



# Watsonville/Aptos Adult Education News and Views

Wisdom lies neither in fixity nor in change, but in the dialectic between the two.

- Octavio Paz



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The "say Good Night" Issue

October 4, 2004



## Cynthia Stark: Modeling Lifelong Learning

*Veteran WAAE teacher  
now working as 1/2  
Assistant Principal*

For those of you that don't know me, being the Assistant Principal at Watsonville/Aptos Adult Education may be a new position for me but I am *definitely* not new to WAAE. This is my SILVER anniversary at WAAE (25<sup>th</sup> year)!! I taught in the ESL and Life Long Learning departments mostly with excursions into GED and adult Basic Education up until I became the Community Based English Tutoring Program Specialist and then one of the head teachers.

At the risk of sounding like an old foggy, *I remember the days when we didn't even have ESL text books to use in our classes!* We had a box of handouts that we used for worksheets and cut up for interactive activities. (The Starter Kit. Do any of you remember that?!) I still have some of the pictures I cut out from magazines that I laminated to teach food, clothing, health, actions and so on. We also had

much fewer classes then so the competition for a day class was fierce. I had to work nights for six years before I was able to get an ESL day class and two more years until I got benefits. As you know, in adult education we say students vote with their feet. If the enrollment goes down in your class, your class is cancelled. So I learned how to stand on my head and do a variety of teaching tricks to keep that multi-level day class. It made me a better teacher. We certainly have come a long way, BABY!

Understanding the difficulty of teaching multi-level classes in outlying sites, one of the first things I did as the CBET program specialist was to make sure teachers in the CBET program had a variety of books including books that taught life skills with a variety of supplementary materials such as tapes, visuals. I know from experience, these kinds of materials are important for multi-level classes. Helping, supporting instructors in teaching these multi-level classes is still one of our greatest challenges. We have some excellent teachers who can demonstrate their teaching strategies. *(continued on page 3)*



Position teaching job readiness and retail trades. Assignment may include both evenings and Saturdays. Needed: experience teaching prevocational skills. Also skills at successfully working with teams in training projects and taking guidance from lead teacher. Contract ed. Contact Burr Guthire or Cynthia Stark.

Bi-lingual computer instructors, especially familiarity with Quicken and computer applications for the small business. Could be Contract ed. Contact Burr Guthrie.

Possible opening for Spanish GED, Saturdays. Contact Bob.

# Professional Development for 2004-2005

**The Goal:** Raise an awareness of newer techniques and practices among WAAE instructors. Lift teachers up and make them feel their work is easier, nor burden them with new rules and expectations. Give WAAE students the opportunity to be more active participants in their learning, and experience instruction that is problem-solving and hands-on, and learning that is applicable immediately to students' needs and desires.

**Measures of success:** More teachers will feel comfortable with *and use* "applied learning" strategies.... Project-based, group work, hands-on, constructivist...

**Proposal:** Let's *focus* professional development, mentoring, conferences, peer coaching, on the following three of our 31 competencies. A focusing question could be:

## ***What are your students doing to apply their new skills?***

*Are they passively receiving information? Are they actively directing their own learning?*

12. Instructor applies knowledge of teacher-directed and learner-centered instruction.
  - 12.1 Demonstrates a variety of teaching strategies within the instructional setting.
  - 12.2 Serves as a "facilitator of learning" and as a resource and communicator of information.
  - 12.3 Shares with learners appropriate decision-making responsibilities.
  - 12.4 Links instruction to learners' needs assessments.
  - 12.5 Draws upon learner experiences when providing and delivering instruction.
  - 12.6 Incorporates instructional activities that actively involve learners in the application of skills.
  
