each staff development event attended off-site as well as in-house and the impact of staff development on your teaching is an important element of this narrative. Please write all narratives in MS Word. (Avoiding complex formatting, such as use of numbering and bulleting is highly appreciated, as is spell-checking!) If you have any questions about how to go about writing this narrative, please ask to see a copy of the previous year's Final Report.

Instructor Absence: You must hand in an emergency lesson plan for each course you are teaching. The office will keep the lesson plan on file to be used when you cannot teach a class. If you are absent and the lesson is used, a new lesson must be submitted within a week. If you know ahead of time that you will be out, you can give the office staff a specific lesson for that class (one that continues the ongoing instruction). When creating this emergency lesson plan, please make sure that it stands independently, rather than falling within a specific time frame in the scope of your curriculum.

The more notice we have about an intended absence, the easier it is for us to arrange for a substitute. For unforeseen absences, please call the office as soon as possible, but at least one hour prior to the beginning of class so that we may schedule a substitute. **Do not schedule a substitute yourself.** If you know of someone who is available, either you or that person can call us.

School Closing: If there is an emergency situation (i.e. snowstorm) and classes are canceled, we will notify you by phone if possible. Evening instructors must leave a daytime phone number with the office. You can also listen to 1010 WINS for school closings.

Observations/Team Teaching: Eric, Osmara, Joan or I will schedule a formal observation with you at least once during the school year. We will also visit the classroom on an informal basis as frequently as possible.
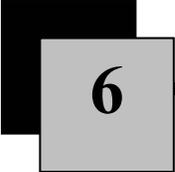
Each teacher should visit another teacher's classroom at least once during the year. You do not need to stay for the entire class, but you should arrange to see an entire lesson. We will schedule

the peer observations. Schedule time for a brief discussion with the instructor on the same day to exchange thoughts about the peer observation. Please speak to us about arranging a substitute if your observation will take place during a time when you are teaching. Teachers who wish to participate in team teaching should speak with Eric, Osmara, Joan or me.
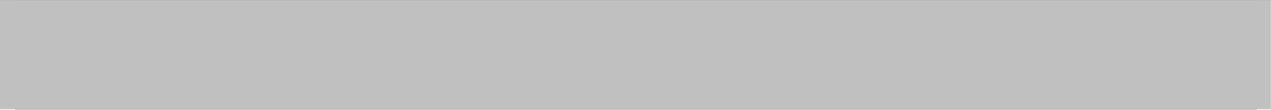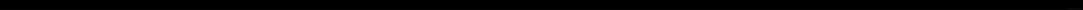
Counseling: Counselors are available for all students. If you see that a student is having problems, either in class or at home, speak to Joan or Osmara. The counselors can suggest the best options for resolving most issues. Students may seek counseling on a variety of issues, including employment, day-care or public assistance problems and some personal issues. More severe personal problems are referred to other counseling centers.

Signing In and Out: Timesheets are created from the sign-in sheets; therefore, it imperative to sign in and out each time you come to work.

Conclusion: Please keep your copy of the handbook for reference purposes. Again, if you have any questions or concerns, see administrators.

6 STUDENT HANDBOOK

Student Handbook*

Table of Contents

* Note that the actual handbook is double spaced for ease of reading by students. It is condensed here so as to require fewer pages.

Introducing Bronx Community College

Bronx Community College was founded on April 11, 1957 as a second community college under the Board of Higher Education and the fourth in the city of New York. Traditionally, it has been the mission of the community college to provide sound general education, liberal arts, transfer education and career education as well as continuing education for students of all ages. In short, the community college prepares students for a life of independent and creative thinking, dignity and community participation.

A Message from the Director

Welcome to the Adult Basic Education Program at Bronx Community College. For many of you, this is a first step back into the educational system and I congratulate you. We have a highly experienced and dedicated staff that will be working hard with us so that you will be successful. In addition to the teachers in our GED, Reading and English as Second Language classes there are counselors, administrators, and office staff providing all the necessary support that you will need to make this experience meaningful
and pleasant.

My office is always open. Please come to see me, even just to say hello. Good luck, and remember learning is a process in which both students and teachers become partners.

Program Director

History

The Adult Basic Education Program started in 1972 with funds from the Federal government. The program has provided literacy services to the community, including basic reading, pre-GED, GED and English as a Second Language classes. Since 1979 funds from the New York State Education Department and New York City made it possible for the program to continue to offer classes and support services free of charge.

Eligibility Requirements

To be enrolled in the program, a student must be:

- not currently enrolled in school;
- in need of basic literacy, pre-GED or GED instruction; or
- in need of English language instruction to reach a high intermediate level of speaking, listening, reading and writing ability

Admissions Procedures

There is a great demand for instructional classes in the community. The program is looking for a diverse, dedicated student body. The admissions procedures will therefore include the following:

a) The prospective student calls (718) 289-5834 to ascertain intake date
b) Students invited for registration will fill out an application and take a placement test. All students will also complete a writing sample. Students will be interviewed to determine eligibility and commitment to active participation in the program.
c) Registered students will be contacted for enrollment if space becomes available in the appropriate class.

Program Philosophy

The key to the educational philosophy of the Adult Basic Education Program is the belief that communication is essential for successful learning. We recognize and value the life experience and knowledge of you, the student, and we depend upon you to be our partner in creating a stimulating and enjoyable learning environment. It is our program's responsibility to guide your learning with dynamic, committed and knowledgeable instructors and to provide you with a clear idea of what you can expect to learn in your class and what we expect of you. It is your responsibility as a student to come to every class prepared to participate fully in all class activities and to let us know about any problem that may prevent you from full participation.

In your class you will learn about topics that connect to your interests and experience. As you improve your reading, writing, speaking, listening, and math skills, you will also develop a larger understanding of your community and the world. The knowledge and skills you obtain in your classes will lead to a better understanding of your capabilities as well as increased confidence in your potential to reach your goals.

Program Policies

Placement: All students complete a program application form. Reading and GED students first take a brief locator test and provide a writing sample. Next, a full reading test is administered. Additional assessment is completed once students are placed. ESL students are given the New York State Oral Placement Test and provide a writing sample.

