DOCUMENT RESUME

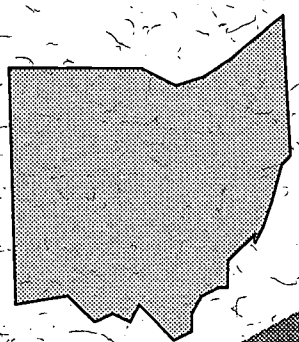
ED 421 620 CE 076 839

AUTHOR	Lankard, Bettina A.; Nixon-Ponder, Sarah; Imel, Susan
TITLE	Beyond Ourselves: Activities for Implementing Ohio's Indicators of Adult Basic and Literacy Education Program Quality.
INSTITUTION	Ohio State Univ., Columbus. Center on Education and Training for Employment.
SPONS AGENCY	Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE	1995-00-00
NOTE	108p.
AVAILABLE FROM	Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. SN70, $10.50).
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Academic Achievement; *Adult Basic Education; Adult Literacy; Case Studies; Classroom Techniques; Curriculum Development; Daily Living Skills; Educational Environment; *Educational Quality; Evaluation Criteria; Learning Activities; Lesson Plans; *Literacy Education; Numeracy; Peer Teaching; Professional Development; Program Development; *Program Implementation; Recruitment; School Community Relationship; School Holding Power; Services; Social Support Groups; Staff Development; *Statewide Planning
IDENTIFIERS	*Ohio; *Quality Indicators

ABSTRACT

This document is designed to help adult basic and literacy education (ABLE) practitioners develop programs that address Ohio's Indicators of Program Quality. The 47 activities included, which were identified through an extensive search of the literature on ABLE programs outside Ohio, were selected based on the following criteria: relevance to one or more of Ohio's quality indicators; focus on small group interaction; and adaptability to a variety of settings. The activities are categorized under Ohio's eight indicators of quality, which are as follows: learner achievement, program environment, program planning, curriculum and instruction, staff development, support services, recruitment, and retention. Included in each activity's description are some or all of the following: quality indicator addressed by the activity; title of the activity; description of the activity, including the steps for implementation; estimated time; effective environment for implementation; limitations; evidence of the activity's effectiveness in improving learner outcomes; required materials; recommended classroom arrangement; reference source; and cross reference to other quality indicators. Activities are indexed by the following: reference in which the activity is cited; quality indicator(s) addressed in the activity; and adaptability code. The bibliography contains 82 references. (MN)

Beyond Ourselves



Activities for Implementing Ohio's Indicators of Adult Basic and Literacy Education Program Quality

Bettina A. Lankard
Sarah Nixon-Ponder
Susan Imel

CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT
COLLEGE OF EDUCATION
THE OHIO STATE UNIVERSITY

Beyond Ourselves

Activities for Implementing Ohio's Indicators of Adult Basic and Literacy Education Program Quality

Bettina A. Lankard
Sarah Nixon-Ponder
Susan Imel

Center on Education and Training for Employment
College of Education
The Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090

1995

Funding Information

Project Title:	Beyond Ourselves
Source of Contract:	Ohio Department of Education Division of Vocational and Adult Education Adult Basic and Literacy Education Section Columbus, Ohio 43266-0308
Contractor:	Center on Education and Training for Employment The Ohio State University Columbus, Ohio 43210-1090
Executive Director:	Ray D. Ryan
Disclaimer:	Funds for producing and distributing this publication were provided by the Ohio Department of Education under authority of Section 353 of the Adult Education Act, P.L. 100-297, as amended. Opinions expressed do not necessarily reflect those of the Ohio Department of Education or the U.S. Department of Education, and no endorsement should be inferred.
Discrimination Prohibited:	Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Title IX of the Education Amendments of 1971 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." The Beyond Ourselves project, like every program or activity receiving financial assistance from the U.S. Department of Education, must be operated in compliance with these laws.

Contents

Foreword

In 1994 the Ohio Department of Education's Program in Adult Basic and Literacy Education (ABLE) adopted a set of indicators of program quality. Developed as a result of the National Literacy Act of 1991, Ohio's Indicators of Program Quality are designed to help ABLE providers evaluate the effectiveness of their programs and services. The use of indicators to judge program quality is part of a decade-long process to find ways to improve ABLE programs. Although many different approaches have been tried, it has become evident that using agreed-upon indicators that focus on the entire program is better than piecemeal approaches.

This publication was produced to assist ABLE providers throughout Ohio in implementing Ohio's Indicators of Program Quality. Its contents are based on an investigation of ABLE practices that have been used successfully around the nation and world. The project was guided by an advisory board that included the following individuals: Emily Chismar, Ashtabula County Literacy Coalition; Michael Jones, Regional Supervisor, Adult Literacy and Basic Education, Ohio Department of Education; Larry Klingler, Perry County Education Service Center-ABLE Program; Karen Scheid, Ohio Literacy Network; Ramona Maharajah Smith, Columbus City Schools-JOBS Program; and Sharon Soucy, Lorain County Joint Vocational School.

Prior to publication, the guide was reviewed by the following advisory board members: Emily Chismar, Michael Jones, Larry Klingler, and Karen Scheid.

Susan Imel served as project director. Bettina A. Lankard and Sarah Nixon-Ponder identified and wrote the activity descriptions. Sandra Kerka edited and designed the publication, and Janet Ray served as word processor operator.

Ray D. Ryan, Executive Director
Center on Education and Training for Employment
College of Education
The Ohio State University

About This Publication

Beyond Ourselves: Activities for Implementing Ohio's Indicators of Adult Basic and Literacy Education Program Quality is designed to assist adult basic and literacy education (ABLE) practitioners in developing programs that address Ohio's Indicators of Program Quality. The activities in this publication were selected from programs outside Ohio; they were identified through an extensive search of the literature, including the ERIC database. Each of the activities was selected because of its relevance to one or more of Ohio's quality indicators, focus on small group interaction, and adaptability to a variety of settings. Collectively, the activities address all of the quality indicators equally, with no attempt to indicate order of importance. Although it would have been helpful in making activity selections, evidence of their past effectiveness was not available from research and, therefore, could not be considered as a selection criterion.

Using the Publication

Because the activities are all categorized under the eight Ohio indicators of quality, the set of activities for each Quality Indicator can be located by checking the Table of Contents for the given category. The description of each activity contains the following information:

- Quality Indicator addressed by the activity
- Title of the activity
- Description of the activity, including the steps for implementation
- Estimated time
- Effective environment for implementation
- Limitations
- Evidence of the activity's effectiveness in improving learner outcomes
- Required materials
- Recommended classroom arrangement
- Reference source
- Cross reference to other quality indicators

The narrative accompanying each activity is designed to provide enough information for you to adopt the activity as described. However, based on your experiences with your learners and learning setting, you may also adapt or modify activities to suit your needs.

Use of the indicators of program quality to evaluate program effectiveness will not require you to change what you have been doing or the way you have been doing it. It will merely direct your thinking so you

can recognize a correlation between your activities and the quality indicators, thus helping you to ensure program quality. This publication is designed to help you in your efforts to develop high quality ABLE programs by stimulating you to adapt, adopt, or develop activities that address the model indicators. (For more information about Ohio's Indicators of Program Quality, see page 3.)

Using References for Additional Information

The activities in this document were selected from an extensive bank of resources identified in the literature search using the criteria cited earlier. Of these resources, many contained activities that were appropriate; in order to keep the document to a manageable size, however, only those judged to be most superior were selected. A complete list of these resources appears in the References section of this document. An index lists each reference with the quality indicator(s) to which it applies.

To facilitate your selection of additional resources, an "Adaptability Code" has been assigned to each resource. This code—A, B, or C—reflects the "usability" of the resource as follows:

- **A** - Activity is comprehensive and ready to use as stated.
- **B** - Activity is described but modifications will be necessary before it can be introduced.
- **C** - The idea is presented but the activity will need to be developed.

Depending upon need and time, you can select the appropriate level of resource by consulting the code in the Adaptability Code column of the index.

Also highlighted in the index (*) are the references from which activities described in this document were drawn. The codes for these references are also given, which reflect diversity in the degree of difficulty involved in adapting activities for inclusion in this document. Since all the references have been reviewed and determined to be relevant, do not limit yourself to only the references coded "A" or "B." Some very excellent ideas are presented in the references coded "C" that would be worthwhile to develop should you have the time.

OHIO'S INDICATORS OF PROGRAM QUALITY: WHAT AND WHY

Increasing the number of quality programs is one of the objectives of National Education Goal 6 that states that by the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. This objective recognizes that if Goal 6 is to be achieved, educators must improve the quality of programs they develop for adult students.

The National Literacy Act of 1991 demonstrated commitment to this objective by calling for the development of indicators of program quality to measure adult basic and literacy education programs. A set of indicators—developed on a national level through the combined effort of adult education administrators and practitioners, adult learners, researchers, and other experts in the field—and the process by which they were developed have served as guides to help individual states define their own quality indicators. The Ohio Department of education, drawing upon the nationally defined indicators, developed the following performance of indicators of program quality for Ohio's adult basic and literacy education programs:

AREA: Learner Achievement

1.1 Learners demonstrate progress toward attainment of basic skills and competencies that support their educational needs and goals.

1.2 Learners acquire life skills competencies and demonstrate enhancement of personal and social development.

1.3 Learners advance in the instructional program or complete educational requirements that allow them to continue their education or training.

AREA: Program Environment

2.1 Program is housed in a physical environment that is safe, accessible, appropriate for adults, and conducive to teaching adults.

AREA: Program Planning

3.1 Program has a planning process that is ongoing and participatory; guided by evaluation; and based on a written plan that considers community demographics, needs, resources, and economic and technological trends and is implemented.

AREA: Curriculum and Instruction

4.1 Program has curriculum and instruction geared to individual learning styles and needs.

AREA: Staff Development

5.1 Program has an ongoing professional development process that considers the specific needs of its staff and volunteers, offers training in the skills necessary to provide quality instruction, and includes opportunities for systematic follow up.

AREA: Support Services

6.1 Program identifies learners' needs for support services and makes services available to students directly or through referral to other educational and service agencies with which the program coordinates.

AREA: Recruitment

7.1 Program successfully recruits from the population in the community identified in the adult education act as needing literacy services.

AREA: Retention

8.1 Learners participate in the program until learner-centered goals are met.

These indicators are being use to evaluate programs for adults in adult basic and literacy education, adult secondary education, and English-as-a second language programs to learn the extent to which they are effective in improving the literacy skills of program participants.

Activities

Quality Indicator

Learner Achievement

Program Environment

Program Planning

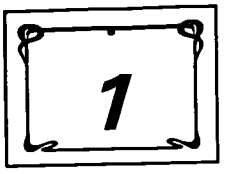
Curriculum and Instruction

Staff Development

Support Services

Recruitment

Retention



Program Quality Indicator Area

Learner Achievement

Quality Indicator 1.1

Analyzing Word Patterns

DescriptionThis activity involves learners in analyzing word patterns to help them read, spell, and understand the meaning of multisyllable words. It employs the use of prefixes, suffixes, and roots as a means of breaking down words into smaller parts. The steps of this activity are as follows:

1. Prepare a list of prefixes, suffixes, and roots and record their meanings. For example:

homo	=	man or human
cide	=	to kill or cut
in	=	not
act	=	to do something
tion	=	state

2. Identify words composed of the parts of the prefixes, suffixes, and roots you listed and write their meanings. For example:

homicide	=	human killing human
inaction	=	state of not doing anything

3. Write each part of an identified word on a 3 x 5 card and its meaning on the back of the card. Put together the cards for each word. Make sure you have one set of cards for each learner, even though the learners will be working in small groups.

4. Divide the class into small groups of three to five learners and give each group a set of three to five card sets (one for each learner).

5. Ask the group to put together each learner's set of cards to form a word and to learn its meaning.

6. Conclude by discussing how reading and understanding words can be made easier by breaking them down into parts that can be recognized by sight.

Estimated time

30 minutes

Effective environment

The physical environment should be conducive to the assembling of small work groups.

Limitations

Initial words selected for this activity, to be dissected into prefixes and suffixes, should be words that are familiar to learners, even if their ex-

act definitions are not. Once learners are familiar with the concept of word patterns, more difficult ones can be introduced for analysis.

Evidence of effectiveness

Improvement in learner's reading, spelling, and understanding of words

Required materials

As many sets of 3 x 5 cards as you have learners. Each set should contain one card for each part of the word represented in the set.

Classroom arrangement

Three to five chairs gathered around a small table or part of a long table on which learners can lay out their sets of cards to assemble into words.

Source

Adapted from Clarke 1991, p. 56

Cross reference

4.1

Quality Indicator 1.1

Numeracy Learning Needs

Description

This activity leads learners to examine the role of mathematics in their daily lives and determine their personal numeracy learning needs. This activity involves the following steps:

- Divide the class into groups of three to five learners. Have each group select one person to serve as the recorder for the activity.
- Have each group discuss instances when they have used mathematics in the last week. Ask such questions as . . . "Have you withdrawn money from the bank this week? If so, how did you decide how much money to withdraw?"
- Have the recorder write down the answers, developing a list of ways group members have used math.
- Reassemble learners in a large group and have the recorder from each group report one response, ensuring that each group has a turn to report before going around again. This strategy allows all groups to participate since there is likely to be duplication among the lists. Record the responses as they are given.
- Encourage discussion about the math or numeracy-related skills learners might have used in completing each task to illustrate that learners do a lot of calculations in their daily lives and that many of

these calculations are done "in their heads." Talk about the importance of estimation in making these daily life calculations.

- As a follow-up activity, ask learners to make a list of the tasks they need to accomplish that require math. Have learners indicate the math skills they need to work on to complete those tasks more efficiently.

Estimated time

1 hour

Effective environment

As described, with small groups of learners

Limitations

Learners will be able to identify only the numeracy learning needs they are aware of relative to the tasks they perform. The facilitator will need to assist learners in determining the level of learning required for skill progression, e.g., addition of double-digit numbers, addition of dollars and cents, and so forth.

Evidence of effectiveness

Learners will request assistance when they encounter new math problems they are unable to solve.

Required materials

Flip chart or board for recording group responses; paper to record group answers

Classroom arrangement

Small group seating arrangement

Source

Adapted from Goddard, Marr, and Martin 1991, cited in Imel, Kerka, and Pritz 1994

Cross reference

1.2

Quality Indicator 1.1

Survey Technique for Reading

Description

Good readers use a variety of strategies to help them process the information they read. This activity focuses on the survey technique for reading and leads learners to look for clues about a book's content. The activity involves the following steps:

1. Select for classroom reading a book with a title, subtitles or chapter headings, pictures, and other visual clues.

2. Ask learners to skim the cover and title of the book and tell what they know about the book from these clues.

3. Next, have learners read the title of each chapter, look at the pictures, and then tell what more they have learned about the book.

4. Finally, ask learners to read the first and last paragraphs of the book to expand their impressions of the book's content and to reflect on their own knowledge of that content.

5. Conclude the session by asking learners to describe in one or two sentences what the book is about, whether or not they would like to read it, and why it does (or doesn't) interest them. Their descriptions can be oral or written.

Estimated time

45 minutes

Effective environment

The physical environment should be well lit and have comfortable chairs for reading.

Limitations

Learners should be provided with books written at reading levels appropriate to their skill levels.

Evidence of effectiveness

Continued use of this reading strategy in a variety of settings, e.g., in the library, at bookstores, etc.

Required materials

Books with covers, titles, subtitles or chapter headings, pictures, and other visual clues, written at reading levels appropriate for the students in class

Classroom arrangement

Standard classroom arrangement or variations to accommodate reading and reporting

Source

Adapted from Gillespie et al. 1990, p. 71

Cross reference

4.1

Quality Indicator 1.1

Using Pen-pals to Enhance Writing and Communication Skills

Description

This activity is designed to assist students with their writing and communication skills.

In the state of Georgia, students from adult literacy classes across the state pair up with other adult students who want to be pen-pals. This activity can provide support for students to stay in school, as well as providing support with personal decision making. Students from different backgrounds, races, cultures, and environments can be matched to become pen-pals. Students on various literacy levels can participate.

Estimated time

Once a student is paired with a pen-pal, time will vary as to length of letter student wants to write and length of letter received.

Effective environment

As described

Limitations

Teachers across the state will need to be made aware of other classes that are willing to participate. Paper, envelopes, and stamps will need to be made available to the students who choose to participate.

Evidence of effectiveness

Students will continue to write to their pen-pals, showing enthusiasm and interest in receiving letters from them.

Required materials

Paper, envelopes, stamps; names and addresses of other students who want to participate

Classroom arrangement

Desks or tables for writing

Source

Adapted from LeViness 1995, pg. 9

Cross reference

4.1

Quality Indicator 1.1

Writing to Convey Reflections on Work

Description

This activity draws on learners' work experiences to improve writing skills. Through discussion, the learners also engage in decision making and problem solving, thus building upon those skills also. The activity involves the following steps:

1. Divide the learners into groups of four or five members.

2. Ask the learners to make a list of their various work experiences.

3. Have the learners in each group read their lists aloud to each other and explain each of their work experiences.

4. Following the discussion, have learners select from their lists a job each has liked and one each has disliked and write about their feelings about the jobs they selected.

