

Watsonville/Aptos Adult Education News and Views



"If you have come here to help me, then you are wasting your time...But if you have come because your liberation is bound up with mine, then let us work together."—Lila Watson, Australian aboriginal educator and activist



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The Issue of Common Resolve

Jan. 16, 2006

Coaches' Corner

(With Cathy Jo Diaz and Molly Rose)

Happy New Year! It's time to get back to teaching and thinking of new ideas!

Here are some ideas provided by teachers at our December PDRT. When thinking about these ideas and how to apply them in your own teaching, make sure to think of them as part of a larger, cohesive lesson plan - WIPPEA. Our students' feedback has told us that they want lessons that build from one skill to the next. And, one of the great things about these ideas from teachers is that they can be modified for any theme and any level. So, think of these ideas not as "Lesson Plans in a Vacuum", but instead "Tried and True Cool Ideas from Teachers that I Can Modify to Fit My Own Instruction!"

From Marta Bechhoefer (Freedom School) – Chalk Talks

Create a small story that can be told in three parts with pictures. Draw the simple stick-figure drawings on the board and practice. The pictures serve as a reminder for students of the phrases. For example, I do my laundry two times a week. (Draw a person, some clothes, a washer, and a weeklong calendar with two days checked.) Students practice each part of the sentence aloud beginning with the final word or phrase (First, "Two days a week", then "laundry two days a week", then "I do my laundry two times a week.") Students can practice the conversations in groups or write them out. Marta recommends stories about things in the students' lives. She says this gives the students the words to talk about things they really need to say! **Thanks, Marta!**

Paradise Gray (Green Valley) - Picture Dictionaries

Paradise Gray - in his magical voice - shared with the group a brand-new, state-of-the-art picture dictionary, which he saw at a CATESOL conference. The dictionaries come with planners, dictionaries, and workbooks, all which match each other page for page. Ask Paradise to take a look at his sample copy and let your friendly director or assistant director what you think of them! And, while



Spanish Teacher (s?): More than ever we are looking to build our capacity to deliver instruction in Spanish. Note the recent ruling for the CDE that we can continue to offer Spanish GED instruction (emailed to all staff). There is an abbreviated version of a story on the issue in the Sentinel on page three. We'll eventually want to get a planning group together under the leadership of Michael Hillyer, but in the meantime we want to talk to more Spanish teachers

CathyJo and Natalie would like to formally invite each adult education staff member to participate in the planning of the "150th Years of Adult Education March celebration"! We would like to have as many staff members participate as possible (you know ... the more, the merrier!). The more help we have the better the celebration will be. Please join us in making this a fantastic celebration!

We will need help on the following committees:

- Refreshments
- Decorating
- Entertainment
- Publicity
- Activities/Events
- Program
- Welcoming & Greeting

you're at it, why not ask Paradise how to attend a CATESOL conference and what he got out of it? **Pretty nifty!**

From Pam Sexton (H.A. Hyde) – Choices and Degrees of Yes and No

Pam taught us a cool activity she uses to get students up and moving around. Write the word “yes” on one side of the board. On the other side of the room, write “no”. Then, ask your students questions and have them go to the side of the room based on their answer. For example, “Do you have black shoes? Do you have a white shirt?” Students move either to yes or no. Once the students understand the concept you can ask less obvious questions like, “Do you have children?” Or, “Do you like ice cream?” **Easy and fun with no prep!**

From Teresita Marchisello (Porter) – Letter Dictation

Teresita has solved the problem of students coming in late! Every morning, five minutes after the start of class, Teresita begins a dictation of words that are related to the day's topic of study. She spells the word twice and students write down the words. She does not discuss the word at this time, only the letters, and she does not repeat the words to latecomers. After she has given the list of words through dictation, she has the students spell the words back to her aloud. Next, she has the students write each of the words on the board. Only then does she discuss the meanings of the words. One of the best things about this activity, Teresita says, “It came from students' requests of wanting to know how to spell more words.” **What a great warm-up for whatever your day's plans!**

From Will Hendricks (Pajaro Middle School) – Comparison Cards

Will is the master of cards. At our December PDRT, Will introduced some cards he developed to teach comparatives and superlatives (long, longer, longest). He has a stack of cards all with three of the same picture, but with three different sizes of the picture (for example, a big cow, a bigger cow, and an even bigger cow). Students practice saying the comparisons aloud as he shows them the pictures. **Ask him to show them to you! Or, better yet, make copies for yourself!**