Attendance: Students are expected to attend every scheduled class. If you are absent because of sickness, a death in the family, or some other serious reason, call the office at (718) 289-5834 and let us know. When you call, give your name, your teacher's name and the reason for your absence. When you make an appointment for the doctor, the clinic, for a job interview, or some other reason, try to make the appointment for a time when you are not in class. **When you are not in class for whatever reason, this still counts as an absence.**

We inform students of the maximum number of absences allowed for their class in each cycle.

After students reach 3 absences, they receive a warning letter. Students, who exceed the maximum number of absences allowed for the class they are attending, will not be invited back to the program. If you expect to have difficulty attending class due to work, family situations or other personal problems, you must speak to someone in the office.

Dropping Out: If you drop out of the program without informing your teacher or the office staff, you <u>CANNOT</u> return to the program.

Letter to Confirm Attendance in the Program: If you need a letter for welfare, childcare or some other purpose, request it <u>two days</u> in advance from office, Room 410. The letter will be prepared for you within two days. <u>You must attend at least 12 hours in the class before you can receive a letter</u>

Address or Name Change: If you change your name, address or telephone number, come to the office in Room 410 and report the change immediately. If we cannot contact you because we do not have a correct telephone number and address, we will assume that you are no longer interested in attending the program.

Cancellation of Classes: Sometimes it is necessary to cancel a class because of bad weather or other unexpected events. Check the programs' voice mail (718 289-5834) for messages about cancellations. Please watch Channel 12 – Bronx News – or listen to 1010 WINS or 880 WCBS AM.

Identification card (ID): When you begin the program you will be given an identification card. Please wear it when you come to school since it identifies you as a student. The security guards have the right to keep you out of the college campus if you do not have your ID with you. If you lose your card, please ask for another one in Room. 410. ID cards will also allow you to use the facilities of the college such as the library, the cafeteria, and gym.

Counseling

At times during the year students may have problems related to family situations, health or housing which interfere with their participation in the program. If a problem does occur during the school year, bring it to the attention of your teacher or go to the office in Room 410 to make an appointment with the counselor. If we cannot help you directly, we will refer you to an agency, which can.

Promotions and Progress

Reading, Pre-GED and ESL students are tested at the beginning and at the end of each cycle. It is important to remember that tests do not measure everything. You are learning many new things and may expect that your test score will go up immediately. If it doesn't, don't be discouraged. Continue to work hard in class and at home and you will make progress.

Promotion to a more advanced level depends on three factors:

a) post-test scores/in-class progress
b) recommendation by the teacher
c) availability of space for you in the class at the new level

Many students who begin in pre-GED classes in the program hope to get their High School Equivalency diploma. The GED program at our college is free and is only offered in the evenings. Students who are recommended by their instructors to take the GED practice test must score at least 2200 and a score of 10.0+ on the TABE D (Test of Adult Basic Education) to be placed in a GED class.

Students who comply with attendance requirements and other program rules may spend a maximum of 3 cycles at the same class level. Those who are able to progress to a higher level can remain in the program for another 3 cycles at that level.

Students who do not perform acceptably, will not be invited to continue in the program. A student has unacceptable performance if he or she has:

- missed more than the maximum number of classes allowed in a cycle:
- consistently come late
- not done homework assignments
- refused to work with other students
- consistently disrupted the class. If you have a problem that causes your unacceptable performance, come to the office in Room 410 immediately to make an appointment with the counselor.

Campus Services and Facilities

a) **Cafeteria:** A cafeteria, located in the Roscoe C. Brown, Jr., Student Center is operated for the convenience of students and faculty. Meals and refreshments can be purchased at the cafeteria. Operating hours may vary.

b) **Health Services:** The Office of Health Services is in Loew Hall, Room 101. When classes are in session, a registered nurse is on duty from 9:00am – 5:00pm Monday through Friday. The Health Services Office provides first aid and assistance with health related matters.

c) **Security and Parking:** The security office in Loew Hall, Room 505 is responsible for lost and found services, and the patrol of the campus and its buildings. Limited parking is available only in the evening. Students who require parking on campus must come to Room 410.

d) **Swimming Pool and Gymnasium:** The health and physical education classes and college athletic teams use the swimming pool and gymnasium, located in the Alumni

Gym. They are available for student and faculty recreational use during specified hours. Other facilities such as the Olympic Track will be available as scheduled each semester.

e) **Sage Hall Media Learning Center:** Individual video-based instruction for test taking, study skills, math, reading comprehension, ESL, and GED is available at the Sage Hall Media Learning Center on campus. The Learning Center is open Mon-Thurs. 9AM – 9PM, Friday 9AM – 5PM, Saturdays from 10AM – 3PM and Sundays 12PM – 5PM. Students can present ID cards to use these resources.

f) **Library:** The library provides print reference aides. Students are allowed to use the library after presenting their identification card. Students cannot take out books from the BCC library. To take out books, students can become members of the New York Public Library, and can access all branches in The Bronx and Manhattan. The Francis Martin Library and the Fordham Library are the closest branches to the BCC campus.

g) **Campus Bookstore:** The Bronx Community College Bookstore is located on the second floor of the Roscoe Brown Student Center. Some books will be available for students to buy in the bookstore. No student is required to purchase a book.

Other Bronx Community College Institutional Development Programs

English Language and Civics Education Program (EL CIVICS)

Federally funded program consisting of English Literacy instruction with a Civics component of Citizenship, United States History and Government, with additional Civics components addressing the knowledge and skills necessary to negotiate systems of American Society. Program is free.
Telephone (718) 289-5844.

English Language Instruction (ELI)

English as a Second Language plus Vocational Training.
In this program students will have the opportunity to obtain training while improving their English Language Skills.
Training is available in the following areas:
Home Health Aide, Computers, Building Trades and Child Care
For information, please call (718) 289-5844

InVEST (Individual Vocational Educational and Skills Training)

InVEST is a new program which provides employed public assistance recipients with tuition waivers so that they can enroll at no cost in credit and none-credit courses at CUNY campuses in order to improve their job-related skills. The goal of InVEST is to help participants get better jobs and earn more money so they will no longer need public assistance.

Continuing and Professional Studies:

Fee-based education and training programs (e.g. GED in Spanish, ESL)
See Brochure for more information. (Students must pay a fee to take these classes.)
Philosophy Hall, Room 14, Tel. (718) 289-5170

Project HIRE

Building Trades Property Maintenance
Full time, 5-month training program
GRH 211 Tel. (718) 289-5810
Eligibility: Adults 22-54 years of age
(low income); willing and able to work.

