

MAACCE MATTERS

Winter 2009

Volume 7, Issue 2

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In his book, *Future Shock*, Alvin Toffler said that a person's perception of how fast time is passing is dependent on how old that person is. Five minutes to a five-year-old is longer than five minutes to a forty-year-old. It all depends on what you have to compare it to. Well, I must be a hundred because time is just flying by!

But your board has been hard at work, updating the bylaws, continuing to advocate for adult education with state and federal officials, and getting ready for the conference, no small feat in itself! It is amazing to find out all the small details that go into holding a successful conference. Just getting all the forms ready is a Herculean task!

This year's conference is shaping up to be another good one, but we still need your help. We need presenters who are willing to share their experience and expertise with their fellow practitioners. We know you are out there! We know you have talent and creativity, not to mention tremendous knowledge. Won't you consider sharing it? All you have to do is fill out the attached CFP (Call for Presenters) form and send it to Becki Maurio at beckimaurio@comcast.net. It's practically painless!

Dr. Peter Waite from ProLiteracy America will be our keynote speaker. He has authored several publications and articles on workplace literacy, adult education, and volunteerism, and has made appearances on *Good Morning America*, *The Jane Pauley Show*, *Nightline*, and has testified before the U.S. Congress on several occasions.

If you are receiving this, you are probably already a member of MAACCE, and we thank you for that commitment. But how about encouraging some more of your fellow adult educators to become members? And encourage them to attend the conference. Where else can you attend interesting presentations focused on helping you help your students and also meet other adult educators who face the same challenges you do? To quote The Rev. Martin Luther King, Jr., "Almost always, the creative dedicated minority has made the world better."

Together we are a powerful force.

Melinda



Board Member Spotlight

Carolyn J. Mitchell,
Director of the Office of Workforce Information and Performance
Maryland Department of Labor, Licensing, and Regulation

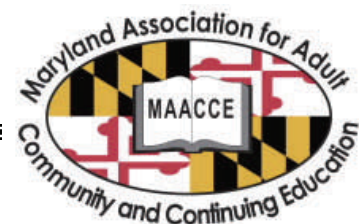
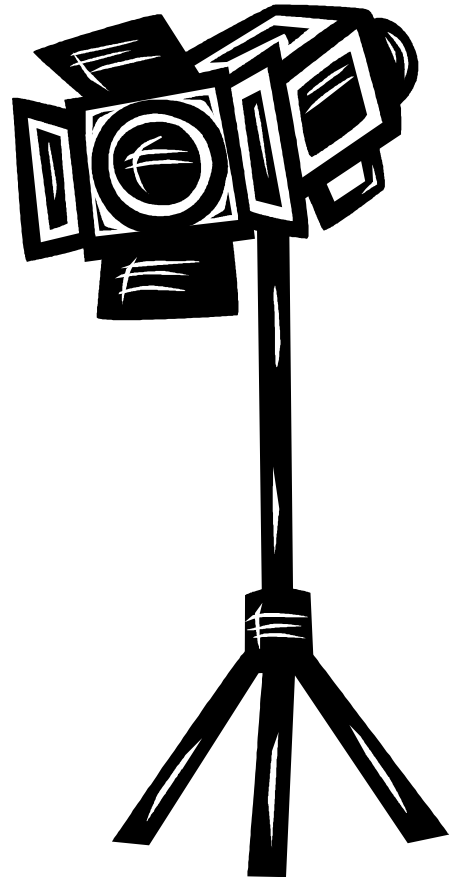
Carolyn has been on the MAACCE Board since September 2008 representing the Department of Labor, Licensing, and Regulation. Carolyn has over 28 years experience in workforce development. Prior to her current appointment, Carolyn was the WIA Administrator in Southern Maryland. Additionally, she managed and directed Job Training Partnership Act (JTPA) Programs for the College of Southern Maryland and the City of Richmond, Richmond Va.

Carolyn attended the University of Maryland and is certified as a Global Career Development Facilitator, (GCDF).

