

Info Rap

ESL, CBET and
Citizenship Programs

VOLUME 4, ISSUE 2

SEPTEMBER 4, 2001

ESL TENURE EXAM GETS A FACELIFT

Thanks to a group of ESL tenured professionals in our division, the ESL tenure exam has been rewritten to reflect our current ESL program and the latest instructional methods and standards.

The Components of the Exam

Besides completing standard application paperwork, and obtaining recommendations from principals, tenure applicants must complete a Training and Experience Form (T&E), take a written multiple-choice exam, and respond to questions in an oral interview. The Training and Experience form and the multiple-choice exam have been rewritten and are in effect as of July 1, 2001. The Oral interview questions are different for each tenure testing period during the year. The interview committee creates a new set of questions according to a designated structure for each testing cycle.

The Resource List

When applicants pick up a **Tenure Packet** at Recruitment and Selection (C102, 450 N. Grand), they will find it contains a **Resource List**. The resources are intended to assist applicants as they study for the exam. This list not only includes our ESL course outlines and other materials available from the ESL Program office, but also a list of reference books that will be useful in studying for the written exam and increasing knowledge in the field of ESL. Candidates are encouraged to review for the exam using resources on the list. They should select books that cover topics they want to become more familiar with in preparation for taking the written exam, completing the training and experience form and answering questions at the oral interview.

The Written Exam

The new written exam tests a range of topics. Topics related to ESL instruction make up about 60% of the test. For this section the candidate will need to know about methods and approaches, classroom management techniques, and lesson planning. ESL subject knowledge, including English grammar and second language acquisition theory comprises 25% of the exam. The remaining 15% of the exam deals with issues related to the adult ESL program: Model Standards, SCANS, etc. A full list of the topics covered will be available at the upcoming Women Educators' workshop. (See below)

Supplementary Information on Training and Experience

The previous Training and Experience (T&E) form asked applicants to respond to a statement as it related to their experience. Each response was to be contained in a four-line space. The new T&E asks the applicant to answer specific questions related to their teaching and professional growth. No more than two questions are on a single page. Applicants must answer the questions in paragraph form using complete sentences. The questions and space provided will give applicants the opportunity to reflect on their own teaching and write meaningful responses.

Upcoming ESL Tenure Workshop

If you are interested in applying for tenure, plan to attend the Women Educators Tenure Workshop, Saturday, September 15th, 1:00 - 4:00 pm at the Emerson site of Westchester-Emerson CAS. (8810 Emerson Avenue, Los Angeles, 90045, Tel: 310-258-2000)

Application Deadlines and Testing Dates

Completed tenure packets must be turned in to Roberta Nathanson's office at the Central Office, 1320 W. 3rd Street, Rm. 823 prior to taking the written exam.

The deadlines and corresponding testing dates are as follows:

September 19, 2001 is the application deadline for the Tenure Exam scheduled for *September 28, 2001*.

December 14, 2001 is the application deadline for the Tenure Exam scheduled for *January 11, 2002*.

April 5, 2002 is the application deadline for the Tenure Exam scheduled for *April 19, 2002*.

For more information call Kit Bell at the Central Offices: 213-202-5575

INSIDE THIS ISSUE:

A Letter from the Director of Instruction	2
CATESOL Regional Conference	2
Civics and Literacy Grant Project at Garfield and Fairfax CAS	3
Creating Custom Visuals	4
"Hunting and Gathering" English	5
Important Dates	6
Fall Conference Update	6
New Staff Development Workshops	6

Fall Conference Coming Up!!! October 6 at the LA Convention Center! See the article on page 6...

A Note from the Director of Instruction

Where Would We Be Without CBET?

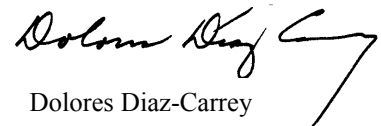
It's hard to believe that on September 4, 2001, the CBET program (Community Based English Tutoring) will be starting its 4th year. CBET, part of proposition 227, has been a blessing and a challenge to our Division. Without this program none of the following would have been possible:

- Parents of young children, who never before had been able to attend ESL classes, have been able to come to school thanks to CBET. The opening of classes at these parents' community elementary schools and CBET-funded infant and child care aides greatly enhanced parents' access to instruction.
- Laptop and personal computers are at many school sites for CBET/ESL teachers' and students' use.
- In four local districts, first-time liaisons have been created between elementary schools and community adult schools.
- Over 43,000 pledges have been collected from adult ESL students who have agreed to help their children or relatives' children increase their literacy skills.
- Over fifty teachers had the experience of setting up and coordinating a brand-new adult education program.
- CBET has demonstrated the connection between parents' literacy skills and their children's academic development, leading to a greater focus on Family Literacy programs.