Displaced Homemakers Program

Training and Job Readiness Skills, and Job Placements.
Gould Residence Hall; Room 309; Tel. (718) 289-5828

Hall of Fame

The Hall of Fame for Great Americans at Bronx Community College is the original Hall of Fame in this country. It is a national landmark institution, founded in 1900 to honor prominent Americans who have had a significant impact on the nation's history.

The principal feature of the Hall of Fame is its 630 foot open-air Colonnade, which houses the bronze portrait busts of the honorees. Designed by the celebrated architect Stanford White and financed by a gift from Mrs. Finely J. Shapard (Helen Gould) to New York University, the Hall of Fame was formally dedicated on May 30, 1901.

Student Letter of Commitment

Sample is included on next page.

Bronx Community College
Gould Residence Hall, University Avenue at W. 181ˢᵗ Street, Bronx, New York 10453

_____200___

I, _____, who has been selected to participate in the
_____program at Bronx Community College, agree to abide by the following
rules:

- To participate fully in class activities and complete additional assignments, such as homework
- To bring a pocket folder, a notebook, pen and pencil to class
- To be respectful of fellow classmates and of teachers
- Not to use racial, sexual or ethnic slurs
- Not to smoke or drink in the building or campus
- Not to use, possess or sell illegal drugs or weapons
- Not to play the radio or wear headphones during class; to turn off beepers and cell phones
- Not to litter or spit in classroom or buildings
- Not to fight and/or exhibit threatening behavior
- Not to sell any products, items or food in the building or campus
- Not to bring children to class (students bringing children will be asked to leave)
- To dress properly and use appropriate hygiene
- To notify teacher(s) in advance or call the office, (718) 289-5844, at least one hour before class starts, when planning to be absent
- To be on time for class
- To follow attendance policy

_____

After nine (9) hours of absence during a cycle, students may be placed on probation. Additional absences while on probation will result in termination. Problems causing excessive absences must be discusses with a counselor.

To receive a Certificate of Completion students must attend 80% of classes.

_____

I understand that if I break any of the above rules I may be asked to leave the program.

Signed

_____

Recommendations for Success

We believe that you will be a successful learner when you:

1. Plan your time.
2. Have specific hours to study each day.
3. Help yourself and your classmates by forming study groups.
4. Meet with teachers (before class or after class) if you need help.
5. Make the extra effort to be punctual for classes.
6. Attend all classes. Arrange appointments with outside agencies before or after class hours or on days when you do not have a class.
7. Take notes in class.
8. Do all homework assignments and hand them in on time.
9. If you have to be absent, contact a student from your class to get the notes and assignments. Always have the phone numbers of at least two students from your class.
10. Get a library card and read every day.
11. Ask yourself what you can do to help yourself before you complain about a teacher. (If you feel strongly, however, that you can give a constructive suggestion to a teacher, do so. If you continue to feel that you are not learning from your teacher come to the office in Room 410 to make an appointment with an administrator.)
12. Don't give up at the first sign of a problem. If you have personal or school problems talk to your teacher or counselor.
13. Always think before you act or speak.
14. Show respect for yourself and others.
15. Choose your friends wisely. Avoid people with negative attitudes who will discourage you from completing your education.
16. Respect the point of view of others even if you disagree.
17. Learn to be a good listener.
18. Don't be afraid to ask your teacher to explain something you do not understand.
19. Take advantage of opportunities to further your education and to practice what you learn outside of class.
20. When budgeting your money, make allowances for transportation to and from school and for childcare.
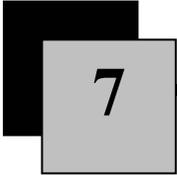
7 SAMPLE LANGUAGE EXPERIENCE STORY

Language Experience Story: Our Class Visit to the Library
(Created by ESL literacy class)

Introduction:

Language experience stories are generated orally by students and recorded by the teacher. This can be done as a whole-class activity with different students providing the sentences. Because the stories are based on an experience common to all of the students in the class – a field trip or other activity – they incorporate known vocabulary. As seen in the example below, words tend to be repeated in these stories. Students take pride in authorship and are eager to read and re-read their work. The stories can be word processed and used as reading material and as the source of reading activities for students at the lowest levels of ESOL and literacy.

The library is a good place to learn.

The library has many books.

You can go to the library to read.

You can take out books to read at home.

I like to use my library card to take out books.

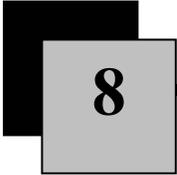Children's books are located on the second floor.

Books, magazines and cassettes are on the first floor.

Computers and English books to study are located in the basement.

You can go to the library to learn English on computer.

The people in the library like to help.

Silence, please!

8 FIELD TRIP WORKSHEETS

Ellis Island Pre-Worksheet

The Golden Door: Our Nation of Immigrants

Name: _____

1. There were _____ waves of immigrants from Europe.

2. The first wave of immigrants was from _____ to _____

3. The immigrants came from_____

_____

4. They came to America seeking _____

_____

5. What was the Industrial Revolution? What were its consequences?

_____

_____

6. The second wave of immigrants was from _____ to _____

7. The immigrants came from _____

_____

8. The reasons for them to come were _____

_____

9. What happened in 1845 in Ireland? How many Irish immigrants came to America?

_____

_____

10. The third wave of immigrants was from _____ to _____

11. The immigrants came from _____

12. The reasons for them to come were _____

_____

13. When did Ellis Island open as an arrival point for immigrants?

_____

14. Were there any limits on immigration before the 1920s?

_____

15. Northern Europeans were drawn to _____ on the _____

16. Cities grew fast. Most of the _____lived and

    worked in the cities in the late 1800s.

17. By 1900 more than _____ of the population of New York City and _____

     of the population of Chicago were foreign-born.