On the alignment of adult education and workforce creation: Carolyn believes the alignment of adult education and workforce will strengthen our community by linking education and employment to create a skilled workforce by the following:

- Streamlining services
 - Increase linkages to Occupational training and post secondary enrollment
 - Research, develop and promote group programs based on community need
 - Secure resources for the development and enhancement of learning
 - Provide seamless transitions into learning environments based on individual needs;
- Exchange information, ideas and services

We know that adult literacy and basic education are absolutely essential to a person's ability to earn a decent wage. The alignment of adult education and workforce creation will ensure that adults have a solid academic foundation to prepare them for the challenges of the labor market.





MAACCE Makes it **Work**

2009 MAACCE Annual Conference

**May 7 and 8, 2009
Best Western Conference Center,
Baltimore, Maryland**

Conference Registration Rates

	<u>Current Member</u>	<u>Nonmember</u>
Early Registration (postmarked by 3/31/09)	\$ 115	\$ 175
Regular Registration (postmarked by 4/20/09)	\$ 135	\$ 195
On-Site Registration (day of the conference)	\$ 155	\$ 215
One Day Registration	\$ 80	\$ 120

Attached in this email, in PDF form, are the call for proposal forms, conference registration forms and membership registration

For many of us, the awards - for our students, our instructors, volunteers, and others - are the highlight of the conference. MAACCE is pleased to be able to offer a variety of scholarships, awards and grants to individuals and organizations working or studying in adult education programs in Maryland. MAACCE members may nominate candidates for any of the following programs. All awards are presented at the spring conference each May. The deadline for nominations for most of these opportunities is March 31. Please visit the website at <http://maaccemd.org/award.html> for information on the awards and the form.

All awards are funded through a portion of MAACCE membership dues and voluntary contributions. Contributions can be mailed at any time to The MAACCE Scholarship Fund, Becky Lessey, Treasurer, 10650 Hickory Ridge Road, Columbia, Maryland, 21044.



Keynote Speaker

MAACCE Conference 2009

Dr. Peter A. Waite



Dr. Waite is the Executive Director of ProLiteracy America and Vice President of U.S. Programs for ProLiteracy Worldwide. ProLiteracy America is the largest not-for-profit adult literacy organization in the nation. ProLiteracy America affiliates serve over 200,000 adult new readers and have over 100,000 trained volunteers and staff in all 50 states. Dr. Waite was formerly the Executive Director at Laubach Literacy Action and served as Executive Director at Washington Literacy, a statewide literacy office in Seattle, Washington. Prior to working in Washington, Dr. Waite worked in corrections, higher education, and city government. He was a national VISTA volunteer for two years.

He has a doctoral degree in educational leadership and serves on various boards and advisory groups in the education and human services fields. Some of these include the Friends of VISTA National Board, Advisory Committees for the U.S. Departments of Education, Labor, and Health and Human Services, and the International Council on Adult Education.

Dr. Waite is a past Chair and a charter member of the National Coalition for Literacy, Vice President of the Coalition of Lifelong Learning Organizations, and Vice President of International Associates. He consults with public and private agencies on literacy issues, including the literacy initiatives of Presidents Reagan, Bush, and Clinton.



Teaching ESOL

Five Tips to Re-focus Your Energy in the Classroom

By Erin Sarabia, Adjunct ESOL Instructor, Carroll Community College

I sort of fell into teaching ESOL. I married while still an undergraduate student, unsure of what direction my life after college would take. Meanwhile my husband, who was a recent immigrant from Mexico, was in need of some English instruction. As luck would have it, my mother clipped out a newspaper advertisement offering free ESOL classes at Carroll Community College and gave it to me. This was in 1999 when the county's immigrant population was just starting to climb, and the ESOL program was slowly expanding in order to meet the needs of more students.

My husband was placed at the intermediate level, and on the first night of class, I nestled myself into a chair in the corner and began my teacher's education. No one seemed to mind that I was there, which benefited me more than I could imagine at the time. Little did I know that a still undiscovered passion for working with immigrants would be unearthed in that classroom.

Over the course of my own schooling, I had seen a lot of teachers, both good and bad, but there was something different about the ESOL classes I observed while my husband was a student. They seemed more dynamic, and there was such enthusiasm for both teaching and learning, such diversity in one small space. It was, in other words, a lot of fun.