5. Next, have each group compile one list of reasons for liking their work and one for disliking it.

6. Have the groups share their lists and discuss questions like "What kinds of jobs are good and why?" and "Who gets good jobs and why?"

7. In conclusion, engage learners in the following exercise:

   Explain to learners that a young person they know is thinking of applying for a job that they used to have and didn't like. Ask learners to write a letter to that person and give him or her advice. Should the person take the job? If so, what should he or she watch out for, do, or avoid doing? Guide learners to refer to their lists of reasons for liking and not liking jobs and encourage them to talk with each other about this before they begin writing. The model letter should include the date, salutation, body, and ending salutation. When they have finished their letters, give learners an opportunity to read their letters to other members of the group.

Estimated time

Steps 1-6 require a total of 60-90 minutes; step 7 requires 60 minutes.

Effective environment

The physical environment should be conducive to the assembling of small groups. Good group dynamics should be explained and their importance highlighted.

Limitations

Requires a skilled facilitator who is knowledgeable about effective group process and group dynamics.

Evidence of effectiveness

Review of the content and format of learners' completed letters

Required materials

Notepads and/or flip charts/paper on which groups can record their lists

Classroom arrangement

Small groups of chairs arranged in a circle. If small tables are available, they can also be used with the chairs.

Source

Adapted from Pelz and Clarke 1991, cited in Imel, Kerka, and Pritz 1994, p. 40.

Cross reference

1.2

Quality Indicator 1.2

Learning as an Adult

Description

This activity is designed to engage learners in their own learning and help them understand their responsibility for active participation in the learning process. Following are the steps for this activity:

1. Write the word "Expert" on the chalkboard and ask the class to tell what the word means. Ask them to name people they believe to be experts.

2. Discuss with the class the various ways people learn, explaining that everyone (including them) learns something every day and that learning takes place outside as well as inside the classroom.

   Ways of Learning (Gillespie et al. 1990, p. 29)

   - Listening to a teacher
   - Watching an "expert"
   - Listening to TV or radio or music
   - Trial and error
   - Following instructions
   - Teaching someone else
   - Making mistakes
   - Discussions with friends or family
   - Asking someone
   - Reading a book or newspaper
   - Responding to an emergency
   - Using your imagination

3. Group learners in pairs and ask each pair to describe to each other something they taught themselves, e.g., sewing, cooking a certain meal, game of cards, etc. In the description, learners should explain the way they learned and who, if anyone, helped them.

4. Reassemble the class and ask learners to identify the ways of learning that were the easiest for them and the ones they used most frequently.

Estimated time

30 minutes

Effective environment

The physical environment should contain chairs that can be rearranged from rows facing the front of the classroom to pairs facing each other.

Limitations

None

Evidence of effectiveness	Recognition that learning takes place inside and outside the classroom and that there are many ways to learn
Required materials	Chalkboard and chalk or flipchart and pen
Classroom arrangement	Chairs aligned in a row to begin and then moved in pairs to face each other
Source	Adapted from Gillespie et al. 1990, pp. 27-29.
Cross reference	1.1

Quality Indicator 1.2

Regular Self-Examination for Health

Description

This activity focuses on the importance and techniques of self-examination. It is designed to help learners become more informed about and comfortable with self-examination so they will practice it as part of their personal health care. The steps involved in this activity:

1. Engage learners in a discussion about self-examination. Ask them what they know about self-examination and if they practice it.

2. Next, ask learners to identify the issues that can interfere with regular self-examination, e.g., fear of discovering something unusual. Also ask them to identify any areas in which they need help in overcoming a fear, belief, attitude, or knowledge gap that prevents them from performing self-examination.

3. Present material on each of the procedures for self-examination to learners and ask them to read it and use it as reference. (Sample materials are provided on pp. 21-22.)

4. For demonstrations, divide the class into a male group and a female group. Have one health care provider (possibly from the American Cancer Society or a nearby clinic or hospital) to assist and instruct each group.

5. Ask the health care providers to provide names of health care personnel or organizations that learners could call for additional help or support services related to health care.

6. In a follow-up session, ask if anyone was able to use the techniques presented in class and the level of comfort and confidence felt by those who practiced self-examination. Ask learners to identify any-

	thing else that would help them practice the techniques and reinforce the value of self-examination. 7. Encourage participants to keep a record of completion of their self-examination and check periodically to learn if participants have any questions.
Estimated time	One hour for the first session; 20 minutes for the follow-up session
Effective environment	The physical environment must be large enough to accommodate two practice groups at separate ends of the room.
Limitations	Learners must be receptive to self-examination practices. If any participants have cultural or personal barriers to self-examination practices, they will likely not participate.
Evidence of effectiveness	Improvement in learners' health care practices
Required materials	Attached handouts or other informative material on self-examination for health care
Classroom arrangement	Chairs and/or chairs and tables must be movable to create space for the demonstrations by the male and female groups
Source	American Cancer Society brochure; Hudson River Center 1993
Cross reference	6.1

Testicular Self-Examination (TSE)

Cancer of the testes is one of the most common cancers in men 20-35 years of age. Fifteen years ago, testicular cancer was often fatal because it spread quickly to vital organs such as the lungs. Today, due to advances in treatment, testicular cancer is one of the most curable cancers, especially if detected and treated promptly.

A simple procedure called testicular self-exam (TSE) takes only minutes and can increase the chances of finding a tumor early.

- Perform a TSE once a month, after a warm bath or shower. (The heat causes the scrotal skin to relax, making it easier to find anything unusual.)
- Examine each testicle gently with both hands. The index and middle fingers should be placed underneath the testicle while the thumbs are placed on the top. Roll the testicle gently between the thumbs and fingers. One testicle may be larger than the other. This is normal.
- Feel for hard lumps or bumps. If you find any, see your doctor right away for his diagnosis.

Remember that testicular cancer is highly curable, especially when detected and treated early. Testicular cancer almost always occurs in only one testicle, and the other testicle is all that is needed for full sexual function.

(Courtesy of the *American Cancer Society, Inc.*)

Skin Self-Examination (SSE)*

Although skin cancer is very common, it is the easiest cancer to detect and can be treated successfully. By doing a simple monthly skin self-exam (SSE), you can improve your chances of finding a melanoma (type of skin cancer) early.

- Perform a skin self-examination (SSE) once a month.
- Use a mirror so you can check your body for moles, blemishes, and birthmarks.
- Look for the ABCDs of melanoma:

  Asymmetry: One half of the area does not match the other half.
  Border: The edges are uneven or ragged.
  Color: The color is uneven with more than one shade or color present.
  Diameter: There is a change in size, or the size is larger than a pencil eraser.
  Sensation: There are changes in the way the mole, blemish, or birthmark feels (itching, dryness, scaling, lumpy, swollen, tender).

  Also be attentive to any sore that does not heal.

- Look at the front and back of your body in the mirror; then raise your arms and check your right and left sides.
- Look carefully with elbows bent at your forearms, underarms, and palms of your hands.
- Check the backs of your legs and feet, your soles, and between your toes.
- Next, with the help of a mirror, look at the back of your neck and scalp. Carefully check your scalp by parting your hair.
- Finally, use a hand mirror and check your back and buttocks.

Know what is normal for your body. If you find something unusual, contact your doctor for diagnosis.

(Courtesy of the *American Cancer Society, Inc.*)

Breast Self-Examination (BSE)*

One of every nine women will develop breast cancer in her lifetime. Early detection is a vital prevention measure. With improved technology and procedures, the risk of dying from breast cancer is diminished. For women, prevention measures include regular mammogram, clinical examinations, and self-examinations. Since men also develop breast cancer, self-examination is important for them as well.

- Perform a breast self-examination once a month.
- If you menstruate, the best time to do BSE is 2 or 3 days after your period ends, when your breasts are least likely to be tender or swollen. If you do not menstruate, pick a day such as the first day of the month that you can remember easily.
- Stand before a mirror. Inspect both breasts for anything unusual such as any discharge from the nipples or puckering, dimpling, or scaling of the skin.

The next two steps are designed to emphasize any change in the shape or contour of your breasts. As you do them, you should be able to feel your chest muscles tighten.

- Watching closely in the mirror, clasp your hands behind your head and press your hands forward.
- Next, press your hands firmly on your hips and bow slightly toward your mirror as you pull your shoulders and elbows forward.

Some women do the next part of the exam in the shower because fingers glide over soapy skin, making it easy to concentrate on the texture underneath.

- Raise your left arm. Use three or four fingers of your right hand to explore your left breast firmly, carefully, and thoroughly. Beginning at the outer edge, press the flat part of your fingers in circles, moving the circles slowly around the breast.
- Gradually work toward the nipple. Be sure to cover the entire breast. Pay special attention to the area between the breast and the underarm, including the underarm itself. Feel for any unusual lump or mass under the skin.
- Gently squeeze the nipple and look for a discharge. (If you have any discharge during the month—whether or not it is during BSE—see your doctor.) Repeat these steps on your right breast, and again on both breasts while you are lying down.

(Courtesy of the *American Cancer Society, Inc.*)

Quality Indicator 1.2

Description

Resolving Family Conflicts

This activity from Texas uses language skills to teach whole life skills and parenting skills, and for the English as a second language student, survival skills. This activity is designed for a small group of 12-15 students, and is intended to be participatory, whole language, and learner centered. Much of the time spent is either with the whole class or in small group discussion of various family problems. Problem posing is used at the beginning of the lesson to generate discussion; the Language Experience Approach (LEA) is used during the writing section. This activity is divided into five steps that include oral language, reading, and writing activities.

1. *Initial inquiry stage*. With the whole group, teacher/facilitator guides the discussion through open-ended, problem-posing questions designed to generate a variety of responses from the students. The teacher might begin the discussion by sharing a brief, personal anecdote describing a family conflict or problem that often arises in his/her family. This would be followed by a variety of other questions such as:

- What types of conflicts/problems occur among members of your family?
- Do your children fight a lot? Over what?
- What happens when two of your teenagers want to use the bathroom at the same time?
- What do you say? How does s/he react?
- What might have been an alternative?
- What is a similar problem you have experienced?
- What advice can you share?
- What do you do when your little one has a temper tantrum?
- Is there an easy way to say no?

2. *Learning activity*. Students get an opportunity to do group or individual work on the theme as they engage in concrete, hands-on activities or an application of what was discussed in step 1. The teacher divides the class into groups of three or four students. Each group is presented with a problem to solve (written either on strips of paper or the board.) The groups brainstorm on some solutions or strategies to help solve the problem. The brainstorming should answer three basic questions: (1) What is the problem? (2) Who is/are the person(s) involved in the problem? and (3) What are at least two ideas or strategies—pros and cons for each—for solving this problem? After 15-20 minutes, a member from each group shares their problem and solutions with the rest of the class. Role-plays may also be done at this time by the groups.

3. *Reading activity*. Students get an opportunity to do some in-class silent reading on the topic of family conflicts. The teacher presents several passages taken from the supplementary reading materials, allowing the students to choose one or two they are most interested in. The information is shared and discussed after everyone is finished reading.

4. *Writing activity*. Students write about something related to the theme of the lesson. Ideas for this come from the previous activities. Teachers can have the students free write or can guide them by asking them to write about something they read in step 3. Writing passages are collected and reviewed holistically by the teacher, and feedback is given at a later time.

5. *Follow-up activities*. These activities can be done either with a tutor or at home; students can choose to do more than one activity, such as:

   - Do some additional reading on a related subject from supplementary materials or materials found during a trip to the library.
   - Take a specific problem that has occurred in your family in the recent past. Do an analysis and write-up of the problem similar to what was done in class. Follow up on one of the solutions during the week and see what happens.
   - Reflect and write about how communication does or does not occur in your family. Devise some strategies to improve the situation.

Estimated time

2 hours

Effective environment

Warm and informal environment; nonthreatening so students will feel free to speak up

Limitations

Some groundwork will need to be done before implementing this activity. The teacher/facilitator needs to encourage students who are shy to speak up and keep the more outgoing students from monopolizing discussion. Since the discussion is student driven, discussion can take various directions. "Problems" or "situations" for discussion need to be selected and composed prior to the activity, therefore requiring the teacher/facilitator to be aware of the different types of problems his/her students are experiencing as parents.

Evidence of effectiveness

Students will be able to take what they learn in this lesson and adapt it to situations in their personal lives.

Required materials

Supplementary reading materials regarding both a specific problem and

the general family theme should be selected from a variety of books, pamphlets, and magazines prior to this activity. They should be brief and on various reading levels.

Classroom arrangement

Movable chairs are essential; classroom should be large enough to accommodate the group as a whole and smaller groups of three or four around the room. Chairs should be arranged in a circle.

Source

Adapted from Huerta-Macias 1992, pp. 239-241.

Cross reference

2.1, 6.1

Quality Indicator 1.2

Using Oral History: Learning from Each Other's Lives

Description

This activity is designed for multicultural classes that include learners from a wide range of educational and social backgrounds. It connects language skills, cultures, and classes, helping learners to explore the realities of their diversity and to validate their cultures as an important facet of U.S. culture. It also engages learners in the practice of English communication skills. The following steps define the activity.

1. Introduce this activity by bringing to class an object that has significance in your personal or family life—something of importance to you, like a photograph, a handmade object, a piece of jewelry, etc.

2. Ask learners to brainstorm questions they could ask to learn about the object you brought in. To incorporate language skills, ask students to state their questions in the present tense. For example:

   - How did you get this object?
   - How long have you owned this object?
   - Is this object important to you? Why or why not?

3. Next, ask learners to bring to class an object that they have owned for a long time. Explain that the object should be something that is important to their personal or family life. Also explain that learners will interview each other as they did you to learn about the items each has brought in.

4. Facilitate the interview sessions as learners ask questions to discover information about each owner's object and about the owner as well.

5. Finally, ask learners to select one object (or classmate) and write several paragraphs telling what they learned about that object and the owner's life.

Estimated time

1 hour

Effective environment

This activity is especially effective in a class composed of learners who are immigrants or culturally diverse. The physical environment should be comfortable and contain pictures and items of people from various cultures.

Limitations

The activity works best with learners who already know and feel comfortable with each other as they will be sharing their own tales, memories, and experiences with each other.

Evidence of effectiveness

Learner awareness and appreciation of cultural diversity

Required materials

Objects brought to class by instructor and learners

Classroom arrangement

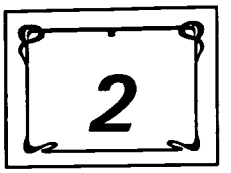
Because this activity represents a participatory approach to teaching and learning, chairs should be arranged to facilitate interaction—in a semi-circle or u-shaped room set-up.

Source

Adapted from Nash et al. 1992, p. 20

Cross reference

4.1



Program Quality Indicator Area

Program Environment

Quality Indicator 2.1

Book Discussion Groups at the Library

Description

Originating in the Washington, D.C., area, this activity is designed for adult students reading on a 2-6 grade level. Each week at a local library, a discussion is held on a particular book, and for each book discussed, a different person facilitates the discussion. People from the community are invited to participate and lead the discussion: local scholars from the university; local authors and artists; teachers, tutors, preachers; people from local businesses; folk storytellers, historians, etc. Through discussion of books, students end up talking about life's experiences, using critical-thinking skills to analyze and evaluate situations and possible strategies for solving problems.

Tips for presenting a book and facilitating the discussion are offered:

- Focus on communication and critical thinking skills.
- If you need to refer to the text, leave plenty of time for students to find the lines to which you are referring.
- Be attentive to hesitant or subdued attempts to take part in the discussion; be prepared to curtail overtalkative participants.
- Get students talking early; begin with questions, not lecture. Begin with easy-to-answer questions such as "what happened in the story" and "what did you like about the story."
- Use different types of questions.
- There are no wrong answers. Make sure no one feels stupid and that all comments are validated.
- Do not dominate the discussion. As facilitator you are there to ask questions, clarify, suggest, and enhance.

Estimated time

1-2 hours

Effective environment

Small group using a learner-centered, participatory, nonthreatening format.

Limitations

Finding people to volunteer to facilitate the discussion

Evidence of effectiveness

Students will join in discussion and return again.

Required materials

A list of books to choose from that are written on a lower literacy level and are content-appropriate for adults. (See Bloem and Padak 1995.)

Classroom arrangement

Chairs should be arranged in a circle.