18. Immigrants were active in forming _____

    In schools they had to lose _____ and become

    _____

19. America as the 'melting pot': _____

    _____

20. They were thought a _____ and _____

    _____ about democracy and the

Ellis Island Trip Worksheet

(Used during the trip and discussed afterwards)

Name: _____

1. How did we get to the Burnside Ave. station of the number 4 train?

_____

2. Was Castle Clinton far from Bowling Green station on the number 4 line?

_____

3. In what direction did we travel when we took the ferry to Ellis Island?

      A. North   B. South   C. East   D. West

4. Were there many people in Battery Park and on the ferry?

_____

5. Were the people that you saw on the ferry New Yorkers or tourists?

_____

6. Did you hear someone else speak your native language? Did you talk to that person?

_____

7. How many decks did the boat have? _____

8. What was the most interesting thing for you on the boat?

_____

_____

9. What was the weather like during the trip?

_____

10. Did you like the view(s) from the boat?

_____

11. Could you see the Statue of Liberty? Was it big or small?

_____

12. What did you feel when you saw the statue? What were you thinking about?

_____

_____

13. Do you think that the Statue of Liberty is a unique landmark? Why?

_____

_____

_____

14. What was your first impression when you landed on Ellis Island?

_____

_____

15. How many floors did the museum have? _____

16. Can you tell me the names of some exhibits or rooms in the museum?

_____

_____

_____

17. Which exhibit/room did you liked the most?

_____

_____

18. What artifacts did you see?

_____

_____

_____

19. Which outfit did you like most and where did it come from?

_____

20. The immigrants of what nation are you most interested in? Why?

_____

21. What family heirlooms did you like most? Why were they interesting for you?
(*Treasures From Home Exhibit*-3rd floor)

_____

_____

22. What did you learn from *The Peopling of America Exhibit* (1st floor)?

_____

MORRIS-JUMEL MANSION TRIP
DECEMBER 14, 2001

Name: _____

1. What train(s)/bus(es) do we take to go to the mansion?

_____

2. Do you like the houses on Sylvan Terrace? Would you like to live in one of them?

_____

_____

3. How many rooms are there on the first floor of the mansion? What were they called?

_____

_____

4. Where is the kitchen?

_____

Octagonal Drawing Room

5. What do you see in the Octagonal Drawing Room?

_____

_____

6. Why does the tea table have a top that tilts?

_____

_____

7. What do you like in the room and what don't you like?

_____

_____

_____

Front Parlor

8. What popular game do you see on the table in the middle of the room? Do you know how to play it? _____

_____

9. Eliza Jumel married Aaron Burr in this room. Would you have your wedding ceremony held in this room? Why or why not?

_____

10. What pieces of furniture do you see? Which one do you like best? _____

_____

11. What was this room used for? _____

Alcove Hall/Dining Room

12. Do you see a tablecloth on the table? _____

13. Can you describe a traditional 18th-19th century dinner?

_____

_____

_____

14. What were the wine-rinsers used for?

_____

15. Would you like to have dinner with this family?

_____

_____

16. What do you see in the Alcove Hall?

_____

_____

Eliza Jumel's Dressing Room

17. What were boudoirs used for?

_____

18. What beauty items or toiletries do you see?

_____

_____

19. Would you like to have a boudoir in your house?

_____

_____

Eliza Jumel's Bed Chamber

20. How is the room furnished?

_____

_____

21. What is the most interesting thing that you see?

_____

_____

Aaron Burr's Bed Chamber

22. How old was Aaron Burr when he married Eliza Jumel? _____

23. What do you like in this room?

_____
_____

24. Do you think the bed warmer was a good idea? Can you draw a picture of it?

_____
_____

25. What was the bootjack used for?

_____

Mary Bowen's Bed Chamber

26. What were typical ladylike activities during that time?

_____
_____

27. There is a very 'strange' piece of furniture in this room. What is it?

_____

28. What do you like in this room?

_____
_____

George Washington's Bed Chamber and Study

29. When did George Washington live in the mansion? _____
30. What was he doing while he lived there? _____
31. What do you find interesting about this room?

_____
_____

32. Which bedroom do you like best? Why?

_____
_____

33. If you lived in this house what would you change?

_____
_____

34. Would you be Eliza's friend?

_____
_____

9 SELECTED MODEL LESSONS

TITLE OF UNIT: Community Resources
TITLE OF LESSON: Using the Library   **PRE-REQUISITE STUDENT LEVEL: 1**
GOAL OF LESSON OR UNIT: Students at a low-level of proficiency will be able to locate shelved books in alphabetical order by themselves and by requesting information about location on shelf.
Lesson   1
DATE:

Intended Learning Outcomes & Observable Student Behaviors	Instructional Strategy/Activities & Presentation Mode	Materials
Cognitive goals: - Alphabetical order - Directions: left, right, up, down - Ordinal numbers: 1-10 Linguistic goals: - Question form for "how many?" "what?" and "where?" questions - is & are - singular and plural noun: book(s) - prepositions: between, next to, - (At higher proficiency levels add: near, above, below.) Other goals: - Ability to locate books by alphabetical order - - Ability to distinguish author information from title information	1) Teacher reviews alphabet with class. Then students, working in pairs, recite alphabet to each other. One student records on a checklist with the twenty-six letters, as the other recites. The recording student checks letters recited in order and circles the first omitted or out-of-sequence letter. Then partners switch roles. Teacher monitors and assists where necessary. Sets of partners can then be rearranged and the activity continued for several more times. Those who demonstrate no problems with reciting the entire alphabet in order then serve only as recorders. 2) The teacher distributes books, one per student. Teacher models reading and spelling of author's name, e.g. "First name: Stephen: S-t-e-p-h-e-n; Last name: Crane: C-r-a-n-e" After one or two students confirm the model with their own books, all students circulate, reading and spelling authors' names. Teacher monitors and assists where necessary. 3) Teacher arranges up to ten books in alphabetical order by author on a shelf. Models counting by ordinal number from first to tenth. (This should be a review activity; otherwise fewer numbers might be used and/or greater attention paid to learning of these numbers.) Types of questions about books include the following: • How many books are on the shelf/ • What book is on the left (right)? • What is the third book from the left? • What book is between x and y? • Where is z? Once students demonstrate understanding of two or three of these questions, they can work in pairs to create "quizzes" for their fellow students, altering the questions types covered. These quizzes are exchanged among pairs and checked by students. The teacher circulates and assists, where necessary. A final, teacher-made quiz will be distributed to all students for final assessment.	A variety of books, preferably arrayed on at least three levels of shelves. Books must have a clear author name visible on the spine. A range of first letters of last names is desirable.
EVALUATION: <u>How did you know students learned? How did you measure the degree to which they learned? Why was their learning valuable? Add additional comments, if you wish</u> Each learning activity will be assessed by peers, with teacher monitoring to confirm or adjust peer assessment process. The final assessment quiz will confirm degree of learning. This lesson provides an opportunity to review basic information about the alphabet, numbers, relative directions and prepositions of place. Students will feel more comfortable requesting assistance with finding library books.		