As with any program there have also been challenges, including the most recent changes in funding. This year, 10 million CBET dollars purchased the Waterford Literacy Program for fifty elementary schools with CBET classes. Each of these schools has a class of 25 or more parents who will learn ESL and use the Waterford materials to increase their own and their children's literacy skills. With this shift in funding, the CBET program has had to be reworked at many school sites. Coordinator and teaching positions have been eliminated or altered and small classes have been closed. While in the past teachers could be paid with CBET funds, this is no longer the case. All ESL/CBET classes must be ADA-generating and have no fewer than 25 students.

It is important to note that CBET, with all of its benefits, is still alive and well in our adult schools. Our division will receive approximately ten million dollars of CBET funding for this school year. Some schools are continuing to pay for infant and child care aides. All adult ESL students are asked upon registration if they will complete a CBET pledge card. Each teacher will know how many CBET parents are part of their program and will have the curriculum and materials to meet the needs of the parents in their classes. The materials and technology purchased with CBET funds over the past three years are available to every adult ESL/CBET teacher. (For ideas on using these materials and technology, watch for the new LAUSD/DACE Technology Guide and the CBET/ESL Handbook. Both will be presented at the October 6th Division Conference at the Los Angeles Convention Center.)

I would like to take this opportunity to express the Division's gratitude to the CBET coordinators and the CBET teachers who have taken the program so far over the past three years. In addition, I want to acknowledge Teacher Advisors Eva Hiltz, Eva Quezada and Marilyn Shields who have worked tirelessly to support the coordinators' work in the field. I wish you a rewarding and exciting new year and I look forward to seeing you at the conference on October 6th.



Dolores Diaz-Carrey

Save the date! CATESOL Los Angeles Regional Conference

CATESOL (California Teachers of English to Speakers of Other Languages) is holding its Los Angeles Regional Conference Saturday, October 27, 2001, 7:00 a.m. – 4:00 p.m., at LAUSD's James Monroe High School in North Hills. The conference will feature a program designed to meet the needs of new and experienced teachers of ESL at all levels.

Plan to attend the conference and take advantage of five sessions of presentations, featured speakers, topic/level tables at lunch, publishers' exhibits and networking with colleagues. If you are looking for some new classroom activities or innovative teaching techniques, this conference is the place to be on October 27. If you value collaborating with colleagues at the adult and other levels on common issues of concern, this conference will provide that opportunity. Conference registration materials will be sent to ESL Coordinators by late September.

A Bridge Between Communities-

By Carl Badeau, Garfield CAS, and Audrey Coleman, Program Planning and Grants Development

Since January of this past school year, Garfield CAS and Fairfax CAS have been partners in an **English Literacy and Civics Education** project funded by the California Department of Education. The two schools jointly received a grant of \$63,000 to increase civic and community awareness by bringing together students from two culturally diverse communities: Fairfax students are primarily Russian and Garfield students are primarily Hispanic. During this one-year project, ESL Intermediate and Advanced-Low level classes from each school are corresponding as pen pals (first by letter and soon via e-mail), exploring civic, historical, and cultural themes in classroom activities, meeting one another during festive “mixers” and taking joint field trips.

The instructional team includes Giannina Rochlin, Diane Racine and Jolie Bechet of Fairfax CAS and Julie Singer and Rodney Borr of Garfield CAS. Giannina Rochlin and Carl Badeau are grant coordinators for their respective schools. The instructional team has been meeting on a regular basis since January to develop lessons and plan joint activities. Some of the civics lessons have focused on community resources and services as well as local government. Others have prepared students for the field trips and mixers. The team developed assessments to determine changes in the students’ language skills, civic knowledge, and relevant attitudes.

Between February and June, much intensive collaboration focused on bringing the two groups together. It started with pairing of the pen pals, an excellent vehicle for studying the format for a personal letter and introducing the students to the community on the other side of town. After the pen pals had shared some-

thing about their families, culture and interests, they were curious to meet one another face to face.

The two “mixers” held during spring semester were pivotal to the project. Excitement mounted on April 5 as Fairfax students waited at Temple Beth El branch to welcome the busload of pen pals from Garfield CAS. (Our nerves were slightly frayed when the bus ran behind schedule and arrived a half-hour late!) The program was planned with care yet no one was sure what would happen when the two groups of students actually encountered one another. The worrying was not necessary. When the guests from East L.A. entered the banquet room for the joint program, the Fairfax students greeted them like long-lost relatives. The room resounded with chatter and warm laughter. Guest speakers at the event included Paul Hamel and Wendy Ramirez (principals of Fairfax and Garfield respectively), a student representative from each school, and the Deputy Mayor of West Hollywood. After the speeches, the pen pals enjoyed a buffet lunch. The Fairfax hosts then led Garfield students on a tour of the Temple and its classrooms. The success of the first mixer spurred further correspondence--in the form of thank you notes, and motivated the Garfield students to prepare intensively for the mixer they hosted at Eastside Learning Center a month later.