Source	Adapted from Morgenthaler 1993; also cited in Rance-Roney and Ditmars 1994
Cross reference	4.1

Quality Indicator 2.1

Creating a Language Learning Center

Description

This activity illustrates the creation of an environment where written language is everywhere. It promotes variety in seating arrangements, equipment, furniture type and placement, and learning activities to accommodate individuals with different learning styles and needs. It helps administrators, teachers, and program planners to expand their perspectives of what constitutes a language learning center. The following steps are involved in this activity:

1. Divide the class into four groups and ask each group to discuss one of the following questions:

   - Where do you typically sit when you read? at a desk? in a comfortable chair? on the couch? Do you like to read alone or in a room with others?
   - Think of a place where you have gone to read, such as a library. What kinds of furniture are available for reading or writing? Round tables? Long tables? Carrels? Book racks? Desks? Computer tables? Under what circumstances would you use each type of furniture?
   - What equipment do you use to help you learn? Tape recorder and tapes? Videotape player? Computer? Photocopier? What equipment do you not have at home but would like to use in learning?
   - What materials do you need to engage in reading and writing activities? Writing tablets? Folders? Books? Periodicals?

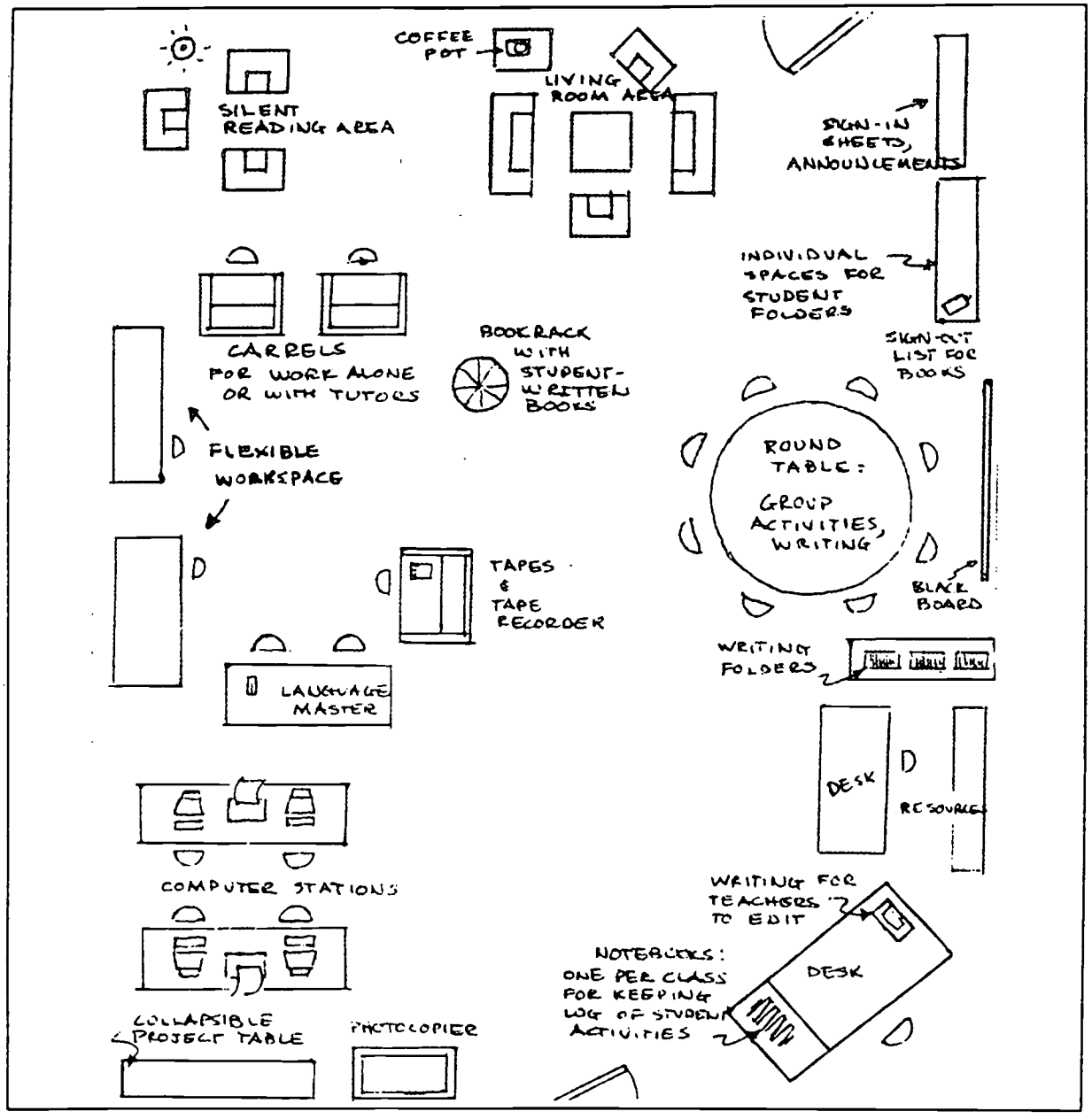
2. Ask each group to report on the responses to their assigned question and record the responses on a flip chart as they present them.

3. Using the list of items recorded on the flip chart, ask the class to identify those items they feel are crucial to include in a language learning center.

4. Distribute the illustration of Our Learning Center (Gillespie et al. 1990, p. 82) included on the following page and ask the class to compare the items in the illustration to those they identified in

	their learning activity. Point out the explanation of how individuals use the center and the purpose it was intended to fulfill.
Estimated time	45 minutes
Effective environment	The physical environment should be conducive to the assembling of small work groups.
Limitations	Learners will be limited by budgetary constraints and the existing inventory and facility.
Evidence of effectiveness	Reconfiguration of materials, equipment, furniture, and use of space in the physical learning environment
Required materials	Flip chart and pen
Classroom arrangement	Three to five chairs gathered in a circle for small group work and separated horizontally for large group work
Source	Adapted from Gillespie et al. 1990, p. 82
Cross reference	3.1, 4.1

Our Learning Center



Generally, when people in our program first arrive, after signing in, they head for the coffee pots. After they sit and talk for a while, they begin some kind of sustained reading. If they can read alone they choose a book and go to the reading corner where they won't be interrupted. If they need help reading they either work with a tutor or teacher or read along with a tape. We try to create an environment where written language is everywhere - in books and student generated materials, on bulletin boards where student writing and announcements are shared, on sign-in sheets, book lists, labels for storage and instructions on computers and other equipment.

Gillespie et al. 1990, p. 82

Quality Indicator 2.1

Creating a Physical Environment Conducive to Small Group Learning

Description

This activity focuses on creating an environment conducive to small group learning wherein learners become partners with the instructor in directing the learning experience. It leads participants to consider ways to initiate and reasons to incorporate physical changes for small group learning. Following are the recommended steps for this activity.

1. Arrange seating in a circle to include yourself as well as the participants. Explain that the purpose of this circular seating arrangement is to convey the idea that everyone in the circle is a resource as well as a participant.

2. Next, allocate a corner or section of the room for a collection of resources—materials to support the learning activities.

3. Ask participants to loan or donate items for the resource corner, e.g., books that learners can borrow.

4. Engage participants in a discussion of ways to involve learners in defining the physical environment. For example:

   - How can learners be involved in deciding on an appropriate physical arrangement?
   - Can learners be responsible for arranging the room and, if necessary, putting it back in its original condition?

5. Ask participants to consider the location of their own programs and write a paragraph explaining how they will create a hospitable environment given the unique conditions and constraints of their own facilities.

Estimated time

30 minutes

Effective environment

The physical environment should reflect the one described in the activity.

Limitations

If sites must be shared across programs, the room arrangement may not be able to be maintained. Also, furniture may be of the type that does not accommodate small group work, e.g., traditional school desks. Also, if the room is shared across programs, everything must be replaced at the end of the class period so that the room is as it was when you entered. Finally, some administrative policies may discourage creating different physical environments.

Evidence of effectiveness	Participants' creation of small group learning environments in their own settings.
Classroom arrangement	Not important as participants will rearrange the seating for this activity
Source	Adapted from Imel et al. 1994, p. 19
Cross reference	5.1

Quality Indicator 2.1

Creating a Safe Environment for Women

Description

Many women in adult basic education programs have experienced abusive relationships, and women who have experienced abuse—whether it be physical, sexual, emotional, or mental—do not feel comfortable or safe expressing their views in front of men. For these reasons, Toronto's ALFA program created a "safe zone" for women, a class only women can attend. They use their literacy skills to share strength and support with each other.

This class has done a variety of activities, all of which use numerous skills involving reading, writing, critical thinking, communication, and social skills.

- They created, wrote, and presented to the literacy program a policy for ending sexual harassment at the literacy center.
- They gathered information from the community about what a woman can do and where a woman can go to receive help if involved in an abusive relationship.
- They created booklets and pamphlets for women who are abused.
- They read stories about women in order to find strong role models and increase their self-esteem and self-worth.
- They wrote their own stories about their lives and shared them with others.
- They discussed issues that affect them daily.
- They brainstormed solutions for different situations that affect them and role played the various situations and possible solutions.
- They shared stories and solutions regarding child care, parenting, and discipline.
- They visited other literacy centers and talked to women about starting up a class like theirs.
- They watched instructional videos about women's health issues, AIDS, immigration, parenting, tenants' rights, welfare, the school

system, and citizen's rights; they discussed and wrote about what they saw, learned, and felt.
- They shared recipes, swapped ideas about saving money and grocery shopping, and generally supported each other.
- They wrote a booklet about their women's class so others in the program would learn more about it.
- They formed an Anti-Racism committee to set a policy about racism at the center.

Estimated Time

Ongoing; each session is an hour long.

Effective environment

Warm, informal; safe, nonthreatening; learner centered and participatory

Limitations

Some people in the program might be opposed to having a women-only class.

Evidence of effectiveness

Women's literacy levels increase as their level of comfort and self-esteem increases.

Required materials

A female facilitator

Classroom arrangement

Chairs in a circle or around a table

Source

Adapted from Lloyd et al. 1994, pp. 35-43.

Cross reference

3.1, 6.1

Quality Indicator 2.1

Creating a Welcoming Environment

Description

This activity focuses on ways to create a positive learning environment even before the first session begins. It promotes the use of techniques that welcome participants into the program and set them at ease. The following steps of this activity suggest a variety of strategies useful in creating a welcoming environment:

1. Explain to the class that this activity will engage them in performing the roles of program instructors who are trying to create a welcoming environment for the participants in the class. In this activity, the learners will alter the room in which this class is being held to create that welcoming environment.

2. To initiate the activity, divide the class into two groups and give each group a list of the names and addresses of the people in the other group. (If learners are uncomfortable giving their addresses, have them use made-up ones.) Ask the members of each group to write confirmation letters to individuals in the other group, pretending that those individuals are people who have registered for one of the programs they will instruct. Explain that the purpose of the confirmation letter is to reaffirm the registrant's attendance, welcome the person to the program, and restate the program objectives and its value to the participants.

3. Next, have each group decide on the content of a class they might teach and to identify one or more relevant articles they could give to participants prior to the first class. Tell them that another strategy to create a welcoming environment is to send appropriate readings to registrants in advance of the class. Have the groups give at least one relevant reading to each other, clarifying whether the "registrants" are required to read it before coming to class or whether it will be read/discussed in class.

4. Have each group create and post direction signs from the building entrance to the classroom. Explain that this can help to lessen participant anxiety and provide reassurance.

5. Also have each group create and post a sign outside of the door to the classroom that lists the title of the session and the starting and ending times.

6. Enlist learners in brainstorming ways to perk up the classroom and make it more inviting. For example, they might put up posters, signs, pictures, and symbols of success such as posters of motivational messages, and testimonials and pictures of past class members.

7. Introduce other strategies participants might follow to create a welcoming environment. For example, instructors could do the following:

   - Create a large "Welcome" banner using a dot-matrix printer and post it on the wall at the front of the class.
   - Set a peaceful mood by playing music before the session begins. First, music breaks the awkward silence as participants get seated in the first class session. Second, certain music, like that created by the Lind Institute in San Francisco, which has a certain number of beats per minute, helps to put participants in a learning mode.
   - Place a bouquet of flowers in the room to create a calming, engaging, and cheerful effect on the group.

8. Having engaged participants in examining strategies for creating a welcoming environment, ask them to list at least five ways in which they will create a welcoming environment in their own classes.

Estimate time

45 minutes

Effective environment

The physical environment should be cheerful and reflect the creativity of the instructor.

Limitations

Administrative policies may discourage altering existing environments, and rooms that must be shared may constrain the extent of alternation that can be done.

Evidence of effectiveness

Participants will implement their plans for creating a welcoming environment in the classes they instruct.

Required materials

Paper and pencils for the participants to use in class. Participants will need to assemble posters, signs, music tapes, flowers, etc. for the programs they instruct.

Classroom arrangement

Chairs and/or chairs and desks arranged in theater style

Source

Adapted from Draves 1995, p. 97

Cross reference

5.1

Quality Indicator 2.1

Moving within the Presenter Space

Description

Interaction between participants and the instructor is influenced by room set up and separation distance. This activity focuses on creating an optimum distance between instructor and learners—a distance that is comfortable to all and encourages interaction. Following are the steps of this activity to help instructors create and move within a presenter space:

1. Ask learners to observe the set-up of the classroom in which you are instructing and their placement in relation to you, the instructor.

2. Next, ask learners to envision themselves in your (the instructor's) place and to draw an imaginary line from the closest learn-

er on your left to the closest learner on your right. Ask them to place themselves visually no more than 5 feet behind that imaginary line. To facilitate their visualization, illustrate what you are saying by drawing the participant's seats and the imaginary line on the chalkboard.

3. Introduce strategies learners can follow when they are instructors to create the appropriate distance between themselves and the learners in their classrooms should the learners not seat themselves at the front of the room. For example:

   - Put the more comfortable chairs up front to encourage learners to sit close to you.
   - Remove the chairs in the back of the room (or block them off).
   - Reposition yourself if participants do not sit where you expect them to sit. For example, if participants do not sit up front, move your imaginary line.

6. Explain that when the instructor and learners are appropriately seated there is a circular space within which the instructor should move to instruct or facilitate the class.

7. Illustrate the placement of that space by drawing the circle on the chalkboard around the imaginary line you have already illustrated. The circular space should be approximately 10 feet in diameter or 5 feet from the center of the circle (where the instructor would be positioned).

8. Illustrate on the chalkboard the proper placement of any audiovisual equipment, which is within 5 feet of where the instructor will stand. For example, an overhead projector and table should be immediately to one side, the screen should be in back of the instructor, and the flip chart off to one side. However, all equipment should be within the circular presenter space.

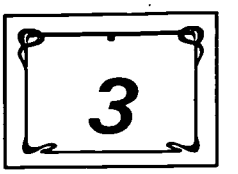
9. Set up a room as described and demonstrate to another class participant how you will utilize the presenter space. Explain that staying within the presenter space is most comfortable for learners and allows the instructor to maximize the use of items, props, and audiovisual aids within the space.

10. Have learners take turns playing the role of instructor and practicing staying within the presenter space while instructing a class. Discuss reasons why moving outside the space can distract participants and disrupt their concentration and train of thought.

Estimated time

30 minutes

Effective environment	The physical environment should encourage learning. It should reflect thought about the learning room—the human built environment, the teaching tools, the natural environment (which includes temperature and time of day), and learning media—those physical objects that facilitate and encourage learning
Limitations	Appropriate size of room for class
Evidence of effectiveness	Appropriate use of presenter space in classroom presentations
Required materials	Overhead projector, table, and screen and flip chart
Classroom arrangement	Classroom arranged in a predetermined room set-up, e.g., classroom style, circle style, u-shape, etc.
Source	Adapted from Draves 1995, p. 45
Cross reference	5.1



Program Quality Indicator Area

Program Planning

39

Quality Indicator 3.1

Accommodating Learner Differences

Description

Work force education programs must respond to the needs of an increasingly diverse work force, accommodating learners who have varied backgrounds, beliefs, values, languages, and experiences. This activity is designed to help staff members establish programs that respond to learner differences and reflect an awareness of how these differences influence learning. Following are steps for engaging the class in a collaborative effort to plan programs that do this.

1. Divide the class into two groups and give them the assignment of planning an education program to accommodate learner differences.

2. Have the members of group 1 interview the members of group 2 to learn the following information:

   - Cultural backgrounds
   - School and work experiences
   - Beliefs about education programs
   - Learning styles, e.g., how they learn best
   - Learning pattern, e.g., what they do to learn
   - Learning preferences, e.g., how they would like to learn
   - Barriers to their learning and participation

3. Bring the two groups together to brainstorm about strategies for building upon the strengths each learner brings to the workplace. For example:

   - Place learners in the expert role by having them explain a complicated process.
   - Keep the curriculum flexible so all learners have options in choosing the ways they learn best.
   - Select visual materials that are appropriate to a variety of learners.