EL CIVICS SUCCESSFUL INSTRUCTIONAL STRATEGIES

Title of Lesson: TPR July 4th   **Pre-requisite student level:** Beginning to intermediate
Goal of lesson or unit: Talking about Independence Day holiday plans **Name of Teacher:** David Lowe
Frequency: Once (best just before July 4th)

Intended Learning Outcomes & Observable student behaviors	Instructional Strategy/ Activities & Presentation Mode	Materials
Cognitive: Students will gain experience with socializing and participating in "small talk" conversations about holiday and other free time plans.

Linguistic: Students will gain practice using future tense expressions with "going to." They will learn and reinforce high frequency vocabulary. | After covering the lesson from the text, the teacher begins the round of holiday planning by stating his or her plans ("On July 4th, I'm going to the beach." Or: "On July 4th, I'm going to watch the fireworks.") Next, the teacher tosses the ball to a student, who similarly concisely states holiday plans and then tosses the ball to another student, and so on until all have had a chance to share their July 4th agendas. The teacher may invite those with a longer list of plans to raise their hands to catch the ball for another turn. | **Text:**
Kennedy, James H. *Contemporary's Celebrate with Us*. Lincolnwood, Ill.: Contemporary Books, 1995. Independence Day chapter, pp. 176-183 (or similar)

Realia: Ball (Nerf ball or Beach ball might be safest). |

Evaluation: How did you know students learned? How did you measure the degree to which they learned? Why was their learning valuable? Add additional comments, if you wish.

Evidence that the students learned is borne out in future conversations about plans for the weekend or other holidays. A possible twist to measure the degree they learned and listened to each other would be to test them afterward, asking them to list each student's plans, as many as they can remember, in complete sentences. Their learning is valuable because the vocabulary is of very high frequency and the verb forms are even more common.

EL CIVICS SUCCESSFUL INSTRUCTIONAL STRATEGIES

Title of Lesson: Branches of government as current events   **Pre-requisite student level:** Intermediate
Goal of lesson or unit: Learn the three branches of government and distinguish their duties
Name of Teacher: David Lowe   **Frequency:** Once with weekly reports thereafter

Intended Learning Outcomes & Observable student behaviors	Instructional Strategy/ Activities & Presentation Mode	Materials
<u>Cognitive</u>: Students will gain experience with information media in English. <u>Linguistic</u>: Students will learn and reinforce vocabulary vital for the citizenship exam.	After covering the lesson from the text, the teacher divides the class into three groups, each representing one of the branches of government. The three groups convene amongst themselves and brainstorm about the duties of each branch. They report back to the class, detailing two or three duties of their branch. They are asked to keep up with that branch in the news and report back weekly to the class on developments for it that week. Alternatively, the teacher may list relevant current events each week, with the students categorizing each event according to the branch most closely involved.	**Text:** Short, Deborah. *Of the People: U.S. History*. McHenry, Ill.: Delta, 1995. Lesson 9, "U.S. Constitution," pp. 45-50 (or similar) **Informational Media Source:** at students' discretion: TV, radio, newspaper, Web.

Evaluation: How did you know students learned? How did you measure the degree to which they learned? Why was their learning valuable?
Add additional comments, if you wish.

As a weekly exercise, student progress with the material should be evident. As an added evaluative measure, the instructor may choose to give a semester-end test on the branches of government and their events over the course of the semester. The learning here is valuable because the knowledge of the branches of government and the ability to distinguish their duties is of primary importance, especially for those facing the citizenship exam.

TITLE OF UNIT: Banking   **PRE-REQUISITE STUDENT LEVEL: 2**

TITLE OF LESSON: ATM (Debit) Cards
GOAL OF LESSON OR UNIT: Understanding Use of ATM Cards

Intended Learning Outcomes & Observable Student Behaviors	Instructional Strategy/Activities & Presentation Mode	*Materials (Computer or manual options)*
Cognitive goals: - Understand ATM screens - Understand ATM procedures - Understand basic account terminology: Savings, Checking, Withdrawal, Deposit, Transfer, Overdraft, Line of Credit Linguistic goals: - Commands Other goals: - Develop comfort with use of ATM - Develop understanding of basic security measures for ATM use.	Note: prior to this lesson, instructor should ascertain student familiarity with ATM/Debit Cards by survey. Lesson presented here assumes minimal familiarity. Instructional Strategy: Students will create mock-ATM cards and complete several mock ATM transactions. Presentation Modes: After a brief whole-class introduction to debit cards, including differentiation from credit cards, students will learn in pairs by following instructions. Activities: 1) Students create mock-ATM cards. 2) Students create PIN numbers using guidelines suggested in class discussion (e.g. do not use date of birth) 3) In pairs, students follow sequences and answer questions (see materials column).	Instructor creates a set of several transaction sequences sequence recreated from ATM transactions, including withdrawals from and deposits into Savings and Checking and transfers from one account to the other. These sequences could be on different colored paper (or in different colored fonts) so that students are exposed to different transaction types. In addition to sequence directions, each sequence will end with questions such as "How much money is now available in the x account?" "How much of the Overdraft line of credit have you used?" Students will design their own mock-ATM cards, containing all ATM elements with a word processing or publishing program. Colored writing implements supplied for manual creation of mock-cards. If computers are available, screens could be created in a word processing program. If not, use handouts. Each handout or word processing page contains a.

EVALUATION: How did you know students learned? How did you measure the degree to which they learned? Why was their learning valuable? Students will submit answers about status of accounts following transactions. This activity could break down barriers to use of ATM services.