13. Models communication, negotiation, decision-making and problem-solving skills for learners.
  - 13.1 Communicates to learners the thinking process for problem solving and meta-cognition and encourages classroom decision making by learners.
  - 13.2 Provides timely feedback to learners regarding their progress.
  - 13.3 Allows classroom time for group problem solving.
  - 13.4 Exhibits several styles of communication: verbal, non-verbal, and written.
  - 13.5 Organizes instruction and learning environment to enable students to participate in real life communication, negotiation, problem solving and decision-making.
  
14. Employs individual, group and team learning.
  - 14.1 Uses individual, group and team activities.
  - 14.2 Organizes activities that enable learners to recognize the importance of group/team goals and individual contributions.
  - 14.3 Encourages learner reflection on both the process and results of activities.
  - 14.4 Develops activities that encourage peer and self-evaluation.

...repeated by popular demand....

## Project-Based Learning for Adult English Language Learners

by Donna Moss, Arlington (VA) Education and Employment Program (REEP)  
Carol Van Duzer, National Center for ESL Literacy Education

Project-based learning is an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop. For example, learners may research adult education resources in their community and create a handbook to share with other language learners in their program, or they might interview local employers and then create a bar graph mapping the employers, responses to questions about qualities they look for in employees. This digest provides a rationale for using project-based learning with adult English language learners, describes the process, and gives examples of how the staff of an adult English as a second language (ESL) program have used project-based learning with their adult learners at varying levels of English proficiency. *(full article available at <http://www.cal.org/ncle/digests/ProjBase.htm>)*

## Cynthia Stark (continued)

The creation of the ESL Support team is one of the solutions to giving teachers more support in instruction as well as all other areas. We will be organizing opportunities for peer observation and coaching. We will sub for those who wish to observe other teaches or ask us come and demonstrate a lesson. Now is a good time to ask of us Amy, Cathy Jo, Burr, Michael, or me. We look forward to visiting your classes and you and your students in action.


It is also exciting to see the focus on instruction, assessment, and shared learning that is starting to take place throughout all the programs. I look forward to hearing the discussions one of the three 31 Instructor Competencies chosen by the School Council and how all of you will be achieving at least one of these. I am sure I will learn a lot from you. I wasn't joking when I said one reason I keep learning is to stave off Alzheimer's! Of course the other reason is because I love to learn and improve.



# Focus on Learning

Over four years ago our school began a very intensive process of self-review, and strategic planning. Many departmental meetings, student and community groups, and tons of data were studied and digested by four schoolwide focus groups charged with examining our successes and our needs. The groups targeted curriculum and instruction, student support services, school organization, and resources. A strategic plan was developed and we received a visit from peers, adult educators from other adult education programs.

After three years we must now review that plan. Of the six action plans, what have we done? Are we making progress? How can we measure progress? Are there more things, new things, we need to do in these areas?

 This month we are looking at the first two of the seven action plans. At School Council on Wednesday, October 20, we will review summaries of what we have done to move forward in these two areas. We will also clearly mark where we have NOT made progress, and renew or re-write our action steps/goals.

Some the language may seem general or vague, but many worked long and hard on these plans and they have guided decisions for the last three years. They matter. What do YOU think? What have we done? What have we left undone? What is new and needs to be added to the list? This is your opportunity to add your concerns in a structured and meaningful way.

Give input to your department chair, or write directly to Bob or AV.

## Action Plan #1: Expand support services for counseling and guidance, childcare and identify solutions to other barriers.

RATIONALE: To expand the ways we meet the varied needs of our students and their families, providing them with more opportunities to achieve and extend their educational goals.

Student Goals (ESLRS ): 2,4,5,6,7,8,9,10,15.

### Action Steps

1. Explore funding and resource possibilities.
2. Study and choose among different adult education counseling/advising models, childcare, tutorial, and student support services.
3. Expansion of current services through:
  - a. services provided directly by our school.
  - b. collaboration and articulation with community partners.
4. Institutionalize a process of assessing student needs when apportioning resources and making personnel decisions.