4. List these strategies on a flip chart.

5. Invite a speaker to class to present strategies for detecting learner needs. For example:

   - Ways to pick up cues that indicate learners are experiencing difficulty
   - Ways to adapt instruction to meet individual needs
   - Ways to be flexible in order to meet a variety of needs

	6. Reassign the class to their respective groups and ask them to communicate, share concerns, and plan ways they will be more responsive to the needs of the learners in their education programs.
Estimated time	1 1/2 hours
Effective environment	Well-lit room that accommodates group work
Limitations	Learners should recognize that individuals are unique, which contributes to their differences regarding learning.
Evidence of effectiveness	Participation and success of learners in the program
Required materials	Flip chart
Classroom arrangement	Two sets of chairs arranged in a closed circle
Source	Forlizzi et al. 1992, pp. 18, 37
Cross reference	5.1

Quality Indicator 3.1

All-Program Evaluation

Description

This activity focuses on a participatory approach to program evaluation. It engages all the stakeholders in a program—especially program participants—in a dialogue about policies, issues, practices, and so forth. It opens up dialogue between learners from different classess, between learners from different program components, and among learners, volunteers, and paid staff. Following are the steps involved in this activity:

1. Assemble all stakeholders in the program to be evaluated, e.g., in an adult education program, include learners from ABE, GED, and ESL classes as well as volunteers, teachers, administrators, and other staff members.

2. Engage the group in a discussion of questions relevant to the program. For example:

   - How are classes going?
   - What needs are or are not being met?

- What issues have come up in the classroom?
- What changes need to be made?

3. Ask the group to record any questions that have arisen during discussion, e.g., questions related to—

   - student retention rate,
   - funding for more classes and more hours,
   - use of native language in the classroom,
   - need for child care,
   - role of volunteers, and
   - class levels and placement.

4. Engage the entire group in finding solutions to problems and in decision making regarding program operation.

5. Continue to involve the group in ongoing assessment of the program.

Estimated time

Two 1-hour sessions

Effective environment

The physical environment should be conducive to discussion.

Limitations

The freedom to move forward in ongoing program planning will be dependent on the commitment school administrators and teachers make to relinquish control and incorporate changes recommended by the group.

Evidence of effectiveness

Learners in different parts of a program will learn a little more about each other's struggles and achievements in learning. They will also be more informed when asked to serve on hiring committees, speak at hearings for more funding, and help make decisions about priorities of time and money.

Required materials

Paper and pencil

Classroom arrangement

Chairs should be arranged in a semicircle or circle to facilitate discussion.

Source

Adapted from Nash et al. 1992, p. 59

Cross reference

5.1

Quality Indicator 3.1

Developing a Local History Project

Description

In Virginia, an adult literacy class developed a plan to collect oral histories and old pictures from the community to create their own local history book. They informed the surrounding community they were going to do this project via churches, social groups, senior citizens groups and homes, schools, and veteran groups. Their final product was a collection of oral histories, photographs, sketches, and anecdotes from different aspects of their community.

Many skills are acquired and honed through a project such as this. Students will learn to—

- interview people, thus improving their communication skills.
- listen actively while they are interviewing, thus enhancing their ability to succeed in school, work, and relationships.
- transcribe tapes and notes from interviews, thus increasing their written language usage.
- edit transcriptions of interviews, thus acquiring new methods for understanding grammar, spelling, and sentence structure.
- use a typewriter, word processor, or computer, thus enhancing their job marketability.
- compromise with others, thus increasing and fine-tuning their communication skills.
- make decisions about what is important and what is not as important, thus helping them to understand priorities.
- search for people with particular experiences and stories, thus becoming more secure about themselves in the process.
- work as part of a group to achieve a common goal, thus understanding the importance of cooperative efforts.
- understand and appreciate local history and how the past ties into the present, thus helping them to understand and prepare for the future.

Estimated time

Flexible and ongoing; could take up to a semester or two depending on teacher's and students' initial plan

Effective environment

An informal, open environment; a program that practices learner-centered and participatory literacy education

Limitations

Some students might lose interest if not able to see the big picture.

Evidence of effectiveness

The end product is a book, a collection of oral histories from the local community.

Required materials	Tape recorders, cassette tapes, notepads, typewriter or word processor, paper
Classroom arrangement	Not applicable
Source	Adapted from Lewis and Gaventa 1990, pp. 24-25.
Cross reference	1.2, 4.1

Quality Indicator 3.1

Developing Themes and Projects

Description

Group work is effective in promoting communication and interaction among learners. When learners are involved in choosing the topic of the group activity, basing their decisions on their expressed interests, the activity will be more relevant and satisfying to them. This activity focuses on planning group work so that individuals at different stages and levels can be fully involved. The following steps are designed to offer recommendations for developing group themes and projects as part of program planning.

1. Divide the class into groups of four or five learners.

2. Have each group select a topic upon which to focus the activity. Give examples such as the following:

   - Reading or spelling of specific words
   - Numeracy tasks relevant to a given occupational task
   - Independent living tasks
   - Communication skills
   - Healthy eating

3. Ask each group to identify an activity around the selected topic. Present examples such as the following to trigger ideas:

   - Arrange a trip, planning the itinerary from start to finish. Include details of travel bookings, hotel options, and costs.
   - Invite speakers to visit and talk about various aspects of the topic.
   - Bring in items relevant to the topic that the group can discuss.
   - Produce books about people's lives.
   - Prepare a magazine or newsletter.

- Make up a crossword puzzle.
- Plan menus that reflect healthy eating patterns.

4. Engage each group in planning for their chosen activity by having them complete the following steps:

   - Identify material that could be used to stimulate interest in the topic and activity, e.g., pictures, photos, videos, newspaper cuttings, magazines, text books, worksheets, etc.
   - Describe the purpose of the activity and its relevance to students' learning.
   - Identify the objectives to be achieved through this activity.
   - Describe ways in which the activity is appropriate for groups of individuals who are at different levels and stages of academic and skill development.
   - Describe your plans for evaluating the activity and for obtaining student evaluations of the activity.

Estimated time

1 hour

Effective environment

The physical environment should be conducive to the assembling of small work groups.

Limitations

Learners should have some general knowledge of group process and be open to hearing the ideas of other group members.

Evidence of effectiveness

Improvement of program planning skills

Required materials

None

Classroom arrangement

Four to five chairs arranged in a circle or placed around a circle table for each group of learners

Source

Sutcliffe 1994, pp. 99-112

Cross reference

5.1

Quality Indicator 3.1

Getting Your Board of Directors More Involved

Description

In urban Massachusetts, a participatory community-based literacy program exists that has a unique composition and mission for its board of directors. Forty percent of the board consists of professionals from the community; the remaining 60 percent are students enrolled in the pro-

gram. This composition creates a situation in which the members of one group depend on the other group to educate them about their lives, issues, work, and goals. For instance, the professionals learn about the hardship and struggles of the people in the community (the students), and the students learn the professional skills needed to become active members.

Furthermore, board members partake in working committees with students from the literacy program. The committees assist in coordinating the daily work that is needed in order for a community-based organization to function. Three working committees provide learning experiences for all involved: evaluation, planning, and personnel; fund-raising and special events; and development, maintenance, and dissemination of the board of directors' information. The committees have organized a variety of activities, including selling food at lunchtime for fund-raising; publishing a booklet on AIDS and safe sex for mothers; and the Community Unity Festival, a day of celebration and solidarity for communities of color.

Estimated time	Ongoing
Effective environment	Warm, supportive; open minded and flexible
Limitations	Adapting this policy; finding students as well as professionals who are dedicated enough to implement it
Evidence of effectiveness	Both groups learn from each other.
Required materials	Dedicated students and professionals willing to learn from each other
Classroom arrangement	Not applicable
Source	Adapted from Young and Padilla 1990, pp. 1-18.
Cross reference	None

Quality Indicator 3.1

Description

Using Surveys for Initial Program Assessment

This activity guides those responsible for program planning to develop a survey instrument for use in assessing the needs, desires, and goals of potential program participants.

1. Describe the various ways in which to administer surveys:

   - Mail or hand to prospective participants, asking them to record their answers to the questions on the survey form.
   - Read the questions to the prospective participants over the telephone and record their answers on the survey form.
   - Administer orally in person to prospective participants, reading the questions in English or in their native language.

2. Display on an overhead (or distribute copies of) the handout on page 50. Explain that the handout lists some of the types of information about participant needs that can be obtained through a survey.

3. In reviewing the items on the handout, point out the various type(s) of questions used to obtain initial assessment information:

   - Open-ended questions, which may give a more complete understanding of the respondent's needs.
   - Closed-ended questions, which may be easier for respondents to answer and the answers easier to tally.

4. Engage the participants in a discussion of factors that affect decisions about how to administer the survey, what type of information to collect, and what type of questions to use to collect the information. Encourage participants to consider the educational level, English speaking capability, and economic status of potential participants. For example, telephone surveys will not reach individuals who do not have a telephone.

5. Divide participants into small groups of four to five members. Ask the members of each group to make a list of the type of information he/she thinks is important to collect from the individuals they might recruit to a literacy program, e.g., when to hold classes, where to hold classes. Then, have the group members discuss the lists among themselves and prepare a final list of information to collect through survey.

6. Assemble the small groups and have each group report to the entire class the content of the group's list. As information is given, write it on the chalkboard or on a flip chart.

7. Once the list is complete, reassemble the class into small groups. Divide the total number of items on the flip chart by the number of small groups and assemble items of that number into sets. Give each group a set of items for which to prepare survey questions.

8. After the groups have completed their survey questions, collect them and compile them into a survey instrument.

Estimated time

1 1/4 hours

Effective environment

The physical environment should be conducive to the assembling of small work groups.

Limitations

Participants should understand the purpose of initial assessment as part of program planning. They should also know that there are other method for gathering initial assessment information, e.g., interviews, focus groups, document and literature review.

Evidence of effectiveness

The survey instrument developed by participants will be effective in gathering information about potential program participants' needs.

Required materials

Chalkboard and chalk or flip chart and pens; handouts or overhead projector and transparency

Classroom arrangement

The room in which the class or session will be held should accommodate large and small group seating.

Source

Adapted from Holt 1994

Cross reference

5.1

TYPES OF INFORMATION TO REQUEST ON A NEEDS ASSESSMENT SURVEY

1. Demographic information about adults in the community
   Q. How long have you lived in the community?
   Q. How many adults in your neighborhood?
   Q. Have any of these adults taken a literacy class or session?

2. Learning needs of participants
   Q. What skills do you want to learn or improve?
   - English language skills
   - job search skills
   - mathematical skills.
   - communication skills
   - other

3. Educational background
   Q. Are your English speaking skills good, acceptable, or poor?
   Q. How would you describe your reading and writing skills?

4. Reasons for wanting to learn a specific skill
   Q. Why do you want to improve your reading skills?
   Q. What do you want to read better?
   - newspaper
   - bus schedules
   - advertisements
   - business letters
   - job applications

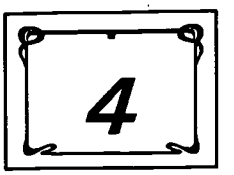
5. Hours per day potential participants would be willing to devote to the program
   Q. Would you be willing to participate in a 4-hour class or session?

6. Days per week potential participants would be willing to devote to the program
   Q. How many days per week would you be able to the program?

7. Time of day potential participants would be able to attend the program
   Q. What time of day would be better for you—morning, afternoon, or evening?

8. Day(s) of week potential participants would be able to attend the program
   Q. What day(s) of the week would you be able to participate in a class or session?

9. Drawbacks to attendance
   Q. Would you need child care assistance on site to attend?
   Q. Would the location of the class or session be important to attendance?



Program Quality Indicator Area

Curriculum and Instruction

Quality Indicator 4.1

Developing Curriculum around Class Participation

Description

This activity focuses on group dynamics and the participation of all learners in a class. It encourages the inclusion of ideas, experiences, and viewpoints of all learners, not only those who are most vocal, so that the needs of all class members are reflected in the curriculum. The participation of all class members in an atmosphere of mutual respect is especially important in developing a learner-generated curriculum. The following steps of this activity illustrate sequences of one strategy for enhancing group dynamics:

1. Draw on a chalkboard or flip chart four cartoon frames, illustrated as follows:

   Frame 1: Eight people sitting on chairs that are arranged in a circle, smiling. One person is talking, others listening. Draw a bubble out of the speaker's mouth with words inside it saying "I think . . ."

   Frame 2: Same eight people but the expressions are not smiles. Same person is talking, but the rest of the group is looking bored. Draw the same bubble with the same words inside . . . "I think . . ."

   Frame 3: Same eight people, but now one is sleeping ("zzz" written above her/his head). Others look bored. Draw the same bubble and same words above the same person who is still talking.

   Frame 4: Same eight people, now three are sleeping (with "zzz" written above their heads). Same person is still talking. Draw the same bubble with the same words in it above that person.

2. Ask learners to look at the cartoon clips and figure out what is happening in the four frames. Elicit everyone's ideas and reflections about the message.

3. Bring the discussion focus to an analysis of the typical scene of class participation in your class.

4. Engage the learners in an exploration of the dynamics of participation in other groups by having them interview each other about group situations in which they have participated. Have learners ask

each other about their group experiences and about the settings in which they have worked.

5. In a final session, have learners summarize their insights into group dynamics by writing a language experience story about the dynamics they have observed in this class or in another group setting.

Estimated time

Two to three 45-minute sessions, one session per class period

Effective environment

The physical environment should encourage a feeling of comfort and welcome.

Limitations

Learners should know the importance of respect for each other and each other's views and allow for the differences in personalities and cultures.

Evidence of effectiveness

Learners will be able to establish guidelines about how best to facilitate more or better class participation and will be able to follow those guidelines.

Required materials

Flip chart

Classroom arrangement

Arrange chairs in conference style or in a u-shape to facilitate discussion.

Source

Adapted from Nash et al. 1992, p. 53.

Cross reference

None

Quality Indicator 4.1

Developing Skills around Specific Themes

Description

Discrete skills are more readily learned when taught to accomplish an immediate task. This activity highlights the development of curriculum that focuses on building skills to use in the context of pursuing specific themes of activities. The steps for developing one lesson plan of such a curriculum are as follows:

1. Write on a flip chart or chalkboard the direct teaching model outlined by Clarke 1991, p. 41:

	Teach	
1st	Introduce	Explain what and why
2nd	Model	Show how you do it
3rd	Teach	Teach how you do it
	Practice	
4th	Guided Practice	Teacher or other student helps
5th	Independent Practice	Learners work alone
	Apply	
6th	Return to the Project	Students apply skill "for real"

2. Discuss the components of the model with the class, drawing upon the knowledge they have gathered through their education and experiences.

3. Have the class select a theme upon which to focus a lesson plan for the program curriculum, e.g., editing the draft of a magazine article.

4. With input from the class, identify a skill to be developed in pursuing the theme, e.g., the development of capitalization skills.

5. Divide the class into six groups and assign each group a different component of the model.

6. Have each group plan how it will address the component it has been assigned. For example, group 1 might introduce capitalization to the students in a class by acknowledging that the students have been confused about how to use it.

7. Ask each group to prepare a report of their plan to read to the class, providing each group with a photocopy of the report.

8. After listening to all the reports, ask learners to develop a lesson plan for building skills around a specific theme, using the information presented by each of the groups. These lesson plans should include details, e.g., minutes required for each activity, sequenced and detailed activities, breaks, and so forth.

Estimated time

1 1/2 hours

Effective environment	Quiet room conducive to reflection
Limitations	Learners should be knowledgeable about and have experience in group process.
Evidence of effectiveness	Subsequently developed lesson plans for a literacy education program will focus on the use of themes to develop skills
Required materials	Flip chart
Classroom arrangement	Chairs or tables and chairs arranged to form six circles
Source	Adapted from Clarke 1991, pp. 41-45
Cross reference	5.1

Quality Indicator 4.1

Integrated Language Arts Packages: Tools for Thematic Teaching and Learning

Description

The purpose of using thematic teaching and learning is to build integrated activities that enhance reading, writing, math, and communication skills. Using theme boxes helps to foster an environment in which learners build on the knowledge they already have from real-life experiences. The activities are created from group members' interests and therefore are learner-centered. Activities include but are not limited to researching, map drawing, letter writing, model building, problem solving, and creating a newsletter. Students choose their own texts to read and write their own stories. Students and teachers can create activities of their own interest from a theme box, thus individualizing activities. Teachers can use theme boxes in small groups to do problem-solving activities or projects.

Theme boxes can include a variety of activities on virtually any subject: Ancient Egypt, City Life, Raising a Family, Life Under the Sea, Shopping on a Budget. Materials in a theme box can include practically anything: maps, models, masks, timelines, figures, writing journals, pamphlets, brochures, books—fiction and nonfiction, magazines, posters, art supplies, rulers, measuring tape, calculator, 3 x 5 note cards, newsprint, etc. Students can add their own findings to the contents of a theme box, thus adding to the ownership of the activity. Teachers using theme boxes have found that lesson planning was easier because the

ideas and activities come from the students, and the students were motivated to participate and complete activities.