TITLE OF UNIT: **Rights and Duties of Citizens**   page 1
TITLE OF LESSON: Rights and Duties of Citizens   **PRE-REQUISITE STUDENT LEVEL: 1**
GOAL OF LESSON OR UNIT: Students will be able to identify a minimum of 8 of 12 rights and duties of citizens presented during lesson.
DATE:

Intended Learning Outcomes & Observable student behaviors	Instructional Strategy/Activities & presentation mode	*Materials*
Students will be able to identify 75% of rights and duties of a citizen presented during lesson as demonstrated through the following observable behaviors. Main outcomes: 1) In pairs, students will use pictures on Bingo grids to match correct pictures to statements and questions. Students will achieve 75% mastery by fourth round of Bingo game. 2) In pairs students complete match-ups of halves of statements related to the pictures used in above activity. 75% mastery will be achieved by third round of match-ups. Supplementary outcomes: Higher achieving students will: 1) Be able to read statements for activity 1) above and/or create questions from these statements. 2) Higher achieving students will be able to demonstrate 75% success rate working individually in third round of each of above activities.	1) Introductory presentation: a) Teacher will read page 87 of ***Voices of Freedom: Book 2*** in its entirety. b) Distribute Bingo sheets – 1 per pair of students. Teacher will read page 87 one sentence at a time. Students will repeat. Teacher will use Bingo pictures to explain key vocabulary or explain key words after each sentence is read. Teacher may also ask questions about these sentences. c) Teacher will generate oral review questions from reading. For example: What is the most important right U.S. citizens have? 2) Bingo: d) *Close books. Go over rules for Bingo. First round should be won with 4 across. Randomize order of clues and keep track of clues already given. Team lower achieving students with higher achieving students.* e) Use different prompts for each round. For example: Round 1: Read from left column. Round 2: Add "What" a beginning of right column statements. Round 3: Give examples: (I want to work in the post office.) Round 4: Have higher achieving students read or generate questions.	***Voices of Freedom: Book 2,*** *page 87* ***Uncle Sam Activity Book****, pages 78-79* *Directions:* *1) Photocopy blank Bingo grid. You will need a minimum of 1 copy for every 2 students. Paste each grid on a sheet of colored paper.* *2) Photocopy pages 78 and 79. You will need a minimum of 1 copy for every 2 students.* *3) Use a paper cutter to cut the 12 boxes with pictures.* *4) Paste pictures onto squares in Bingo grid in random order. Paste photocopied title:* ***Bingo Rights and Duties*** *of citizens at the top of each sheet.* *5) Use buttons, beans, paper clips, pennies, etc. as Bingo markers.* *Photocopy and cut phrases on page 79. (Same numbers as above.) Place each cut set in an envelope. Label each envelope with photocopied title:* ***Match-ups: Rights and Duties of Citizens****.*

TITLE OF UNIT: Rights and Duties of Citizens   page 2
TITLE OF LESSON: Rights and Duties of Citizens   **PRE-REQUISITE STUDENT LEVEL: 1**
GOAL OF LESSON OR UNIT: Students will be able to identify a minimum of 8 of 12 rights and duties of citizens presented during lesson.
DATE:

Intended Learning Outcomes & Observable student behaviors	Instructional Strategy/Activities & presentation mode	*Materials*
	Note: do not present this activity immediately after above activity. It can be presented either during the final half-hour of a 3 hour class or during the next class session. 3) Match-ups: Distribute one match up envelope per pair of students. Team lower achieving students with higher achieving students. f) At the board teacher demonstrates matching process. Example should be a simple sentence. (For example: George W. Bush/is President of the United States.) Point out indicators for columns: Start with capital letter = left column; start with *is* or *are* = right column. Students then arrange match-ups on tables.	

EVALUATION: How did you know students learned? How did you measure the degree to which they learned? Why was their learning valuable? Add additional comments, if you wish

1) Introductory activity: Instructor will get a sense of student understanding by noting volunteers for answering questions.
2) For Bingo games, teacher will monitor every statement. Teacher will tell each pair of students "OK" or "Not OK" for each choice. Teacher will re-team lowest achieving pairs so that each lower-achieving student works with a higher achieving classmate. Highest achieving students will be given opportunity to work alone.
3) For Match-ups, teacher will circulate to each desk, separating correct match-ups from incorrect ones. See directions for #2 above for assessment of teams/individuals.

Learning was valuable both as key knowledge for Citizenship Test and for orienting students to benefits and responsibilities of citizenship. Emphasis should be on learning rather than competition.

TITLE OF UNIT: Banking   page 1
TITLE OF LESSON: At the Bank   **PRE-REQUISITE STUDENT LEVEL: 1**
GOAL OF LESSON OR UNIT: Students will learn Banking vocabulary and supporting literacy skills
Lesson 1:
DATE:

Intended Learning Outcomes & Observable student behaviors	Instructional Strategy/Activities & presentation mode	*Materials*
Intended Learning Outcomes: 1) Students will acquire key vocabulary related to Banking. 2) Students will develop Reading, Writing and Listening Skills in the context of Banking. 3) Students will use English in group work to negotiate tasks and provide advice to each other. Observable Student Behaviors (Teacher will monitor all group activities, noting student successes and problems and taking notes for future instruction): 1) All students will be able to generate 1 sentence related to Banking, using pictures and key words from Picture Dictionary. 2) All students will be able to pronounce generated sentences with an 80 percent rate of comprehensibility. 3) Students will be able to reconstruct generated sentences with an 80 percent rate of accuracy. 4) Students will be able to write dictated sentences with a 70 percent rate of comprehensibility.	Initial Activity: Language Experience Text a) Using picture and words on p.70 of *Basic Oxford Picture Dictionary* for reference, teacher asks each student to generate 1 sentence related to Banking. (Teacher may choose to ask higher achieving students to generate sentences with keywords that have not been used by other students. Teacher edits spoken text to write sentence in correct English. (Explicit correction not recommended. Teacher may note errors for future presentation.) Teacher reads each sentence after writing it. Suggestion: elicit some potential sentences that would be spoken at a bank. b) Teacher reads complete text. c) Teacher reads each sentence, with students repeating in chorus. d) Individual students may be chosen to read their own or other preferred sentence. Continuation of Activity (to take place during next class and into subsequent class (es), if desired): a) Students are organized into mixed-ability (preferably also mixed language) groups of up to 6. One complete text is given to each group. Teacher distributes 1 envelope of cut words per group. Class recreates the given sentence from the cut words. Teacher monitors group activity, checking off correctly reproduced sentences on sheet. New envelopes are provided until all sentences have been recreated.	*Initial Activity:* *Basic Oxford Picture Dictionary, p.70* *Two to three sheets of newsprint and markers.* *For continuation of activity during subsequent class:* *1 sheet with complete word-processed, edited text – 10 to 12 sentences of no more than 8 words each -- from initial activity photocopied to provide 1 per group. Each sentence should be numbered.* *1 envelope per sentence with individually cut words. Envelopes are labeled with the number of the sentence contained within.* *Language Master Card Reading Machines: 1 machine per group of up to 6 students.* *Language Master Cards (1 per sentence generated in Activity 1). Each card will have one taped sentence read by instructor or other English speaker. (A variety of speakers is desirable.) Each card has only the number of the sentence written on it.*