Joint field trips were another vehicle for developing student relationships and providing cultural enrichment. A field trip to the Gene Autry Museum, which occurred between the first and second mixer, gave the students insight into the influence of both the cowboy and the American Indian in our culture. A second

field trip to the Skirball Cultural Center informed students about the immigration experiences of a variety of ethnic groups. (In September, the classes will visit a documentary exhibit on African American musical contributions at the House of Blues.) It was noticed that the Fairfax and Garfield students did not mingle with one another as much during the field trips as at the mixers. Perhaps they felt more secure as hosts and guests in a school environment. They may also have felt an information overload since they had learning assignments to complete based on the museum tours.

It was touching to see that at the second mixer, held in late May, many students arrived with gifts for their pen pals. The program included a performance by student, folkloric and salsa dancers, and a buffet of typically Latin food. Fairfax students also had a chance to break piñatas for the first time. On the tour of Eastside Learning Center, the Garfield students proudly pointed out their picture mural – A Bridge Between Communities – showing photos from the first mixer, the Gene Autrey Museum field trip and sample pen pal letters.

The mural at Eastside communicates how a cross-cultural exchange project such as the one between Garfield CAS and Fairfax CAS can teach civic values such as appreciation of diversity and democratic principles. As they learn about one another’s communities and together explore American history and culture, ESL students at the two schools are also discovering what they have in common -- the challenges of immigration, love of learning, love of family, and the enthusiasm to succeed.



Create Custom Visuals For Your Students

Barry Bakin, Pacoima Skills Center and CBET Teacher Advisor



One of the benefits of having a computer in the classroom is the ease with which a teacher can create professional quality custom visuals on short notice (even within the same class period) for immediate use. Teachers can use ClipArt or actual photographic images to create interesting, high quality visuals with simple programs like Microsoft Word or Publisher or similar programs for the Apple or Mac.

To make the most of the image-processing capabilities of your computer, you'll want to have access to a digital camera. A digital camera will allow you to take photos of students; objects in your classroom, around the school, or in the neighborhood; places of interest or importance; and anything else that can be used as the basis of a grammar drill, vocabulary lesson, speaking prompt, or writing practice. Make sure that you have a simple image processing program such as *EZ Photo* or *ArcSoft Photo Impression 2000* so that you can crop, rotate or otherwise edit the photos that you take. Some activities can be done as a whole group if the computer in your classroom is equipped with an LCD projector to display the images on your monitor on the wall of the classroom or screen

Here are some ways to use custom visuals:

1. Using the typical ClipArt program found in most word processing programs, choose a selection of drawings demonstrating various action verbs that you've introduced in class. Create a handout with the drawings running down the left side of the paper. The students can either write sentences describing each picture in the verb tense that you are practicing or work in pairs to practice orally.
2. Choose several ClipArt images, enlarge them to fill up 8 ½" by 11" sheets of paper, and print them out. Use them to practice a verb tense by holding one picture up in front of the class and asking the students a question about the picture in the verb tense that you want them to practice.
3. Take several photos of your students "performing" various actions. Use them instead of the ClipArt images in either of the two previous exercises.
4. Take pictures of several students. Describe one of the students to the class. ("This student has a beard. He is tall and skinny. He has red hair.") The students try to guess which of their classmates is being described. When students guess the correct student or give up, display the photo on the wall screen for all to see.
5. Give your students the camera. Have them interview somebody on campus. Instruct them to take a closeup portrait of the individual and a picture of the same individual performing some action. The students will then write a brief description of what that person *usually* does to accompany the closeup photo, and a description of what they are *actually doing* in the action picture to practice the difference between simple present and present continuous tense.
6. Take pictures of three related objects which differ in some way. Print them out and laminate the pictures or put them in plastic protective sheets so they can be used again and again. Students practice making statements using comparatives and superlatives. ("The red Toyota in the parking lot is expensive."; "The black Dodge pickup truck in the parking lot is more expensive than the red Toyota."; "The blue Ford Expedition in the parking lot is more expensive than the red Toyota and the black Dodge pickup truck."; The blue Ford Expedition is the most expensive car in this group.")

Once you start using ClipArt or a digital camera to create exercises and lessons for your students, you'll wonder how you ever got through the semester without regular access to a computer and a printer in your classroom.

Info Rap

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Hunting and Gathering English: Looking for English Outside the Classroom

By Planaria Price, Evans CAS



A few years ago I was teaching the folktale *The Frog Prince* to my Advanced Reading Class. The objectives were to find vocabulary through context cues, to look at the myriad levels of meaning, literal and figurative, and guess what American cultural values were in the story. I had carefully re-written the story to remove any archaic words or grammatical oddities.