Estimated time

1-2 hours

How method is used in native country or state

In family literacy programs, as an after-school program; in an intergenerational program with senior citizens; in bilingual and ESL classes

Effective environment

As described, with small groups of learners

Limitations

Putting together the theme boxes requires time and creativity on teacher's and students' part.

Evidence of effectiveness

Learners will request assistance when needed; their completed projects can serve as evidence of skills used and acquired.

Required materials

Theme box needs to be created before implementation; anything can be placed in theme box, such as maps, models, masks, timelines, figures, writing journals, pamphlets, brochures, books—fiction and nonfiction, magazines, posters, art supplies, rulers, measuring tape, calculator, 3x5 note cards, newsprint, etc.

Classroom arrangement

As described, for small group or individual work

Source

Adapted from Walter 1995, p. 2.

Cross reference

1.1, 2.1

Quality Indicator 4.1

Spicing Up Teaching Tools

Description

This activity is designed to help learners improve the quality of their teaching by using teaching tools more effectively. The following steps provide a process through which learners can recognize the value of keeping teaching tools "visual," thus augmenting instruction and improving student learning:

1. Select a topic for a presentation in which visual aids will be used as teaching tools. For example, select the topic of planning food to serve at a party—what to serve, how to display it, and where to serve it.

2. Next, divide the class into two groups, telling one group to use only the flip chart for a teaching tool and the other group to use only the overhead.

3. Give the groups the list of guidelines on the next page for spicing up their respective teaching tool. (You may copy this list in a handout to give to each learner or you may copy it onto flip chart paper and post it on the wall.)

4. Also, give each group its appropriate teaching tools:
   Group 1: flip chart, paper, marking pens
   Group 2: colored transparencies, Colorburst blue transparencies, colored marking pens, overhead projector

5. Have the two groups prepare their presentations using their assigned teaching tool.

6. Ask the groups to make their presentations to each other, with the observing group members noting comments about the effectiveness of the tools.

7. Ask each group to evaluate the other's effective use of teaching tools.

Estimated time

Two 45-minute sessions

Effective environment

The physical environment should be conducive to the assembling of two groups.

Limitations

Learners should have experience teaching or giving presentations and understand how teaching tools are used.

Evidence of effectiveness

Learners will follow the tips recommended in this activity and create colorful, dynamic, and effective visual aids to use in teaching.

Required materials

Flip chart; paper; blue, black, red, and green marking pens; Colorburst blue transparencies and special marking pens in yellow, red, green, and orange; colored transparencies and marking pens; overhead projector

Classroom arrangement

Two groups of chairs arranged in a semicircle, with teaching tool placed adjacent to the presenter's space

Source

Adapted from Draves 1995, p. 63

Cross reference

5.1

Tips for Using a Flip Chart

Purpose: Use to write a welcoming message to the class.
Use to list discussion points to stimulate discussion.
Use as a game board, quiz sheet, and so forth.
Use to record ideas collected from group members.

Practices: Use blue or black markers with red and green as highlighters only.
Use the jumbo, family-size markers.
Place the flip chart between 3 feet and 5 feet away from where you are presenting and slant the chart toward the learners.

Tips for Using Overheads

Purpose: Use to create a picture or a visual, to augment your instruction, e.g., boxes, charts, graphs, sections of forms, and so forth.

Practices: Place few words on each overhead—create a picture.
Use different size, types, or positions of words to create a visual relationship among the words.
Highlight words with arrows.
Use a Colorburst blue transparencies (available from stationery stores) and special marking pens in yellow, red, green, or orange for extra color and to create interest and gain attention.
Use colored transparencies rather than clear ones for variety.
Use four-color transparencies available at copy centers to display photographs, pictures, drawing, etc.
Use desktop publishing to create different fonts and typestyles, clip art, larger or small letters, graphs, boxes, and charts.
Store overheads in a notebook.

Quality Indicator 4.1

Stimulating Discussion with Agree/Disagree Statements

Description

Discussion groups offer an instructional strategy that draws upon the experiences and values of the group members. They offer a means for learners to explore ideas, express views, and reveal needs for further learning. The following steps suggest a process for stimulating discussion with agree/disagree statements:

1. Develop a list of 5-10 agree/disagree statements about a major concept related to an issue of concern to the group, e.g., the interpretation of historical events.

2. Distribute the list of statements to the class, giving learners time to reflect on the statements and decide whether they agree or disagree with them.

3. Separate the class into pairs to discuss and reach consensus on the best responses to the statements.

4. Continue the discussions to reach consensus with increasingly larger groups, e.g., groups of four, groups of six, groups of eight, and even larger until there is only one group containing all class members. (Depending upon the size of your class, consider that a group of eight is the maximum for effective group interaction.)

5. After the final group discusses and reaches consensus on the statements, point out the benefits afforded by the use of expanding groups:

   - Capitalizes on the strengths of various group sizes
   - Allows for change in the internal dynamics of a group
   - Allows ideas to seek the highest level of development and support
   - Allows individual members to vary their participation level to suit the group size and level of comfort

6. In summary, ask the class to discuss the features of this activity that they liked and how it did or did not help them crystalize their views on issues.

Estimated time

One 20-minute session for each group interaction, plus a 20-minute session to conclude

Effective environment

The physical environment should accommodate flexible seating

Limitations

Learners should have knowledge of effective group process skills and practice them so that all group members are encouraged to contribute to the discussion.

Evidence of effectiveness

Learners will more readily participate in discussion and have confidence in the value of the experiences, opinions, and knowledge they bring to a discussion.

Required materials

None

Classroom arrangement	Chairs should be movable to afford assembling of groups of different sizes.
Source	Adapted from Conti and Fellenz 1988, insert
Cross reference	5.1

Quality Indicator 4.1

Using Menus to Improve Reading, Writing, Math, Communication, and Social Skills

Description

In New York state, classes of new readers are improving their reading, writing, math, communication, and social skills by using restaurant menus as texts. Having collected menus from various diners, restaurants, and fast food chains in the community, multiple copies are made of each.

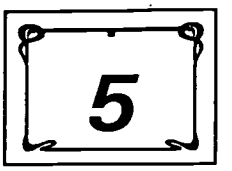
During class the group as a whole decides together which place they want to "visit" that day, and menus are passed around. Pretending they are eating out, students read through the listings. Discussion about the different headings begins with the instructor asking an open-ended question such as "What is the first appetizer listed?" Discussion about headings and subheadings leads into another on the items listed under each heading.

Prices are located and discussed, as is the topic of gratuity and tax on food and beverages. Students decide who will "pay" for their meal that day, and orders are placed. In groups, students take turns writing up each other's orders and figuring the bill. How much to tip is debated, and this amount is added into the bill as well. Students decide on the mode of payment, and making change from larger bills becomes a lesson in basic math. Students who are "very pleased" or "not too happy" with their service or food are encouraged to write a letter to the manager as an additional writing assignment.

This activity is also easily adaptable for ESL students.

Estimated time	1 hour
Effective environment	Learner centered; can be used with any size of group because students can work in small groups or individually
Limitations	Style/font of writing on some menus may be difficult for new readers or ESL students to understand.

Evidence of effectiveness	Students will be able to read menus from a variety of restaurants; they will also feel more comfortable about going to a restaurant and ordering something new.
Required materials	A variety of menus collected from various types of restaurants; multiple copies of each
Classroom arrangement	Preferably around tables
Source	Adapted from Thomas 1994, pp. 42-44.
Cross reference	1.1, 1.2



Program Quality Indicator Area

Staff Development

Quality Indicator 5.1

Evaluating Instructor-Led Group Activities

Description

Among the various forms of evaluation—written comments, questionnaires, interviews—diaries are a creative alternative for use with groups that meet regularly. These groups could be composed of learners, staff, community leaders, and so forth. This activity focuses on using a diary to obtain learners' ongoing reactions to group work. The steps of this activity are as follows:

1. Have each learner obtain a notebook to use as a diary.

2. Ask learners to take the last 5 minutes of each day's session to record their thoughts, feelings, reactions to the group, group activities, and instructor.

3. At the end of each week, ask learners to read their diary entries for that week and answer the following questions:

   - What did you enjoy the most about the group activities.
   - What did you enjoy least?
   - How do you feel about the group?
   - What did the instructor do to help you? not help you?

4. After a 6-week period, or at the end of the course/program/work, collect the weekly summaries and review them as a guide in planning for the next program.

Estimated time

30 minutes for review of the diary summaries

Effective environment

The physical environment could be a classroom, committee meeting room, staff meeting room, and so forth.

Limitations

Learners must be open to constructive criticism, seeing it as a way to improve their instruction.

Evidence of effectiveness

Learners will receive increasingly positive reports of learner growth and satisfaction with group work as instructors use the input they receive to improve their interactions with groups and group members.

Required materials

Notebooks that must be obtained by learners

Classroom arrangement

Chairs may be arranged in classroom style or in whatever style is appropriate for the group activities.

Source	Adapted from Adult Literacy and Basic Skills Unit 1987
Cross reference	8.1

Quality Indicator 5.1

Identifying Alternative Approaches to Standardized Assessment

Description

This activity leads staff to consider the various alternatives to standardized assessment that are useful in determining the multidimensional needs of program participants. This activity involves the following steps:

1. Display a standardized assessment instrument, such as the Basic English Skills Test (BEST), pointing out the propensity of these tests to measure discrete skills. Note that standardized instruments have an established norm against which the performance of individuals taking the test is compared.

2. Introduce alternative approaches to standardized assessment by explaining the focus of these approaches—to obtain a multidimensional profile of potential participants that can be used to direct program planning and guide curriculum. Provide the following information about each approach, offering examples when possible:

   - *Surveys*—Used to obtain general information from a large number of people.
   - *Interviews*—Used for collecting detailed information from a select group of people.
   - *Observation Measures*—Used for collecting specific program information about participant behavior or performance, like English or math performance.
   - *Performance Samples*—Used to examine participant's work in selected tasks, e.g., writing paragraphs, that can be used in assessing skill level.

3. After this general introduction to alternative approaches, divide learners into four groups and give each group one approach to investigate.

4. Direct each group to relevant resources—those you provide and those that may be obtained at the library. Have the members of each group locate the resources, review them, and take notes on the benefits and drawbacks of using their assigned approaches. Example: Observations are useful for obtaining staff's opinions but those

opinions are subjective and subject to change dependent upon the staff member doing the observation.

5. During the next class session, have the members of each group share their notes and make a comprehensive list of benefits and drawbacks.

6. Reassemble staff into the large group and have a representative of each small group report the list of benefits and drawbacks they compiled.

7. Have each staff member select two alternative approaches to assessment he or she would use to obtain information about potential participants and write a paragraph or two explaining why those two methods would be especially useful in program planning and curriculum development or selection.

Estimated time

2 hours—1 hour in class and 1 hour outside of class

Effective environment

The physical environment should be conducive to the assembling of small work groups and, ideally, in close proximity to the library.

Limitations

Staff will need to take initiative in locating examples of the alternative approaches unless the examples are provided by the facilitator. If they are provided by the facilitator, they will take time to collect.

Evidence of effectiveness

This activity will be effective if staff are able to make informed decisions about the kinds and combinations of alternatives approaches to standardized assessment that will help them in program planning and selecting curriculum.

Required materials

Examples of standardized instruments and alternative approaches, namely surveys, interview questions, observation items, and performance samples

Classroom arrangement

The room in which the class or session will be held should accommodate large and small group seating.

Source

Adapted from Holt 1994

Cross reference

3.1

Quality Indicator 5.1

Instructional Assumptions: Understanding Participatory Literacy Education

Description

The purpose of this staff development activity for instructors is to explain the benefits of a participatory education approach and how it relates to the adult learning process.

Begin by asking participants to talk about their definitions of learner-centered and participatory literacy education. Ask them to describe the ways in which they believe their teaching is participatory and learner centered. Can they identify ways they would like to change things to become more learner centered and participatory?

Ask participants to read the two case studies. (See handouts.)

Ask participants to break into groups of three and respond to the following questions for each case study:

1. Describe the learning environment in each case study.
2. Who is in control of the knowledge?
3. How do students know that they have learned?
4. What are the effects on learning for students in each case study?
5. How does partnership between students and teachers enhance learning?
6. How does control of power affect the learning process?

Ask each group to share their responses and record them on a flip chart under the categories of traditional and participatory classroom.

Analyze the list of responses and group them, if possible, according to teachers' roles, students' roles, assessment, learning environment, materials, content, and curriculum development.

Process the structured experience in the large group. To what extent is each case study a model of learner-centered literacy work? of participatory literacy work?

Ask teams to share their reactions: How did they feel about the exercise? Do they have any new insights into their own teaching now?

As a follow-up on this staff development activity, participants can keep a personal journal of their progress toward a more participatory approach in their teaching. For example, once a week the teachers might want to take a few minutes to reflect on their teaching during the week, asking themselves the following questions:

1. How were students involved in designing the learning experience?

2. Were they aware of their roles?
3. How did the students feel about the learning experience?
4. How did I feel about this experience?
5. Where do we go from here?

Teachers may also want to talk to their students about their experience of the classroom environment in terms of power. They could share a version of the case studies from this activity, they could write their own set of case studies to reflect their situation, or they could ask the students to write their descriptions of the classroom. These descriptions can provide the focus for a continuing conversation about sharing power and decision-making as part of the relationship between the students and teacher.

Estimated time	2 hours
Effective environment	Instructors willing to implement new approach to teaching
Limitations	Participants not remaining open minded about a new approach to teaching
Evidence of effectiveness	Instructors become willing to implement new approach into classroom.
Required materials	Flip chart or chalkboard, markers; the two handouts on "Case Studies of Two Classrooms"
Classroom arrangement	Begin with whole group in large circle; break into small groups to use flip charts, reporting back to larger group.
Source	Adapted from King et al. 1993, pp. II-2 to II-4
Cross reference	3.1

CASE STUDIES OF TWO CLASSROOMS

Case study A

Mrs. Davis teaches a GED prep class in a local high school on Tuesday and Thursday nights from six to nine o'clock. During the day, she teaches English in the middle school. The GED class has an average of 18 students attending either night. The class is composed of a diverse group of men and women, most of whom work full time during the day in local manufacturing jobs. Three of the students are recent high school dropouts.

When the students enroll in the class, Mrs. Davis gives the Test of Adult Basic Education (TABE) in order to determine their skill levels. Based upon these test scores, Mrs. Davis can also determine which workbooks would be appropriate to start the students in.

Mrs. Davis feels it is important to provide as much individual assistance as possible because her students are all on different levels of reading ability. During the class, she has students work independently in their workbooks and she walks around to help anyone who has a question. She also feels it is important that the students are given every opportunity to master the skills necessary to pass the GED test. The variety of workbooks and textbooks she provides for the students are designed to follow a scope and sequence for mastering skills in a specified order. In addition, there are two Apple computers available for the lower-level readers to use on a rotating schedule. Mrs. Davis expects the students to attend the class regularly, ask questions if they need help, and, hopefully, do well on the test.

The students feel it is important to attend the class and work hard to complete the workbook series in order to be ready for the GED test. They hope the teacher will give them help when they need it.

King et al. 1993

CASE STUDIES OF TWO CLASSROOMS

Case study B

Mr. Alston also teaches a GED prep class in a local high school on Tuesday and Thursday nights from six to nine o'clock. During the day, he teaches Social Studies in the middle school. His GED class has an average of 12 students attending either night. The class is composed of a diverse group of men and women, most of whom work full time during the day in local manufacturing jobs. Three of the students are recent high school dropouts.

When the students enroll in the class, Mr. Alston ask them in a group format to talk about their goals and how they see this class helping them to reach their goals. In addition, Mr. Alston reads a paragraph about goals written by an adult student in a magazine of student writing. He then asks the students to share what they feel their skills and abilities are and talk about their work experiences. Mr. Alston makes sure that everyone participates in the discussions. paying attention to what students hope to do as a result of participating in the class. After the discussion, Mr. Alston asks everyone to write or dictate a paragraph that competes the following stem sentence: "My goal for coming to this class is . . ." Based upon the discussions and the writing, Mr. Alston should have a better sense of what the learning needs are for each student as well as their strengths and weaknesses.

Mr. Alston feels that he is both a learner and a teacher. He provides materials and facilitates learning experiences that are, hopefully, meaningful and relevant to the students. He helps them gain control of their own learning: Students discover what experiences help them learn best and determine when they know they have learned. Mr. Alston also feels it is important to engage the class in discussions together sharing experiences and raising issues people feel are significant. He encourages students to participate in the discussions, write in journals, share their writing and give each other feedback. Mr. Alston hopes the class meets the students' personal goals, provides support as they learn and change, and helps the students see the value of what they bring to the learning experience and how that relates to new learning.

The students feel they have a place where they can learn skills in ways that build on what they already know, where their ideas are heard and respected, and where the class relates directly to individuals' interests, educational histories and personal goals.

