



# Watsonville/Aptos Adult Education **News and Views**

*Through others, we become ourselves.*

*L. S. Vygotsky*



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The Instructional Issue

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## **Coaches Corner** **by Molly Rose and Cathy Jo Diaz**

### **Greetings Fellow Teachers!**

Welcome to a new column brought to you by Cathy Jo Diaz and Molly Rose, the **Teacher Coaches here at WAAE**. We hope, in this column, to provide useful information, advice from ourselves and your peers, and most importantly a chance for you to think and talk about teaching with others who think and talk about teaching.

**If you have any ideas, comments, or questions you'd like to see in the column, please e-mail me at [molly\\_rose@pvusd.net](mailto:molly_rose@pvusd.net).**

Cathy Jo and I are just finishing up our first week of **Professional Development Release Time (PDRT)**. This is the first time in WAAE, according to Bob, that we have had a chance for teachers to have **PAID time to discuss teaching with their peers**. It's been encouraging to see teachers having a chance to meet and learn from each other.

Several teachers brought their own ideas to share with the group. Here are some ideas you might want to try in your own classes!

**Tiffin Shirey** who teaches both beginning and intermediate ESL/CBET students at Green Valley showed us how she uses "I Spy" books with her intermediate students. For those not familiar with "I Spy", these are books with beautiful pictures chock full of common objects. According to Amazon.com "Readers locate the bright toys, games, party favors, sports equipment, and other childhood items that hide in blue shadows, on a shell-filled beach, behind keyholes, and in a whimsical nursery painting." In Tiffin's class, she sits students in  
(cont. on page 2)

## **Spring Schedule Being Built**

It seems like classes just began, but we are already starting to put together the Spring Schedule. Your department chair is putting together tentative proposed classes. Talk to your chair or Bob and Cynthia if you want to discuss a change or other concern. If you have ideas for the brochure, you must give them to Marilyn before Nov. 7.

### **EVALUATIONS FOR TEMPORARY TEACHERS**

**What you might like to  
think about in this  
process.**

Bob and Cynthia will be contacting the temporary/part time teachers to set up observations for evaluations. We will come in and observe your class and set up a time to meet afterwards to go over how you think the lesson went, what areas of growth you are working on and how you will attain this and so on. As you already know, we are focusing our professional development on number 12, 13, 14 and 8 of the 31 competencies in particular (these are in your handbook and on the website). We will certainly be looking for how the teachers are achieving these.

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## ***Coaches Corner (cont. from page 1)***

***by Molly Rose and Cathy Jo Diaz***

close groups with perhaps three students per book. As a student spies one of the objects, they naturally and with her help, use prepositions to describe where it is. For example, **“The nest is in the birdcage next to the white window and below the curtain.”** Tiffin says this activity is fun and encourages wonderful dialogue both about what students are supposed to find and also about the many other wonderful things they see in the pictures. It also is a great way to “do in” class what these adults (parents, siblings, aunts/uncles, grandparents) can “do” with the children in their lives. As we all know, our adult school students are the “role models” not only for their friends and family but also for the children in our community. Class sets of “I Spy Mystery” books are **available in Room 4 at the Green Valley Center**. Tiffin suggests taking 1 book for every 2-3 students. **Mariana Santana, (786-2100 # 282)** who has her office in Room 4, is very helpful in locating materials **for ALL ESL teachers**. While you’re there, take a look at the other class sets, games, videos, picture cards, and other cool stuff *waiting to be checked-out!*

**Peg Galli** from her morning ESL/CBET class at Freedom Elementary presented a **Cloze Activity** in which she typed a paragraph using some of the vocabulary and grammar the students had been studying throughout the week. Then, she removed certain key vocabulary. She typed these words at the top of the page so that students could see which words were missing. Students work together to complete the sentences and then read them aloud to each other. Or, the teacher could read the sentences aloud as a dictation and the students could fill in the missing words they hear. Afterwards, they could mingle to practice reading the sentences in pairs. This simple activity includes practice with reading, writing, speaking listening and interacting. It can be modified for any level or subject matter. The sample that Peg showed us was a paragraph about the students own lives. For example, “I \_\_\_\_\_ a student at Freedom Elementary School. I go to school \_\_\_\_\_ through \_\_\_\_\_ . “ In studying paragraphs about themselves, students will definitely be engaged and interested! Genius!

**Shirley Lopez** from her evening ESL/CBET class at Corralitos Creek shared a map she made of the area. She created it to have real language for her students that were studying about their **Community** from a chapter in **StandOut**. The students were practicing authentic phrases like, “Starbucks is next Straw hat Pizza, etc.” If you would like a copy, email her at **shirley\_lopez@pvusd.net**. It was very well done!!

**Will Llewellyn** is a brand-new teacher at Porter. He teaches a BL1-BL2 class in the evening. To **practice numbers and counting** in a fun and interactive way, Will had his students sing “99 Bottles of Coke on the Wall”. Easy and fun!