*For example: we created the position of full-time ESL student adviser. We have added a part-time ESL student adviser position for evenings. We have increased the CBET sites where we have babysitting. We have added a distance learning program. We have almost doubled federal funds. We review support services at School Council meetings... what else? What else?*

# Focus on Learning

## Action Plan #2: Improve Outreach and Communication

**RATIONALE:** To increase community bridges and collaborations to help students achieve goals. To improve communication within Watsonville/Aptos Adult School and from the school to the community.

**Student Goals (ESLRS):** 2,3,4,5,7,12,13,15

### Action Steps

1. Develop a new and improved advertising/marketing strategies; Identify target markets; Diversify advertising strategies (for example: fliers/brochures, television ads, newspaper and radio ads, School website).
2. Design project based curriculum that builds community ties by connecting students with the community.

*Examples of progress: News and Views was created, use of email was expanded to all staff, Website expanded to include lesson plans, teacher resources, job postings and News and Views, new and improved Staff Handbook that has a clear listing of procedures, forms, practices, we have increased print ads, and created and run television advertising for the first time....But... this is still something that staff mentions as needing GREAT improvement. How? What can we do better and differently in this area? Give your department chair **specific** examples of what could make communication better.*



The California Council for Adult Education (CCAEBAY) traces its roots back to the 20's. It has steadfastly remained to one organization in our state which advocates for adult education as we know and practice it. In keeping with the egalitarian character of adult education, CCAEBAY encourages membership from teachers, classified staff, administrators, and students. Annually it takes students to Sacramento and facilitates our students talking di-

rectly to legislators. It has honored teachers, students and classified staff with annual awards. It helps write and lobby for legislation that has protected our very survival.

These teachers and staff in our school are members of the organization and ELIGIBLE TO APPLY FOR THIS YEAR'S \$500 MINI-GRANTS.

**Reid, Karen /Jewell, Amy /Basor, John /Kooker, Raye /Reyes, Jane /Redstone, Angelyn Coyle, AV /Carranco, Natalie /McGillcuddy, Paul /Keisler, Cary /Barsimantov, Tara /Stark, Cynthia /Colley, Susan / Guthrie, Burr. Harper, Bob**

Information about the very simple application process, and how to join as a member (\$30 for 10 hours or under, \$40 for 11-20 hours, and \$50 for over 20 hours....\$30 for classified) available at **[www.CCAEBAY.ORG](http://www.CCAEBAY.ORG)**. **Join. Apply. Get involved.**



# WAAS Calendar

**☐ Paid meeting!!**

**ESL Departmental Meeting,  
Friday, October 4:00-6:00  
Green Valley, Room 6**

**Santa Cruz Job Fair  
Wed., October 6, 4:00-6:00  
Coconut Grove**

**WAAE Community Advisory Council  
Wed., October 13, 10:30-12:00noon**

**WAAE Leadership  
Friday, October 15, 1:00-3:00  
Green Valley**

**WAAE School Council  
Wednesday, October 20, 4:00-6:00  
Porter Building, Room 24**

**Annual Open Enrollment for Benefits  
October 25 - November 5**

**ALL teachers who have benefits MUST RE-ENROLL this year.  
Individual appointments will be made. More information to follow.**

**“Meeting of the Minds”, Lifelong Learning Meeting Activities Directors  
November 4, 2004**

**CCAIE Bay Teacher Mini-grants Due (see page 5)**



... congrats to Kim Iwasko for the very successful “dry run” of the Job Readiness class that we have been contracted to run by the city of Watsonville and Home Depot.... there was a great article and front page picture in the Pajaronian... we are looking for a teacher to teach the next cycle, see the front page of News and Views... the senior ceramics class will be displaying their art in the Watsonville Public Library for the month of October...cool stuff...also Mi Casa es Tu Casa at the Pajaro Valley Art Gallery on Sudden Street has a great show with two pieces by our own Jane Reyes... thank you and “vaya con dios” to Paul Murphy who has had to quit because of family health concerns