King et al. 1993

Quality Indicator 5.1

Monitoring Learner Progress

Description

This activity focuses on ways to monitor student progress and the dynamics of monitoring. It is designed to help learners plan ways they will conduct ongoing assessment and evaluation as part of the instructional process. The recommended steps for this activity follow:

1. Have the class brainstorm, in small groups, ideas about what it means to monitor student progress. Have a recorder from each group write down the responses.

2. Bring the groups together in a class discussion in which group leaders present their summaries. Write key points on a flip chart as they are presented.

3. Supplement the learner-generated list of ways to monitor student progress and categorize them into traditional, alternative, and informal ways. For example:

   - *Traditional Ways*

     Multiple choice
     Matching
     Short answer/essay
     True or false questions
     Fill-in-the-blanks
     Other

   - *Alternative Ways*

     Competency checklists
     Roleplaying
     Demonstrations
     Small group projects
     Journals
     Short answer essays

   - *Informal Ways*

     Observations
     Participation
     Student attendance
     Oral checkups
     Student conversations
     Other

4. Divide the class, once again, into small groups. Ask each group to plan how they would monitor student progress in a given activity. Ask them to brainstorm the combination of ways to monitor that they would use and how they would use the input they received to make decisions.

5. After the brainstorming session, introduce affective ways of monitoring student progress, pointing out that they are as important as

instruments and other strategies. For example, introduce the importance of positive feedback and ways to demonstrate such feedback.

Example: Credit all correct or positive responses; show confidence in the student's ability to make progress.

6. Finally, ask learners to note in their monitoring plans the instances when they would provide positive feedback.

Estimated time

50 minutes

Effective environment

The physical environment should have sufficient space and movable chairs for small groups.

Limitations

Adult learners must be able to engage in social learning, recognizing the value of learning from the experiences and opinions of their peers.

Evidence of effectiveness

Learners will improve their instructional methods, including monitoring activities that result in improved student learning.

Required materials

Flip chart

Classroom arrangement

Chairs will be arranged to accommodate small groups—four to six placed around a table or in a circle.

Source

Adapted from Koehler and Dean 1994, p. 8

Cross reference

3.1

Quality Indicator 5.1

Using a Staff Development Planning Team

Description

Using a staff development planning team to identify the components of a staff development system that meets the learning needs of adult educators is the focus of this activity. The steps in forming a team, eliciting team knowledge and goals for an ideal system, and identifying key components of a system are as follows:

1. Divide the class into groups of five learners each.

2. Ask the learners in each group to select 5-10 adult educators from their respective institutions or communities whom they might like to invite to apply for a position on the staff development planning team.

3. Next, ask each group to design an application form to send to potential candidates. Instruct them to request information that would allow selection of a team whose members reflect cultural diversity, varying degrees of experience, varied educational roles, and various geographic areas.

4. Reassemble groups and have them compare their application forms and select the key items to be on one common form.

5. With the groups reassembled as one, ask the learners to identify the knowledge they believe should guide all other decisions about staff development. Several examples from Drennon (1993) follow:

   - We learn by collaborating with others.
   - We are self-motivated when there is high interest, enjoyment, fascination, and curiosity is involved.
   - There are diverse ways to learn.

6. Next, ask learners to envision an ideal staff development system and to identify its characteristics. Some of the characteristics presented by Drennon (1993) include the following:

   - Decisions about staff development are made within the context of larger program goals.
   - Practitioners have freedom to choose what and how they will learn based on issues that are meaningful for their practice.
   - The staff development system includes safe environments for risk taking.

7. With the ideas for an effective staff development system identified, have each class member share the list of ideas generated in class with colleagues, asking for reaction and further input.

8. After a period of time for gathering this information, have each learner draw upon his/her own perspectives to draft a model of a staff development system that would best meet the learning needs of adult educators.

9. In a concluding session, bring all learners together to share their lists of the key components of an ideal staff development system and reach consensus of what those are. Write on a flip chart the most recurring suggestions and those components that are commonly accepted.

10. Have learners copy the list or copy and reproduce it for them to use for future reference when they are forming and using staff development planning teams in their own work.

Estimated time	Two 40-minutes sessions; out-of-class time for information gathering; and a final 30-minute session. Total amount of in-class time would be approximately 2 hours.
Effective environment	The physical environment should be comfortable, well lit, and have movable chairs suitable for adult learners.
Limitations	Learners should have staff experience and be motivated to participate on a planning team that will take some of their "extra" time.
Evidence of effectiveness	Learners will be better able to evaluate their staff development systems now and in the future having identified criteria for what is ideal.
Required materials	Flip chart
Classroom arrangement	Conference style seating for entire class discussions; circle seating for small group interactions.
Source	Adapted from Drennon 1993, p. 6
Cross reference	None

Quality Indicator 5.1

Using Journal Writing with Teacher Pairs to Work through New Approaches and Curriculum

Description

Sometimes teachers feel isolated from other teachers—especially when they are implementing new instructional strategies in their classroom or they are in transition, moving from a traditional curriculum toward one that is more learner centered and participatory. This staff development activity, slightly modified from its original use in Arctic Canada, is designed to make teachers more comfortable with change by sharing their experiences, thoughts, and feelings with another teacher who is also trying out something new.

Select a staff development session that is introducing new approaches, curriculum, or strategies for teachers to implement into their classrooms. Inform the participants that as a means of following up on the information presented at the session, they will need to pair up with a person of their choice. It might be best for teachers to pair with another in their related area (i.e., ESL teachers together, math teachers together, etc.).

After pairs are formed, discuss the concept of using journal writing as a means for reflection on the changes that occur within the classroom,

the students, and each teacher. Journal writing about one's experiences, thoughts, and feelings while experiencing something new is a great way to work through the tough spots, analyze the good and bad aspects of lessons, and make necessary adjustments and improvements for the benefit of the students.

Once participants understand the concept and use of journal writing, the next step is to discuss the idea of exchanging the journals with their partners. Being able to read each other's journals will confirm and validate not only any uncomfortable feelings one has about the transition, but also affirm the positive feelings as well. Pairs will be able to share failures and successes of strategies and lessons that do or don't work with their students; they will also be able to share thoughts regarding their students' transition as well.

Teachers should write in their journals within 24 hours after each class has met. Journals should be exchanged every 2-3 weeks so that not too much time elapses without some support or feedback from the other partner. It is not necessary for teachers to meet and discuss their journal entries with their partner (in person, over the phone, or through e-mail); however, any additional contact within teacher pairs is an added benefit. Teachers can decide within their pair if they want to respond to each other's entries, carry on a dialogue with the other in the exchange journals, use two different journals so as to always have a personal one to write in, or not to write in each other's journals.

As a follow-up, administrators of the staff development session where this activity originated may want to reconvene those who actively participated, asking the teachers to share their experiences from this activity.

Estimated time

Approximately 30 minutes for introduction of idea at staff development session; journal writing is ongoing until both feel they have worked through the "newness" of the approach—perhaps several months.

Effective environment

Warm, informal; works well with teachers who use self-reflection as a means to improve their teaching

Limitations

Teacher pairs need time to meet, share their experiences, and exchange journals.

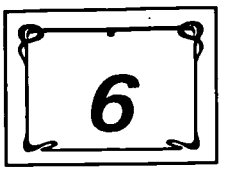
Evidence of effectiveness

Teachers will implement the new approach into their teaching; will be more willing to try something new again in their classrooms.

Required materials

Pairs of teachers who are willing to participate; each teacher needs two journals so when journals are exchanged, they will have one to write in.

Classroom arrangement	Not applicable.
Source	Adapted from Bergman-Illnik 1994, pp. 106-121.
Cross reference	4.1



Program Quality Indicator Area

Support Services

Quality Indicator 6.1

Establishing Agreements with Social Service Agencies and Community Organizations

Description

Student referral to support services requires knowledge of various social service agencies and community organizations. In another perspective, social service agencies and community organizations must have similar knowledge of programs that involve adult learners if they are to be receptive to and effective in providing support. This activity focuses on strategies for recruiting social service agencies and community organizations to provide support services to adult learners as necessary. The steps of this activity are as follows:

1. Divide the class into two groups to investigate ways to recruit social service agencies and community organizations to provide support services to program participants as needed.

2. Have one group identify agencies with which they could make personal contact. Examples include the following:

Local library	Tenants' councils
Welfare office	Children and youth services
Foodbanks	Women's shelters
Unemployment offices	Multiservice centers
	Even Start

3. Have the other group identify agencies to which they could send form letters. Examples include the following:

Rotary clubs	Salvation Army
Local schools and colleges	Urban League
Chambers of Commerce	Churches and ministers
YWCA and YMCA	Key businesses

4. Bring the groups together to share their lists and ask them to identify agencies where they could place program recruitment brochures, which would serve to recruit participants to the program but would also reflect the agencies' support of the program.

Estimated time

30 minutes

Effective environment

The physical environment should be large enough to accommodate the assembling of two large groups

Limitations

Learners are merely planning their strategy through this activity. Implementing that activity may require training in ways to present the program and selling techniques.

Evidence of effectiveness	When learners attempt to implement their plans, they will realize a commitment from many social service agencies and community organizations to provide services as needed to adult learners.
Required materials	A complete list of social service agencies and community organizations in the local area from which learners can draw names for their own lists.
Classroom arrangement	Chairs gathered around two large rectangle tables or circle tables, each to accommodate half of the class
Source	Adapted from Greater Pittsburgh Literacy Council 1994, p. 2
Cross reference	7.1

Quality Indicator 6.1

Life Skills Support Group

Description

In rural Union County, Tennessee, every Wednesday during a 12-week cycle, a health-care professional from a nearby medical center leads a small group of women in discussion. Each week the topic of discussion is different; the variety of topics have been chosen by the adult learners at the beginning of the 12-week period. Topics deal with child care and parenting issues, disciplining children, women's health concerns, abuse, self-esteem and self-worth, etc. Each session is structured as a 1-hour workshop; therefore, participants can choose which workshops they wish to attend according to the topic being discussed.

Discussions are learner centered and participatory, involving all who attend. The topics are presented in a manner that includes the learners from the beginning by activating prior knowledge on the topic; myths and assumptions regarding the topic are brought to the table as well. Hands-on activities are an important part of each discussion, thus further involving the participants. Reading materials such as pamphlets, brochures, and articles from magazines are available at the end of each workshop for all participants.

Estimated time	1 hour per session
How method is used in native country or state	As described; also used in conjunction with their family literacy program
Effective environment	Small groups preferred (12 maximum); participatory and learner-centered approach is essential.

Limitations	Locating a health care professional to implement workshops
Evidence of effectiveness	Attendance rate for workshops is steady; students' self-esteem improves; students inquire about future workshops.
Required materials	A health care professional to deliver the workshops
Classroom arrangement	Around a table or in a circle
Source	Adapted from personal interview and site visit with Bonnie Thomas, Union County ABE, Maynardsville, Tennessee
Cross reference	2.1, 3.1

Quality Indicator 6.1

Peer Partner Learning

Description

Learning can be facilitated by having adult learners help each other rather than having the sole leadership come from the instructor. This activity focuses on the use of paired reading as a peer partner learning strategy. The steps for this activity are as follows:

1. Pair learners such that one is the teaching partner and the other the learning partner.
2. Have each pair select a book or other reading material that is within the teaching partner's readability level.
3. Engage the pairs of partners in reading their selection, having the learning partner read aloud with the teaching partner sections of the text that are difficult.
4. If the learning partner makes an error in reading, the teaching partner should repeat the word correctly and have the learning partner do likewise.

Estimated time

30 minutes

Effective environment

The physical environment should be large enough to accommodate pairs of learners working together.

Limitations

Pairing of partners should ensure that the difference in ability between the two is neither too large nor too small.

Evidence of effectiveness	Improvement in the readability level of the learning partner, and possibly of the teaching partner as well
Required materials	Books of various reading levels
Classroom arrangement	Chairs should be movable to enable grouping by twos.
Source	Adapted from Dueck 1993, p. 13
Cross reference	3.1, 5.1

Quality Indicator 6.1

Professional and Social Development Mini-Workshops

Description

In Missouri, the STRIDE Adult Basic Education Program at Crowder College offers professional and social development by providing support services for adult learners through mini-workshops in—

- resume writing
- interviewing for jobs
- hair care
- personal and dental hygiene
- proper attire for the professional look
- etiquette
- conversational grammar

The STRIDE Program provides donated professional items to qualified participants at no charge and assists participants in choosing the correct attire for job interviews. Each participant is provided with one free professional outfit.

The purpose of these professional and social development workshops is to assist in moving participants from unemployment or low-paying jobs into those that will support them and their families, giving the participants the skills which are necessary to apply for and obtain employment. Volunteers are trained as mentors in personal and social development by the program staff.

Estimated time	Each mini-workshop is 1 hour long.
Effective environment	As described
Limitations	Not being able to find enough volunteers to donate time or clothing

Evidence of effectiveness	Students' self-esteem improves; employment is secured.
Required materials	Instructor/volunteer to implement mini-workshops
Classroom arrangement	Not applicable
Source	Adapted from STRIDE Program, Crowder College, Neosho, Missouri
Cross reference	2.1, 3.1

Quality Indicator 6.1

Recognizing the Importance of Support Systems

Description

An adult learner's success is often dependent upon the kind of support he or she receives from significant others. This activity presents ways of helping learners recognize the need for support and identify ways to get support when it is lacking. Following are the steps for helping learners draw upon support systems:

1. Prior to the first session with adult learners, list on a flip chart or on an overhead transparency the following types of people who influence learners' participation in adult education programs:

Rooters	People who encourage learners
Constants	People who say they love the learner as he/she is and don't want him/her to change
Resources	People who assist the learners by providing services and information
Challengers	People who are critical evaluators, mentors, and role models who push the learner to progress even further and who suggest that even greater achievements are possible
Toxics	People who put the learner down and inhibit his/her efforts

2. Introduce and explain the types of people as noted on the list.

3. Draw the learners in small groups of five or six to discuss the prevalence of each type of person in their lives.

4. Still in the small groups, have learners describe the specific reactions of significant others in their return to school—e.g., jealousy, fear, etc.—and the effect it has on them, relative to their education.

5. Bring the class together into one unit and discuss ways you, other adult educators, and other learners can provide support to offset negative influences and increase their education success rate.

6. Suggest ways of involving significant others in the learner's education. Examples: orientation sessions, open house, visitors' days, and field trips.

7. Ensure that administrators and program directors support learners and address their needs.

Estimated time

45 minutes

Effective environment

The physical environment must be comfortable and cheerful to encourage personal sharing among learners.

Limitations

Learners must be receptive to sharing elements of their personal lives that have impact on their ability to succeed in the educational program.

Evidence of effectiveness

Learners will develop awareness of the influences that have an impact upon their educational success and take steps to draw upon support services available to them.

Required materials

Flip chart or overhead transparency and projector

Classroom arrangement

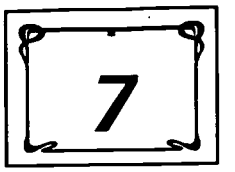
Chairs should be arranged around circular tables to accommodate five or six learners.

Source

Adapted from Lewis 1984, p. 73

Cross reference

5.1



Program Quality Indicator Area

Recruitment

Quality Indicator 7.1

Effective Combinations of Recruitment Strategies

Description

Recruitment to literacy programs is facilitated by using a combination of strategies. This activity engages learners in identifying strategies they believe will effectively recruit students to their programs. Following are the steps for leading learners to this outline.

1. Write the following list of recruitment methods on a flip chart:

   - Word of mouth
   - An annual recruitment campaign knocking on doors
   - Radio spots
   - Posters
   - Offering a variety of classes—pre-GED, GED, Read Better, etc.
   - Putting fliers in paycheck envelopes
   - Putting fliers in the bags at commodity food distribution
   - Sending information home with school children
   - Going into classrooms and talking about the program, stressing it is for nonreaders and people who want to improve their reading (or math)
   - Setting up a booth at the fair

2. Divide the learners into small groups. If relevant, divide the learners by the type of literacy program they facilitate, by the type of students they have in their typical literacy programs, or by another common denominator.

3. Have each group discuss the benefits of each method and why it is or is not an effective method for recruiting students to their programs.

4. After this general discussion, have each group select the three methods they believe to be most effective for recruitment.

5. Ask each group to develop one of the methods they selected for presentation to the other groups. For example, if radio spots is a selection, learners should write the radio spot. If flyers in paycheck envelopes is a selection, the learners should design the flyer.

6. Finally, have each group identify their three selected methods to the class and present what they developed for others to review.