TITLE OFUNIT: Banking   page 2
TITLE OF LESSON: At the Bank   **PRE-REQUISITE STUDENT LEVEL: 1**
GOAL OF LESSON OR UNIT:
Lesson 1:
DATE:

Intended Learning Outcomes & observable student behaviors	Instructional Strategy/Activities & presentation mode	*Materials*
	b) Once a given group has recreated all sentences, provide a Language Master machine to the group. Remove the sheet with the complete text. Re-distribute the envelopes of cut words. Students will now recreate sentences, listening to sentences on cards. c) Once the teacher has verified correctness of verified sentence, each student will read the sentence on the Student setting of the LM machine and compare pronunciation with sentence recorded on Teacher setting. d) Once Activity c) is completed, remove all written text. Redistribute audio cards for students to write sentences as dictation. One student in each group will play card. All students will write. Students will compare answers and negotiate corrections. Then teacher will give the completed text sheet to the group to compare it to their answers. Students will make corrections.	

EVALUATION: How did you know students learned? How did you measure the degree to which they learned? Why was their learning valuable? Add additional comments, if you wish

Student learning for initial activity will be monitored in a whole class setting. Students who were unsuccessful in generating a sentence will be coached during individual conferencing sessions. Continuation activities will be constantly monitored by teacher. The teacher should not expect to be able to monitor every step of every activity; rather, continuous monitoring will indicate which students are succeeding and which need more help. Teacher may sit with students experiencing most difficulty to provide further explanations, support and guidance. These students should also be teamed with particularly strong students. Dictations could be re-administered and graded and students could generate mini-dialogs in a banking context as culminating activities.

The learning is valuable because the material is generated by the students themselves, and they are practicing all four skills in this context. The repeated use of the same Banking-related sentences provides an opportunity to acquire vocabulary and key phrases related to Banking. The Continuation activities also provide ample opportunities for conversation among group members and community building.

10 ADULT CAREER COUNSELING ACTIVITIES

10. Summary of the New York State Adult Career Counseling Model

Career Development Workshop Summary

Workshop participants are taken through the following processes:

- Self-Awareness
- Self-Assessment
- Skills Assessment
- Strength Bombardment
- Career Exploration
- Decision Making
- Goal Setting
- Exploration Of Educational Options
- Job Hunting
- Taking Action

The following pages include an overview of the seven sessions of the Career Development Workshop. Copies of the full Manual may be obtained from the New York State Education Department, Office of Workforce Preparation and Continuing Education, 89 Washington Avenue, EB 307, Albany, NY 12234. Excerpts are from *The New York State Adult Career Counseling Manual,* Napper, Schulman, & Shapiro; New York State Education Department, Albany, New York; Second Edition, June, 1992.

Goal

To introduce the group career counseling model, to understand the career development process and to begin self-assessment.

Objectives

Workshop participants will:

- Know the goals and objectives of the group career counseling process, and roles of the counselor and participants
- Understand career development
- Begin the self-awareness process

Outline of Activities

1. Introduce seminar (20 minutes)
2. Explain the scope of the seminar and establish guidelines (10 minutes)
3. Discuss Career Development (20 minutes)
4. Conduct The Shield exercise (50 minutes)
5. Distribute If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else (10 minutes)

Materials

A. Career Development Workshop Summary/Workshop Activities Sheet
B. What Do We Mean By Career? (handout)
C. The Shield exercise

Handouts

For discussion at next session or for client's information

A. Job Satisfaction and Job Alienation[1]
B. Observations on the Work World[1]
C. The Work World[1]
D. Your Job: The Itch to Switch
E. If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else

Additional handouts relevant to specific client groups or specific individuals (See Section III and Appendix)

Goal

To continue the self-assessment process, by assisting participants in relating their own personalities to the world of work, and to introduce the world of work

Objectives

Workshop participants will:

- Begin to understand the world of work
- Begin the decision-making process

Outline of Activities

1. Establish individual appointments and book review schedule
   (5 minutes)
2. Review thoughts about last session and continue the discussions of self-exploration as the first part of career development (15 minutes)
3. Conduct discussion of world of work and Holland's theory of vocational choice (30 minutes)
4. Discuss Holland Exercise (30 minutes)
5. Discuss Occupational Daydreams (15 minutes)
6. Distribute handouts

Materials

A. Holland's Personal Orientations (handout)
B. Occupational Daydream Sheet

Handouts

For discussion at nest session or for clients' information:

A. Do You Stereotype Yourself?
B. Time Management

Goal

To continue the self-awareness process by introducing the exploration of interests and values, in order to identify new career options.

Objectives

Workshop participants will:
- Continue understanding the self, through the exploration of their interests, values, risk-taking behaviors and decision-making style.
- Identify new career options.

Outline of Activities

1. Review thoughts about last session (10 minutes)
2. Conduct group discussion about materials handed out at last session (15 minutes)
3. Present book reviews and conduct group discussion (10 minutes)
4. Explain the results of the Strong Interest Inventory (60 minutes)
5. Conduct group discussion on how values influence our decisions and how important it is in making our decisions to understand values (20 minutes
6. Discuss Do You Stereotype Yourself?
7. Assign "Should's" Exercise (5 minutes)
8. Distribute Handouts

Materials

A. Strong Interest Inventory Profiles (to be found in each client's file)
B. Values
C. Decision-Making

Handouts

For discussion at next session or for clients' information:

A.   Occupational Classification Systems

Goals:

To provide values clarification in order to introduce risk-taking strategies and stimulate the decision-making process.
To introduce career and educational information resources and researching techniques and to initiate the job search.

Objectives:

Workshop participants will:
- Explore their values, risk-taking behaviors and decision-making style.
- Begin to research their career options by becoming familiar with and using career and educational information resources.
- Begin constructing their resumes.