"Teacher, what does 'alas' mean?" asked a student. I was shocked and embarrassed to discover that I had allowed that archaic word to slip into the story. After turning several shades of red, I had them guess the meaning, apologized and said "alas is an old, old word and is never used now, so forget it". "As a matter of fact", I said--spur of the moment--"I'll give a free book to anyone who can find that word in common conversation and bring it to class tomorrow!" The next day four, count them, four students came to class with various examples of "alas" cut out of the L.A. Times and Daily News. Thus "hunting and gathering English" was born (and I was out four books).

It is so very simple. You can use this technique from levels Beginning Low to Diploma Plus, etc. Simply suggest to your students that when they leave the class, they should look for a vocabulary word you have just studied in class (or a grammatical structure or a cultural concept, etc.). They are to hunt for it in the books they are reading, the television they watch, the signs they see on the street, the songs they listen to, etc. If they find it, they can cut it out of the newspaper--or simply re-write it--and in a sentence or two explain where they found it and what it means. They bring it to class, you give them some sort of reward, put it on the bulletin board or in a notebook and *voila*, they will never forget that word. (Of course, before sending them on their merry way, you should model all of this for them first).

Look at all the different things that are happening in the learning process. First, they initiate the learning. Then, they take it out of the classroom into the real world where they hone their observational and critical thinking skills. They use their muscles (kinesthetics) in the learning process, they reinforce the word or concept, and most of all, they get such positive feedback from the teacher, class and themselves that they get hooked and continue to hunt and gather English for the rest of their lives. Try it. You'll like it and never have to say *alas*, again.

Prepare an instruction sheet to handout to the students. Pass it out and let the hunt begin!



WORD HUNTING

Here are the directions for hunting words to get points:

1. Find a word that we have studied in the class. You can find the word in the newspaper, a magazine, a cartoon, a catalog, or a billboard. You can see it on television or in a movie, or hear it in a conversation, song or on the radio.
2. Cut out the word (or quote it) and put it on a piece of paper. In one or two sentences, explain where you learned the word (page number and chapter, context, etc.) and then define the word.
3. Give me the paper and put one point down on the word-hunting chart. When you have ten points, tell me and claim your book.

10 points = one free book of your choice
(limit to 15 books per trimester)

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Upcoming Events and Important Dates

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

DACE Fall Conference Update!

Excitement is building for this year's Fall Conference which will be held on Saturday, October 6, at the Los Angeles Convention Center. The scope of this annual event has been enlarged and will now include both the academic and vocational departments. The conference will feature workshops on ESL, Adult Basic Education, Adult Academic Subjects, Industrial Technology, Older Adults, Nursing, and Parenting. Other areas that will be included are Family Literacy, Business Education, Citizenship, Adults with Disabilities, Counseling, Childcare, and Home Economics. The breadth of this conference will offer Division staff an opportunity to share ideas and network with colleagues in all areas. One-hour workshops will begin at 8:30 a.m. and continue through 12:35 p.m. The general session will be from 9:40 a.m. to 10:15 a.m. and the vendors will display their materials from 7:30 a.m. to 1:30 p.m. The Fall Conference provides a great opportunity to start the school year with new ideas, important information, and practical lessons.

Introducing the New ESL/CBET Staff Development Workshop Series

The ESL/CBET Staff Development Workshop series begins on November 2 and November 16 with nine, three-hour workshops offered at Los Angeles Technology Center, Belmont CAS and Kennedy-San Fernando CAS. Participants can earn up to 8 hours of professional growth credit by attending one workshop on each date and completing the take-home task assigned at the November 2nd workshop. Additional workshop series will be offered on February 2 and 9 and May 3 and 10.

Call Kathy Guerra at the CBET/ESL office at 213-481-0821 to register for the workshops listed below:

**LA Technology Center:
4 p.m. - 7 p.m.**

- Understanding and Preparing for the ESL Promotional Tests (11/2)
- Focused Reading: The lifeskills-CASAS connection (11/16)

**Kennedy-San Fernando CAS:
1 p.m. - 4 p.m.**

- New Teacher Basics: Foundations for Instruction (11/2)
- Multi-Level Teaching Strategies (11/2)
- Multi-Level Lesson Planning (11/16)
- Strategies for the Beginning-Level Classroom (11/16)

**Belmont CAS:
4 p.m.- 7 p.m.**

- New Teacher Basics: Foundations for Instruction (11/2)
- The Nuts and Bolts of CBET: Integrating CBET into the ESL classroom (11/2)
- An Approach to Teaching ESL Literacy: "Right" from the Beginning (11/16)
- Teaming Up! Incorporating SCANS in the ESL/CBET classroom (11/16)