Estimated time

45 minutes

Effective environment	The physical environment should be comfortable and well lit, with movable chairs and tables.
Limitations	Learners will need to have knowledge of their learner market.
Evidence of effectiveness	Learners will have more success in recruiting students to their programs.
Required materials	Flip chart
Classroom arrangement	Circular or small rectangular tables with four to five chairs placed around each
Source	Adapted from Bingman et al. 1990, p. 9
Cross reference	3.1

Quality Indicator 7.1

Recruitment to Small Group Literacy

Description

This activity focuses on strategies for moving learners from one-to-one tutoring to small group learning. The steps for recruiting interest in small group learning follow:

1. Hold an orientation session to bring together new and veteran learners.

2. Have the veteran small group learners speak to the one-to-one learners who are new to small group literacy sessions. Have them tell the benefits they have realized through small group learning.

3. Engage the veteran small group learners in a learning session typical to one of your classes and have new learners observe the learning process.

4. In conclusion, have all learners identify merits of small group learning and list these on the flip chart for review and discussion.

Estimated time	45 minutes
Effective environment	The physical environment should be spacious with movable chairs and tables, comfortable furniture, and good lighting.
Limitations	The program coordinator will need to have veteran participants interact with the new learners and recruit them to small group literacy.

Evidence of effectiveness	Learners will be enthusiastic about small group literacy and will participate in such programs.
Required materials	Flip chart
Classroom arrangement	Chairs could be arranged in a u-shape, circle, or semicircle to accommodate discussion.
Source	Adapted from Fretz 1993, p. 5
Cross reference	None

Quality Indicator 7.1

Tutor/Student and Student/Student Teams Visit Neighborhoods to Recruit New Learners

Description

In St. John's, Newfoundland, Canada, staff, tutors, and students decided to research why women from the local community had quit attending literacy classes. They agreed to form teams and set out into the local neighborhoods, going door to door to distribute materials and information about the program.

Before setting out on this venture, staff and students worked on a brochure that described their program from the students' viewpoint. They gathered bits of information from other students on their feelings about the program and how they felt their lives had improved since they began attending classes at the center. From this information, they created materials about the program that they believed reflected the opinions and feelings of the students who attended, including anecdotes and quotes in the students' own words. Location, types of classes, and their meeting times were included as well.

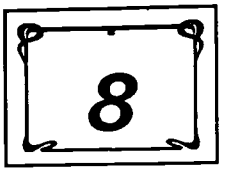
Pairs of students and/or tutors and students set out for local neighborhoods to talk with people and distribute information about the program. They also informally gathered information about the community, such as types of programs the people were interested in, convenient times and locations for classes, etc. This type of information helped to give the program a better understanding of the community's needs.

Estimated time	One day a week; 1-2 hours
Effective environment	Warm, informal, caring, supportive, informational
Limitations	Many tutors and students may not feel comfortable doing this; requires

	time commitment.
Evidence of effectiveness	Enrollment and involvement from local community increases.
Required materials	Tutors and students willing to donate time to do this; information about the program to leave with people
Classroom arrangement	Not applicable
Recommended plan for adapting the idea to Ohio	Tutor/student or student/student pairs should stay within neighborhoods with which they are familiar.
Source	Adapted from Ennis 1994, pp. 72-83
Cross reference	3.1

Quality Indicator 7.1	**Using the Media to Increase Public Awareness of Educational Opportunities**
Description	This activity focuses on ways to promote adult education programs and recruit program participants. The following steps describe the use of media as a means of recruitment. 1. Divide the class into two groups. 2. Have group 1 compile a list of directories of public service information and the telephone numbers of the agencies noted on the list. 3. Have group 2 compile a list of local and area news sources and their local telephone numbers and addresses. 4. Finally, have learners obtain from the agency or news source the name of the person who is responsible for public relations. 5. Discuss in class the importance of maintaining contact with these agencies and news information sources.
Estimated time	35 minutes
Effective environment	The physical environment should be well lit for reading telephone books/directories and contain at least two telephones.

Limitations	Learners should have telephone and communication skills.
Evidence of effectiveness	Learners will maintain contact with the public relations directors of agencies and news sources to ensure that information about adult education programs is promoted.
Required materials	Telephone books, agency directories
Classroom arrangement	Chairs should be arranged around two rectangular tables.
Source	Adapted from Greater Pittsburgh Literacy Council 1994, p. 6
Cross reference	3.1



Program Quality Indicator Area

Retention

Quality Indicator 8.1

Description

Developing Learner Confidence

This activity is designed to help learners better understand that learning deficiencies are not the sole cause of illiteracy. The following steps of this activity will help you lead learners to a new awareness of ways to overcome obstacles to learning.

1. Distribute copies of Susan's Story (see next page).

2. Explain the concept of a problem tree, demonstrating its growth by drawing on a flip chart or chalk board. Explain that the "problem" tree starts with one problem or question which is the trunk of the tree. (Write the problem at the trunk of the tree you draw, e.g., Why Can't Susan Read?)

3. Ask the class to give ideas about why Susan can't read and have each answer become a tree branch. If an answer leads to another question, continue up the branch of the tree until all the questions have been answered. Example:

   Branch 1: Susan didn't like school. Why?
   Up the branch: People laughed at her. Why?
   Up the branch: Because Susan couldn't read. Why?
   Up the branch: Because the teacher didn't help her? Why?
   And so forth until the questions are answered.
   Branch 2: Another answer to Why Susan Can't Read? Example:
   Susan's mother was too busy to help her.

4. Lead the class to summarize the main reasons why Susan can't read by reviewing the statements at the trunk of the tree, at the beginning of the branches.

5. Have learners reflect on these reasons by asking them what they think Susan might believe to be the reasons why she can't read? Do they think Susan would recognize factors that interfered with her learning? Who might Susan blame for her illiteracy? Why?

6. Next, ask the learners to reflect on reasons why they can't read and if those reasons are similar to Susan's. Ensure that every learner has a chance to give their input to the discussion.

7. Ask the class to think about why some of the conditions that present obstacles exist (parents too busy, overcrowded schools, non-English-speaking parents) and how these conditions could change in the future.

Estimated time	1 hour
Effective environment	The physical environment should be comfortable and have good lighting.
Limitations	Learners must be open to discussing life situations that may be their own.
Evidence of effectiveness	Learners, being more aware of the obstacles to their own learning, will gain confidence that they can learn and, therefore, will remain in the program.
Required materials	Susan's story; flip chart with paper
Classroom arrangement	Chairs should be arranged in a circle or U-shape to encourage discussion among learners.
Source	Adapted from Gillespie et al. 1990, p. 11
Cross reference	4.1

Susan's Story

Susan was born in a mill town in Massachusetts. Her mother was 16 years old when she was born. Her mother and her father worked at the mill. Her mother worked days. Her father worked nights. Susan had two little brothers. When Susan was five her father died. Her mother had to quit work. She had to take care of the children.

Susan started school the next year. She didn't like school. She didn't like to read out loud. The other kids laughed at her. She liked to be at home. She liked to help her mother.

The classes were very big. Susan was quiet. No one knew she couldn't read. Her teachers didn't know. Her mother didn't know. She was embarrassed to say anything. No one had the time to help her. She began to think she wasn't as smart as she should be. As soon as she could, she quit school. She got a job. The money helped her mother.

When Susan was 16 she got married. Soon she had her own little girl. When her little girl was 8 years old, she found out her mother couldn't read. "Mommy, why can't you read?" she asked. Susan didn't know what to say.

Why do you think Susan can't read?

Gillespie et al. 1990, p. 11

Quality Indicator 8.1

Implementing Retention Strategies

Description

Literacy students typically have life situations that have made it difficult to maintain their education. Because of this, dropout rates can be high. This activity focuses on techniques for retaining students and leads students through the following steps for implementing those techniques:

1. Write each of the following retention strategies on a separate piece of paper. (You may add others to this list to make sure there is one strategy for each learner.)

   - Use constant phone calling. Call if a student misses more than one class.
   - Put the responsibility for attending class and learning on the student.
   - Develop a sense of responsibility to the group of students.
   - Make sure students know they are welcome to come back if they miss class.
   - Let students know that if they have a problem you will be glad to help them work it out.
   - Introduce no guilt into the classroom. Let students know that we are all equal and that each of them is important.
   - Be positive about group literacy from the very first contact with students.
   - Have lots of participation, playtime, covered dish dinners, contests, and games.

2. Have each learner draw one slip of paper and read the strategy noted on it.

3. Divide the class into groups of 5 learners.

4. Have each learner in the group demonstrate for the other group members the way he/she would implement the strategy. For example, the learner that draws "phone calling" would have to role play making the call and talking to the student.

5. Once the individual group demonstrations are complete, have each group select one of their group's demonstrations to present to the rest of the class.

6. Following all the demonstrations, have the class discuss the positive aspects of the demonstrated retention strategies and recommend ways to improve (or keep as is) the implementations of those strategies.

Estimated time	Two 30-minute sessions
Effective environment	The physical environment should be comfortable and have movable tables and chairs.
Limitations	Learners will need to have a basic level of communication skills or will need tutoring to complete this activity.
Evidence of effectiveness	Learners will maintain better contact with their students and establish rapport with them.
Required materials	Paper, pen/pencil to make up separate slips of paper for each strategy.
Classroom arrangement	Chair should be movable to accommodate arrangement in small groups.
Source	Adapted from Bingman et al. 1990, p. 10
Cross reference	None

Quality Indicator 8.1

Inner Networks: Coping and Change

Description

When adults show up for literacy classes, it is likely that they are venturing outside of their inner networks; this can have significant consequences for everyone. It is also possible that this aspect will affect their level of attendance.

By the end of this activity, students will be able to describe inner networks and outer networks as well as the impact of participation in a literacy class with the theme of student networks.

Ask students upon whom they depend to help them with tasks in their lives; this may include caring for children, fixing the car, doing errands, etc. Make a list on the blackboard or flip chart of all the people who help them out.

Make another list of all the things they do to help other people—their areas of knowledge, the skills they offer, and the tasks they do (such as grocery shopping, driving someone to work in the morning, cleaning the house).

Hand out a blank sheet of paper. Tell students to write their names in the center of the sheet and draw a circle around it.

Ask students to think about their returning to school to learn how to read and write better. Ask them to think about how their life was before they returned to school—who did they have consistent, face-to-face contact with, who depended on them, and on whom they depended.

Ask them to draw a line out from their name in the center and write the name of a person who was important in their life at the end of line; draw a circle around that name. (If students are unable to write the person's name, they may draw a picture of him/her.) Keep doing that, drawing more lines, writing names, and drawing circles for all of the important people in their life before they returned to school.

Ask students: think about your relationship with each person whose name is in a circle. Draw a line from each name and list the activities you did with them, the kinds of things you depended on each other for, how much time you spent together. This "cluster" illustrates your inner network before you returned to school.

Now ask students to do the same thing, this time describing their networks at present, after they started coming to school. They may add some new names and delete others.

Students should use their own terminology about the important people who affect their lives; they may talk about extended families, friends, co-workers as their support group. Bridge these expressions to inner and outer networks after the students have expressed their own meaning.

Now discuss how relationships changed from the first cluster to the second.

- How did relationships change?
- How did people involved in their networks respond?
- How do they feel when someone involved in their network makes a major change?
- How are they coping with people's responses to their changing?
- Do they have ideas to help each other?
- Are there ways that the class can help with difficult relationships, difficult times?
- Are there things that the students have learned from this discussion that help them understand the changes in their relationships better? Or help them feel better able to cope with change?

You may want to check with students from time to time about how their friends and family are dealing with their changes; following this exercise, such discussion may become a regular class activity. Students may want to write about their feelings and the changes they expect in

their inner networks; this piece of writing can be saved and revisited at a later date. The theme of relationships and literacy can be ongoing in your class discussions, writing, and reading. When students are able to share their feelings and experiences with other students who may be facing similar situations, they gain confidence in themselves and their ability to manage their lives.

Estimated time	2 hours
How method is used in native country or state	As described; also used in staff development with teachers
Effective environment	Warm, informal; learner centered
Limitations	At first, some students may be unwilling to open up.
Evidence of effectiveness	Students will feel more comfortable with new surroundings; attendance rate will be steady.
Required materials	Paper, pens, easel, markers
Classroom arrangement	Around a table or desks in a circle.
Source	Adapted from King et al. 1993, pp. I-7 to I-12
Cross reference	1.2, 5.1, 6.1

Quality Indicator 8.1

Reinforcing Accomplishments of Learners

Description

Reinforcement of ongoing learning leads participants in literacy programs to feel a sense of accomplishment for their efforts. This activity is designed to highlight for learners the progress they are making as a means of retaining their motivation and interest in the program. The steps for this activity are as follows:

1. Write the word "Accomplishments" on one page of a flip chart.
2. Draw a vertical line under the word to divide the page in half.
3. On one side of the line, write "What I Learned in Class." On the other side, write "How the Learning Helped Me in My Daily Life."

Or, explain the headings and write "Learned in Class" and "Used in Life."

4. Ask learners to tell their accomplishments by listing their perceptions of learning under each of the headings.

5. Copy the information and give a copy to each learner.

6. Repeat this activity once a week so learners will be able to see the progress they are making and feel a sense of accomplishment.

Estimated time

30 minutes

Effective environment

The physical environment should accommodate large group discussion.

Limitations

Learners will have to be making some progress in their learning to have something to record under the two headings.

Evidence of effectiveness

Learners will develop a greater feeling of self-worth and accomplishments and be able to verbalize what they have learned and how that knowledge is helping them in life.

Required materials

Flip chart

Classroom arrangement

Chairs may be arranged in classroom style or to form a U-shape

Source

Adapted from Nash et al. 1992, p. 39

Cross reference

4.1

Quality Indicator 8.1

Using Student Orientation as a Means for Student Retention

Description

As a means to retain students, Knox County ABE in Tennessee implemented an orientation program consisting of a panel of students who talk to the new incoming students about expectations, goals, barriers, etc. Incoming students are required to attend orientation before they are assigned to a class or a tutor. Orientation is held once a month.

The panel of students begins by talking about what school was like for them and how they've worked through some of the problems they previously had with school. They are there to help the new students work

through some of the same problems that they have been faced with in returning to school. The panel is open to questions from the new students, with each panel member giving his/her input.

The panel discusses the 21-day study habit and suggests that each new student try it. They also discuss the buddy system that is used at Knox County ABE; at orientation, each new student is paired up with a student from the panel, giving the new student a contact person at school. Many students say they like this type of orientation, and it has kept them from dropping out.

Refreshments are served at the end of the meeting, and key chains are given to each participant.

Estimated time

2 hours

Limitations

Students are not allowed to attend classes until they have attended orientation; this may keep some students from attending.

Evidence of effectiveness

Higher attendance rate; students using buddy system; students volunteering to be on orientation panel

Required materials

Refreshments; something to give to the students who attend (e.g., a key chain)

Classroom arrangement

Not applicable

Source

Adapted from personal interview and site visit with Jane Cody, Project Coordinator, Knox County ABE, Knoxville, Tennessee

Cross reference

7.1

Index

Reference	Quality Indicator	Adaptability Code	Used
Fretz 1993	3.1, 4.1, 7.1	B	
	8.1	B	*
Fulton 1988	2.1	C	*
Gaber-Katz and Watson 1991	7.1	A	
Gillespie et al. 1990	1.1, 1.2, 2.1, 8.1	A	*
	5.1	A	
Greater Pittsburgh Literacy Council 1994	6.1, 7.1	A	*
Grubaugh 1984	1.1	C	
Hancock 1993	1.2	A	
Hay 1992	1.1	B	
Holt 1994	3.1, 5.1	B	*
Hornberger 1987	8.1	B	
Horton and Freire 1991	2.1	C	
Hudson River Center 1993	1.2	A	*
Huerta-Macias 1992	1.2	A	*
Imel et al. 1994	1.1, 2.1	A	*
	4.1	A	
Indiana University 1982	7.1	C	
Ivers 1994	7.1	C	
Jensen 1992	6.1	C	
Jurmo 1989	5.1	A	
King et al. 1993	5.1, 8.1	A	*
Koehler and Dean 1994	5.1	B	*
Krater et al. 1994	4.1	B	
Krawiec 1994	2.1	A	

Reference	Quality Indicator	Adaptability Code	Used
Ladson-Billings 1992	4.1	A	
LeViness 1995	1.1	A	*
Lewis 1984	6.1	C	*
Lewis and Gaventa 1990	3.1	B	*
Lloyd et al. 1994a,b	2.1	A	*
McCarty 1989	3.1	B	
Mikulecky 1989	5.1	A	
Morganthaler 1993	2.1	A	*
Nash et al. 1992	1.2, 3.1, 8.1	A	*
	4.1, 5.1	A	
Neuman and Gallagher 1994	6.1	A	
Nixon-Ponder 1995	8.1	A	
Ochoa 1984	1.2	C	
Ogbu 1991	7.1	C	
Olivares 1993	1.1	A	
Peck et al. 1994	6.1	B	
Prather 1993	8.1	B	
Ramirez 1992	1.3	B	
Rance-Roney and Ditmars 1994	5.1	A	
Ruiz 1991	4.1	C	
Schaafsma 1993	3.1	B	
Shade 1994	7.1	B	
Shor 1992	4.1	C	
Smith 1990	1.2	B	
Stasz 1994	1.2	A	

Reference	Quality Indicator	Adaptability Code	Used
STRIDE Program n.d.	6.1	A	*
Sutcliffe 1994	3.1	B	
	4.1	B	*
Taylor and Dorsey-Gaines 1988	6.1	B	
Thomas, B. 1994	6.1	A	*
Thomas, L. 1994	4.1	A	*
Voss 1992	1.2	A	
Wallerstein 1983	8.1	A	
Wallerstein 1987	8.1	A	
Walter 1995	4.1	A	*
Weinstein-Shr 1990	7.1	A	
Weis 1991	6.1	B	
White and Merrifield 1990	5.1	B	
Winfield 1991	5.1	B	
Young and Padilla 1990	3.1	A	*

References

Adult Literacy and Basic Skills Unit. ***Working Together—An Approach to Functional Literacy, 3rd ed.*** London, England: Adult Literacy and Basic Skills Unit, 1987. (ERIC Document Reproduction Service No. ED 281 056)

Au, K. H., and Kawakami, A. J. "Cultural Congruence in Instruction." In ***Teaching Diverse Populations: Formulating a Knowledge Base***, edited by E. R. Hollins, J. E. King, and W. C. Hayman, pp. 5-23. Albany: State University of New York Press.