If there are any terms or descriptions above that are not clear to you, PLEASE, ask another teacher and/or CathyJo or myself to explain. Together we are a learning community!!!

And lastly, an interesting theoretical question from **Charles DeWald** who teaches at Porter at night asked, **“Does a teacher need to speak the learners’ language to be an effective teacher?”** What are your thoughts on the subject?  
(continued on next page)

## Coaches Corner

E-mail [molly\\_rose@pvusd.net](mailto:molly_rose@pvusd.net) and we'll include a sample of your opinions in the next column.

We would also love to include any of your Tips, so email away!!! Although we are mostly assigned to ESL and CBET classes, we hope that ALL teachers can find something useful in these columns.

Thanks, and as always, if you need any support, we are here to help.

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## National Family Literacy Day®! November 1, 2005



*Learning is a Family Legacy..Pass it On!*  
*National Center for Family Literacy*

[www.famlit.org](http://www.famlit.org)

### EL Civics News - from Karen Reid

We will be conducting **EL Civics assessments** for our first objective the weeks of **November 7 and November 14**. The assessment will be in two parts:

1. **Beginning Low to Advanced:** An oral role play in which the student calls his or her employer to report an absence. The teacher coaches, Cynthia and I will conduct the oral assessments over the two-week period (the weeks of November 7 and November 14). We will contact each teacher about when we will be testing your individual class(es).

2. **Beginning High to Advanced:** A written assessment, which will consist of a completed employee evaluation form and a set of questions about the form. Attached are two blank evaluation forms, one for Beginning High and one for Intermediate Low to Advanced, which you can use in EL Civics lessons to help students prepare for the assessments. (Beginning Low students will not participate in the written assessment; they will participate in the oral assessment.) The written assessments will be distributed to all teachers before November 7; teachers will administer the written assessments to their students over the two-week period (the weeks of November 7 and November 14).

Please help your students to be well prepared for these assessments, and please test as many students as possible. Please keep in mind that **we receive payment for each student who passes the assessment AND HAS A COMPLETED ENTRY AND UPDATE FORM AND A PRE- AND POST-CASAS TEST**. EL Civics is important not only because it teaches students valuable civic skills that they themselves have chosen to learn but also because it helps bring in funds to our program.

If you have any questions, please let me know.



# WAAE Calendar - Fall, 2005

ESL Professional Development Release Time

Tuesday November 1

Green Valley room 6; 8:30-9:30 p.m

CATESOL Northern California Regional Saturday, November 5  
Conference [www.catesol.org](http://www.catesol.org) Sierra College, Rocklin, 8 a.m. to 4 p.m.

**Budget Taskforce Meeting -  
Wednesday, November 2, 4:00pm GV (note new date!!)**

Student Councils, GV, Monday 7<sup>th</sup>, Porter, Tuesday 8<sup>th</sup>

Veteran's Day (no class) – November 11<sup>th</sup> (Friday)

School Council – Wednesday, November 16, 4:00pm, GV

Thanksgiving – November 24, 25

Observations and Evaluations (from page 1)

**#12,13,14** (student-centered instruction using a variety of grouping strategies that address different learning styles, ensure that the students use, practice, apply learning objectives in the classroom that can be immediately applied in their lives outside of the classroom. A word of clarification here, grouping strategies can mean whole group to small group or team and pair practice. The objective is to have the material presented and practiced in a variety of ways to address all learning styles as well as create opportunities for cooperative learning and eventually real life application. The goal is to move from guided practice such as practicing dialogues or material where the material is written and changed by substitutions or other examples to unguided practice and application such as creating the questions and asking other students these questions, role playing, creating a project. Are the objectives easily identified and do the students know what and why they are learning something? Can they apply it to real life situations? **#8** We include this because when we are talking about professional development and evaluation, we are really talking about an opportunity for a teacher to explore their practice and get feedback to grow.

I also include **#9** that says the instructor plan instruction based on our program's mission and goals. We have certain California Standards that were developed based on Adult learning theory and research on how adults learn best and what they need to learn to be successful workers, parents, community members and citizens. Core texts and materials were chosen specifically to meet these standards and reach the goals of our program. They include teacher's manuals and supplementary materials that ensure that a lot of #12, 13, 14 of the 31 competencies are being fulfilled. Also included to think about: **#10** because we need to know what students already know, want to they want to study and if they are learning what we are teaching.

**#15** the sequence and pace is very important and 17 because the students need to be able to apply the learning and demonstrate to the teacher they really know it and to themselves to build their confidence and a sense of mastery. While it may seem overwhelming, or overly complicated to identify these specific competencies, maybe we need to think of it as a way to use the same language to talk about research-based instruction for adults. [We look forward to being in your classes and talking about instruction.](#)

- Cynthia Stark