From Nan Beltran (Porter) – Line Questions

Nan got the teachers up and moving with her Line Questions activity. Nan wrote sample simple questions on three by five cards. Then she lined up the teachers facing each other in equal lines. Nan handed one line of teachers each a card and told us to ask our partner in the other line. After 30 seconds or so, the line with the questions handed the card to their partner and all stepped down one spot. The teacher at the beginning of the line rotated all the way to end of the same line. Then, the person now holding the card asked the question to his or her new partner. After the conversation, the card was passed, and the same line rotated. Thus, a new conversation happened with a new partner every 30 seconds! **A quick and easy way to get students moving and talking in a non-threatening atmosphere!**

From Lynne Cordova (Senior Center) and Dottie Smith (Porter) – Word Searches

Lynne shared how much her students like to use word finds in class and what a great vocabulary lesson they can be. **Ask Lynne for a sample of a word find in story form!**

Dottie Smith sent these directions for how to make your own custom word search online by entering your own list of words. Go to puzzlemaker.school.discovery.com You will see a box

with ÒTry Other PuzzlesÓ. Click on this and scroll down to ÒWord SearchÓ. Follow the prompts. **Thanks, Ladies, for a great idea and resource!**

Thanks to all those teachers who attended our most recent PDRT. Your great ideas, conversation, and commitment are inspiring! We have yet another new schedule for our remaining PDRTs (Sorry, we're learning!). January PDRTs will be as follows:

PM classes – Tuesday January 24, 2006 8:30-9:30pm, GV Room 6

Here's how to contact your friendly, neighborhood teacher coaches:

CathyJo Diaz 786-2100 #633 message, 728-6330 office, 750-7648 cell, cathyjo_diaz@pvusd.net Molly Rose 786-9068 home, molly_rose@pvusd.net

January 15, 2006

Watsonville

Spanish language instruction in adult education will continue

By TOM RAGAN

SENTINEL STAFF WRITER

WATSONVILLE – The California Department of Education announced this week that adult education classes across the state may continue to teach in Spanish, somewhat of an ambiguous subject since the passage of Proposition 227 in 1998.

The proposition outlawed Spanish instruction in public schools, unless parents signed waivers and acknowledged that they wanted their children to be taught in Spanish.

Left in the lurch since the proposition's passage were adult education classes, which nevertheless continued Spanish instruction until notified otherwise by the state.

The good news came this week in a decision that said the adult education system was entirely separate from the public school system with regard to curriculum mandates.

Bob Harper, director of adult education for Watsonville/Aptos Adult Education, said he was pleased with the long-awaited decision – and relieved.

With roughly 9,000 students and 40 sites across Santa Cruz County, Harper said if Spanish wasn't allowed, many of the students would suffer.

He said 65 percent of the students are learning English in the adult education system, which is a service of the Pajaro Valley Unified School District.

And roughly 200 students a year earn their GED in Spanish.

Take away Spanish, he said, and you take away a lot of opportunity.

"The truth is," he said, "35 percent of the residents in Watsonville don't have an eighth-grade education, and 50 percent of the residents in Watsonville don't have a high school diploma, and nearly all of them speak Spanish."

That's where adult education comes into play. It teaches students in both English and Spanish, providing them a variety of classes in both languages, but most importantly helps some of the Spanish-speaking children in the Pajaro Valley to get their GEDs in Spanish so



WAAE Calendar

*Career and Technical Education
Department Meeting*

*Tuesday, January, 17, 4:00 to 5:00 p.m. One-Stop
(18 W. Beach Street, Computer Lab 2) Snacks will be provided*

Topics will include:

the current trends in Adult Ed vs. ROP

CTE funding trends

Adult Ed credential issues

Some great career websites

March Celebration Planning Meeting

(All are welcomed, all are needed!)

Tuesday, January 17

School Council

Wednesday, January 18, 4:00-6:00 p.m., Porter

Lifelong Learning Department Meeting

Tuesday, January 24, 4:00-5:00, Green Valley

Professional Development Released Time

Tuesday, January 24, 8:30-9:30, Green Valley Rm 6

Community Advisory Council

Wednesday, February 8, 10:30 a.m. - noon

Career and Technical Education at WAAE, County Job Market Outlook

150th Anniversary of California Public Adult Education

WAAE Celebration

Saturday, March 11, 8:00-noon, Green Valley

el·lip·sis . . .

n. pl. **el·lip·ses** (-s z)

The omission of a word or phrase necessary for a complete syntactical construction but not necessary for understanding.

...as you've heard frequently in the last few years... improving information flow in our programs and offices has been a high priority... it is one of seven strategic action plans that we return to again and again in our School Council and other discussions... in addition to the dates in News and Views Calendar we are going to put a calendar online... your ideas and input are asked for... talk to Nat or Marilyn...