Outline of Activities

1. Review thoughts about last session and discuss occupational daydreams, Holland's codes and career goals (10 minutes)
2. Present Book Reviews and conduct group discussion (10 minutes)
3. Conduct Values Action (45 minutes)
4. Visit the Career and Educational Library (30 minutes)
5. Initiate Job Hunt (20 minutes)
6. Assign the "Strengths" exercise
7. Distribute handouts

Materials

A. Values Auction Worksheet
B. Career Exploration Worksheet
C. Using the Dictionary of Occupational Titles
D. Information Interview
E. Write A Resume That Gets the Job; Writing Your Resume
F: Action Verbs, Phrases, Titles
G: Samples resumes: Chronological and Functional

Handouts

For discussion at next session or for clients' information
A. Identify Your Strengths
B. You Can Use Your Volunteering Experience to Get a Paying Job
C. Networking

Goals

To develop tentative career and educational goals and continue the presentation of job-getting strategies.

Objectives

The workshop participants will:

Develop tentative career and educational goals.
Identify steps they need to take to implement these goals.
Identify strengths that are needed in the job search (resume writing, interviewing etc.).

Outline of Activities

1. Review thoughts about last session and begin to establish tentative career and educational goals (20 minutes)
2. Process the Strengths assignment (10 minutes)
3. Present book reviews (20 minutes)
4. Discuss using volunteer experience (5 minutes)
5. Introduce networking (5 minutes)
6. Continue the job hunt (50 minutes)
7. Assign the Career and Education Plan (10 minutes)
8. Distribute handouts

Materials

A. Goal Setting
B. Common Abbreviations Used in Classified Ads
C. The Cover Letter
D. Sample Cover Letter
E. Career and Education Plan

Handouts

A. Interview Tips
B. Interview Questions for Role Playing & Touchy Questions
C. Interviewing Do's and Don'ts
D. Risk-Taking

Session 6 Overview

Goals

To prepare for closure at the last session, to further define career and educational goals, to continue the job hunt and to provide information about traditional and non-traditional learning and career options.

Objectives

Workshop participants will:

- Begin to discuss and prepare for the seminar to end.
- Further define their career and educational goals.
- Continue to apply job-seeking strategies.

Outline of Activities

1. Review Career and Education Plan and prepare for seminar closure (15 minutes)
2. Present book reviews (10 minutes)
3. Provide information about traditional and non-traditional learning options (20 minutes)
4. Continue the Job Hunt: interviewing, job applications, resumes (1 hour and 15 minutes)
5. Distribute handouts

Materials

A. The Application Form
B. Sample Application Form for Employment

Handout

For discussion at next session or for clients' information

A. Name and Address Sheet

Session 7 Overview

Goal:

To provide closure for the seminar by concluding the job seeking techniques and reinforcing the ability of participants to carry out the educational/career action plans formulated during the seminar

Objectives:

Workshop participants will:

1. Express their feelings about the seminar ending.
2. Answer questions that address how they will continue in their career development after the workshop.
3. State the ways they will implement their Educational/Career Action Plans formulated during the workshop.
4. Conclude the review of job-hunting techniques.

Outline of Activities

1. Discuss feelings about the end of the workshop (10 minutes)
2. Present book reviews (15 minutes)
3. Process The Circle (for closure) (20 minutes)
4. Discuss specific issues as needed (10 minutes
5. Conclude discussion of The Job Hunt (25 minutes)
6. Conduct Seminar closure (5 minutes)
7. Review summation questions (including each client's resume and cover letter) (30 minutes)

Materials

A. The Circle
B. Interview Follow-up Letter
C. Summation Questions
D. Evaluation Form

Handouts

Duplicated name and address sheets

11 SELECTED RESOURCES ON TECHNOLOGY IN EL CIVICS INSTRUCTION

SELECTED READINGS ON TECHNOLOGY AND EL CIVICS INSTRUCTION

The following publications provide useful information for teachers integrating computer technology into ESL instruction. Following each title is information concerning the source and the web address, if available. A brief description of the content of each site is also provided.

1. Butler-Pascoe, Mary Ellen. "Technology and Second Language Learners." American Language Review 1.3 (1997). 21 Aug. 2002.
http://www.languagemagazine.com/internetedition/mj97/eets20.html>.

This is a brief but very helpful overview of the benefits of using technology to teach ESL learners. It describes activities and media that enhance ESL instruction. The book covers a range of programs, from those that require limited responses to those requiring more advanced interaction such as the use of e-mail for collaboration and the creation of electronic portfolios of student work.

2. Warschauer, Mark and P. Fawn Whittaker. "The Internet for English Teaching: Guidelines for Teachers." 21 Aug. 2002.
<*http://www.aitech.ac.jp/~iteslj/Articles/Warschauer-Internet.html*>.

Warschauer and Whittaker provide suggestions for teachers introducing computer network-based activities in their classrooms: that they consider their course goals to determine what activities to add; that they integrate online activities with course goals; that teachers be prepared for the extra planning the introduction of online activities will require, so as to not be overly ambitious in the initial venture into online teaching; that they provide the support students will need when they are introduced to the Internet; and that they gather student input about the implementation of technology so that course goals can be set by both teacher and students.

3. "The Internet for ESL Teachers." 21 Aug. 2002.
<*http://edvista.com/claire/internet-esl.html*>.

A list of links for ESL teachers who would like to use the Internet to supplement their teaching. Includes links to sites on evaluating websites, general and ESL online reference sources, sites with lesson plans and games, setting up online student projects, building a Web page, working with MOOs (Multi-User Object Oriented Systems, or text-based virtual spaces), and sites that offer a critical overview of what things teachers should be cautious of when using the Internet.

Supplementary List of ESOL Resource Agencies and Their Web Addresses
The following agencies have proven to be useful resources for information and articles about teaching ESOL and/or EL Civics. They are publicly funded agencies whose main purpose is to provide technical assistance to you, so do not hesitate to contact them.

National Center for ESL Literacy Education (NCLE)
www.cal.org/ncle

U.S. Department of State's English Language Programs
http://exchanges.state.gov/forum/journal/civintro.htm

Supplementary List of ESOL and EL-Civics Sites and Their Web Addresses

Adult Civic Education (ERIC Digest)
http://www.ed.gov/databases/ERIC_Digests/ed350489.html

The Internet for ESL Teachers
http://edvista.com/claire/internet-esl.html

PBS LiteracyLink: English as a Second Language Projects
http://www.pbs.org/literacy/esl/