Auerbach, E. "Toward a Social-Contextual Approach to Family Literacy." ***Harvard Education Review*** 9, no. 2, (May 1989): 165-181.

Bergman-Illnik, J. "Charting the Woman-Positive Ripples—A Journal of Discovery." In ***Women in Literacy Speak***, edited by. B. Lloyd, pp. 106-121. Toronto: Canadian Congress for Learning Opportunities for Women, 1994.

Bingman, M.; Merrifield, J.; White, C.; and White, L. ***A Teacher in A Different Way: Group Literacy Instruction in Tennessee.*** Knoxville: Center for Literacy Studies, University of Tennessee, 1990. (ERIC Document Reproduction Service No. ED 326 672)

Bloem, P. L., and Padak, N., comps. ***Recommended Trade Books for Adult Literacy Programs: Annotated Bibliography with Teaching Suggestions.*** Kent: Ohio Literacy Resource Center, Kent State University, 1995. (ERIC Document Reproduction Service No. ED 381 672)

Bowes, S. "Self-Directed Staff Development for ABE Teachers." ***Adult Literacy and Basic Education*** 8, no. 3 (1984): 147-154.

Brooks, C., ed. ***Tapping the Potential: English and Language Arts for the Black Learner.*** Urbana, IL: National Council of Teachers of English, 1985. (ERIC Document Reproduction Service No. ED 252 886)

Carmack, N. A. "Women and Illiteracy: The Need for Gender Specific Programming in Literacy Education." ***Adult Basic Education*** 2, no. 3 (Fall 1992): 176-194.

Clarke, M. ***Discovering a Respect: A Handbook for Student-Directed Group Learning.*** Seattle, WA: Goodwill Literacy Adult Learning Center, 1991. (ERIC Document Reproduction Service No. ED 355 346)

Cody, J. Program Coordinator, Knox County ABE, Knoxville, Tennessee. Personal interview and site visit, May 1994.

Conti, G., and Fellenz, R. "Stimulating Discussions with Agree/Disagree Statements and Expanding Groups." ***Adult Literacy and Basic Education*** 12, no. 1 (1988): insert.

Crandall, D.; Lerche, R.; and Marchilonis, B. ***Guidebook for Effective Literacy Practice: 1983-1984.*** Andover, MA: The Network, Inc.; San Francisco: Far West Laboratory for Educational Research and Development, 1984. (ERIC Document Reproduction Service No. ED 253 776))

Curtis, L. R. ***Literacy for Social Change***. Syracuse, NY: New Readers Press, 1990.

Draves, W. ***Energizing the Learning Environment.*** Manhattan, KS: Learning Resources Network, 1995.

Drennon, C. ***Inquiry and Action: A Plan for Adult Education Staff and Professional Development in Virginia.*** Richmond: Adult Education Centers for Professional Development, Virginia Commonwealth University, 1993. (ERIC Document Reproduction Service No. ED 372 237)

Dueck, G. ***Picture Peer Partner Learning: Students Learning from and with Each Other: Instructional Strategies Series No. 10.*** Regina, Saskatchewan: University of Regina, 1993. (ERIC Document Reproduction Service No. ED 360 308)

Ennis, F. "Uncovering Fear and Isolation in Rabbittown: A Woman-Positive Literacy Project." In ***Women in Literacy Speak***, edited by B. Lloyd, pp. 73-83. Toronto: Canadian Congress for Learning Opportunities for Women, 1994.

Erickson, L. G. ***Supervision of Literacy Programs: Teachers as Grass-roots Change Agents.*** Boston: Allyn and Bacon, 1995.

Fingeret, H. A. ***Adult Literacy Education: Current and Future Directions—An Update. Information Series no. 355***. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment,

The Ohio State University, 1992. (ERIC Document Reproduction Service No. ED 354 391)

Forlizzi, L.; Carman, P.; and Askov, E. ***Project Lifelong Learning: For the Workplace.*** University Park: Institute for the Study of Adult Literacy, The Pennsylvania State University, 1992. (ERIC Document Reproduction Service No. ED 357 241)

Fretz, B. ***Delivering Small Group Literacy: A Model.*** Waterloo, Ontario, Canada: Core Literacy Waterloo Region, Inc., 1993. (ERIC Document Reproduction Service No. ED 364 660)

Fulton, R. "Ideas from ERIC: The Physical Environment in Adult Learning." ***Adult Literacy and Basic Education*** 12, no. 1 (1988): 48-54.

Gaber-Katz, E., and Watson, G. M. ***The Land that We Dream of . . .: A Participatory Study of Community-Based Literacy.*** Toronto: Ontario Institute for Studies in Education Press, 1991.

Gillespie, M. et al. ***Many Literacies: Models for Training Adult Beginning Readers and Tutors.*** Amherst: University of Massachusetts, 1990. (ERIC Document Reproduction Service No. ED 324 463)

Greater Pittsburgh Literacy Council. ***A Written Recruitment Plan for ABE/Literacy Programs.*** Pittsburgh, PA: Greater Pittsburgh Literacy Council, 1994. (ERIC Document Reproduction Service No. ED 376 371)

Grubaugh, S. "User Friendly Materials for ABE and GED Students." ***Adult Literacy and Basic Education*** 8, no. 1 (1984): 21-25.

Hancock, M. R. "Character Journals: Initiating Involvement and Identification through Literature." ***Journal of Reading*** 37, no. 1 (September 1993): 42-50.

Hay, C. "An Open Door to Mathematics." ***Adult Literacy and Basic Skills Unit*** no. 44 (Winter 1992): 7.

Holt, D. ***Assessing Success in Family Literacy Projects.*** Washington, DC: Adjunct ERIC Clearinghouse for ESL Literacy Education, Center for Applied Linguistics, 1994. (ERIC Document Reproduction Service No. ED 375 688)

Hornberger, N. "Schooltime, Classtime, and Academic Learning Time in Rural Highland Puno, Peru." ***Anthropology and Education Quarterly*** 18, no. 3 (September 1987): 207-221.

Horton, M., and Freire, P. ***We Make the Road by Walking: Conversations on Education and Social Change***. Philadelphia: Temple University Press, 1990.

Hudson River Center for Program Development. ***Health Care Resources: You Are the Consumer. Health Promotion for Adult Literacy Students: An Empowering Approach.*** Glenmont, NY: Hudson River Center for Program Development, 1993. (ERIC Document Reproduction Service No. ED 362 760)

Huerta-Macias, A. "Resolving Family Conflicts." In ***Bringing Literacy to Life: Issues and Options in Adult ESL Literacy***, edited by H. S. Wrigley and G. J. A. Guth, pp. 239-244. San Diego, CA: Dominie Press, Inc., 1992. (ERIC Document Reproduction Service No. ED 348 896)

Imel, S.; Kerka, S.; and Pritz, S. ***More than the Sum of the Parts.*** Columbus: Center on Education and Training for Employment, The Ohio State University, 1994. (ERIC Document Reproduction Service No. ED 368 905)

Indiana University School of Education. ***Viewpoints in Teaching and Learning*** 58, no. 4 (1982).

Ivers, G. H. "Change in Mexico: Women's Literacy a Peaceful Problem-Solving Tool." ***Literacy Advocate***, Spring 1994, p. 1.

Jensen, L. "Amazonia without Myths: Who Cares for the Mothers?" ***Choices, the Human Development Magazine*** 1, no. 2 (1992): 4-12.

Jurmo, P. "Instruction and Management: Where Participatory Theory Is Put into Practice." In ***Participatory Literacy Education***, edited by H. A. Fingeret and P. Jurmo, pp. 29-35. San Francisco: Jossey-Bass, 1989.

King, J.; Estes, J. M.; Fingeret, H.; and McCullough, P. ***It Brought a Richness to Me: A Resource Manual for Participatory Literacy Practitioners***. Durham, NC: Literacy South, 1993.

Koehler, S., and Dean, P. ***Monitoring Student Progress. Study of ABE/ESL Instructor Training Approaches.*** Washington, DC: Pelavin Associates, Inc., 1994. (ERIC Document Reproduction Service No. ED 368 945)

Krater, J.; Zeni, J.; and Cason, N. D. ***Mirror Images: Teaching Writing in Black and White***. Portsmouth, NH: Heinemann, 1994.

Krawiec, R. ***VOICES: A Creative Community Sharing Strength and Wisdom through Writing***. Raleigh, NC: 1994.

Ladson-Billings, G. "Reading between the Lines and beyond the Pages: A Culturally Relevant Approach to Literacy Teaching." ***Theory into Practice*** 31, no. 4 (Fall 1992): 312-320.

LeViness, E. "Write-On!" ***Pathways: Georgia Literacy Resource Center Newsletter*** 2, no. 4 (1995): 9.

Lewis, L. "Support Systems: An Essential Ingredient for High Risk Students." ***Adult Literacy and Basic Education*** 8, no. 2 (1984): 73-79.

Lewis, H., and Gaventa, J. ***Participatory Education and Grassroots Development: Current Experiences in Appalachia, USA***. New Market, TN: Highlander Research and Education Center, 1990.

Lloyd, B.; Ennis, F.; and Atkinson, T. ***Women in Literacy Speak: The Power of Woman-Positive Literacy Work***. Toronto: Canadian Congress for Learning Opportunities for Women, 1994.

Lloyd, B.; Ennis, F.; and Atkinson, T. ***The Power of Woman-Positive Literacy Work: Program-Based Action Research***. Toronto: Canadian Congress for Learning Opportunities for Women, 1994.

McCarty, T. L. "School as Community: The Rough Rock Demonstration." ***Harvard Educational Review*** 59, no. 4 (November 1989): 484-503.

Mikulecky, L. "Real-world Literacy Demands: How They've Changed and What Teachers Can Do." In ***Content Area Reading and Learning: Instructional Strategies***, edited by D. Lapp, J. Flood, and N. Farnan, pp. 123-136. Englewood Cliffs, NJ: Prentice Hall, 1989.

Morganthaler, S. "Adult New Readers Get 'A Feel for Books.'" ***Journal of Reading*** 36, no. 7 (1993): 570-571.

Nash, A.; Cason, A.; Rhum, M.; McGrail, L.; and Gomez-Sanford, R. ***Talking Shop***. Washington, DC: Center for Applied Linguistics, 1992. (ERIC Document Reproduction Service No. ED 356 687)

Neuman, S. G., and Gallagher, P. "Joining together in Literacy Learning: Teenage Mothers and Children." ***Reading Research Quarterly*** 29, no. 4 (1994): 383-401.

Nixon-Ponder, S. "Using Problem-Posing Dialogue in Adult Literacy Education." ***Adult Learning***, forthcoming.

Ochoa, R. "From Theory to Practice: Identifying Stress in Adult Learners." ***Adult Literacy and Basic Education*** 8, no. 3 (1984): insert.

Ogbu, J. U. "Immigrant and Involuntary Minorities in Comparative Perspective." In ***Minority Status and Schooling***, edited by M. Gibson and J. U. Ogbu, pp. 3-33. New York: Garland Publishing, 1991.

Olivares, R. A. ***Using the Newspaper to Teach ESL Learners.*** Newark, DE: International Reading Association, 1993. (ERIC Document Reproduction Service No. ED 357 376)

Peck, W. C.; Flower, L.; and Higgins, L. ***Community Literacy***. Pittsburgh: Carnegie Mellon University, 1994.

Prather, C. J. ***Primary Education for All: Learning from the BRAC Experience—A Case Study***. Washington, DC: U.S. Agency for International Development, 1993.

Ramirez, S. "Teachers as Facilitator: Preserving the Multi-Level ESL Classroom." ***Adult Learning*** 3, no. 6 (April 1992): 19-20.

Rance-Roney, J. A., and Ditmars, J. W. ***How Adults Read: A Staff Development Curriculum***. Lancaster, PA: New Educational Projects, 1994. (ERIC Document Reproduction Service No. ED 376 352)

Ruiz, R. "The Empowerment of Language-Minority Students." In ***Empowerment through Multicultural Education***, edited by. C. E. Sleeter, pp. 217-227. Albany: State University of New York Press, 1991.

Schaafsma, D. ***Eating on the Street: Teaching Literacy in a Multicultural Society***. Pittsburgh: University of Pittsburgh Press, 1993.

Shade, B. J. "Understanding the African-American Learner." In ***Teaching Diverse Populations: Formulating a Knowledge Base***, edited by E. R. Hollins, J. E. King, and W. C. Hayman, pp. 5-23. Albany: State University of New York Press, 1994.

Shor, I. ***Empowering Education: Critical Teaching for Social Change***. Chicago: University of Chicago Press, 1992.

Smith, B. ***HIV Education for Adult Literacy Students: A Guide for Teachers.*** Glenmont, NY: Hudson River Center for Program Development, Inc., 1990. (ERIC Document Reproduction Service No. ED 345 006)

Stasz, B. "'Keepers of Stories' Would Pair West Bank Students, Women." ***Foresight*** 5, no. 1 (1994): 3.

STRIDE Program for Literacy. Neosho, MO: Crowder College.

Sutcliffe, J. ***Teaching Basic Skills to Adults with Learning Difficulties.*** London: Adult Literacy and Basic Skills Unit, 1994. (ERIC Document Reproduction Service No. ED 377 341)

Taylor, D., and Dorsey-Gaines, C. ***Growing up Literate: Learning from Inner City Families***. Portsmouth, NH: Heinemann, 1988.

Thomas, B. Program Coordinator, Union County ABE, Maynardsville, Tennessee. Personal interview and site visit, May 1994.

Thomas, L. "Openings." In ***Institute Journal: Teaching Leaders/ Leading Teachers***, pp. 41-44. New York: Literacy Assistance Center, 1994.

Voss, C. ***Lessons from our Past: A Multicultural Approach to Recent American History***. Philadelphia: Lutheran Settlement House Women's Program, 1992.

Wallerstein, N. "The Teaching Approach of Paulo Freire." In ***Methods that Work: A Smorgasbord of Ideas for Language Teachers***, edited by J. W. Oller and P. A. Richard-Amato, pp. 190-213. Rowley, MA: Newbury House, 1983.

Wallerstein, N. "Problem-Posing Education: Freire's Method for Transformation." In ***Freire for the Classroom: A Sourcebook for Liberatory Teaching***, edited by I. Shor, pp. 33-44. Portsmouth, NH: Boynton/Cook/Heinemann, 1987.

Walter, S. "Integrated Language Arts Packages: Tools for Thematic Teaching and Learning." ***Literacy Update*** 4, no. 7 (May 1995): 2.

Weinstein-Shr, G. "From Problem-Solving to Celebration: Discovering and Creating Meaning through Literacy." *TESL Talk* 20, no. 1 (1990): 68-88.

Weis, L. "Disempowering White Working-Class Females: The Role of the High School." In ***Empowerment through Multicultural Education***, edited by C. E. Sleeter, pp. 95-120. Albany: State University of New York Press, 1991.

White, C., and Merrifield, J. ***A Foot in the Door: Rural Communities Involved in Educational Change***. Knoxville Center for Literacy Studies, University of Tennessee, 1990. (ERIC Document Reproduction Service No. ED 332 841)

Winfield, L. F. "Resilience, Schooling, and Development in African-American Youth: A Conceptual Framework." ***Education and Urban Society*** 24, no. 1 (1991): 5-14.

Young, E., and Padilla, M. "Mujeres Unidas en Accion: A Popular Education Process." ***Harvard Educational Review*** 60, no. 1 (February 1990): 1-18.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

NOTICE

REPRODUCTION BASIS

☒ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").