My experiences as first an observer and later an assistant in the ESOL classroom led me to apply for a teaching position at CCC after college graduation, and I've been there ever since. From the first time I stood in front of my own class, nervous to be trusted with such a responsibility, to today with some experience under my belt, it has been an ongoing journey of laughter and frustration, successes and failures. From my experiences I've compiled the following thoughts and ideas in hopes that it will help new teachers feel more comfortable in the classroom and remind the not-so-new teachers why we do what we do (and maybe how to do it a little better).

My first suggestion is obvious, but I think that the importance of getting to know your students and fostering a sense of community in the classroom cannot be overstressed. Knowing where they're coming from and where they'd like to go are significant factors in planning your classes, and if your students feel at ease practicing English with you and their classmates, then you've won half the battle.

As well prepared as we like and need to be in the world of education, there is still a degree of trial and error to our job. What worked well with last semester's students might leave you wondering what happened this time around. An activity that you thought would take fifteen minutes ends up taking half an hour. I've learned that a lesson plan should be your guide but not written in stone. Try to be flexible, as well as kind to yourself if things don't go as smoothly as you'd thought. Perfection is an unattainable goal so work toward progress and improvement instead.



Along with this goes the tool of self-evaluation, something I've found to be invaluable in bettering my classes and myself. As human beings I think we share a tendency to only examine the problems, but I think it's just as important to ask yourself why things went well and revisit your successes in the classroom, making it all the easier to duplicate them next time.

Of course the easiest, and often more effective, activities to copy are the ones that require little to no materials. Many of us have heard teachers claim that they could teach a class with nothing more than a stack of index cards, and I used to say to myself, "Come on! Get real." But it's true. Two of my favorite time-tested, "bare bones" activities require little more than paper and pencil: dictations and journal writing.



Both dictations and journal writing, besides being effortless, are highly adaptable and have endless applications, allowing you to be innovative with your lesson plans. I have dictated everything from grocery lists to class announcements and elicited lots of giggles with picture dictations, where students draw what they hear instead of writing it. Tired of the same old prompts for student journals, another teacher and I are planning to have our intermediate classes write and exchange pen pal letters next semester. Brainstorming new ways to use old ideas will keep you and your students interested.

Another way to energize your class is to strike a balance between routine and variety. My husband's favorite ESOL teacher is a whiz at this, providing structure while making learning English fun. She starts every class with a warm-up paper that she creates and whose format never changes; when the students arrive, they know exactly what to do and get to work. She also enforces some ground rules, like not allowing students who speak the same native language to sit next to each other (not always possible in more homogenous classes) and making bilingual dictionaries forbidden in her classroom. Far from dull, however, her classes cover a wide range of material, from a lesson on American slang to pumpkin carving each fall.

Her teaching is completely student-centered and a good example of what we should all be doing in the classroom. Because that's what it's all about: the students. I always try to ask myself when I'm writing a lesson plan, "What do my students need from me now?" It might not be the chapter on writing resumes and going on job interviews that sequentially comes next in their book. Skip it. If you feel that your students aren't ready for the present perfect or possessive adjectives or the past tense, don't teach it yet. Wait. Only you know what your class needs, and it's rarely in the order textbook authors think it is. The text alone doesn't hold the key for your students, you do.

I doubt that any of this is ground-breaking information. It's just what I've gleaned from watching and doing over the years. The ingenuity and dedication required to be a good teacher never cease to amaze me, and I know a few good teachers to thank for showing me the way.



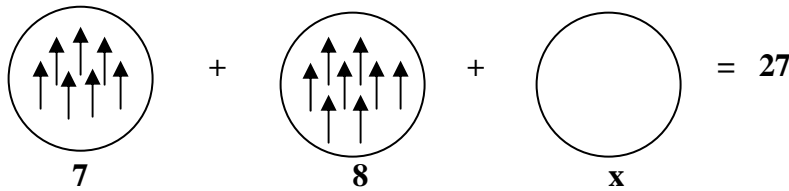
“VISUALIZING A WORD PROBLEM”

When students are faced with a word problem, try to “visualize” the information that is being presented in the problem. Have them draw a picture or make a diagram of what is being described and label each part of the image to help them decide what operation is needed to decide if the answer makes sense or is reasonable. This process is especially helpful with multi-step problems, geometry problems, and problems

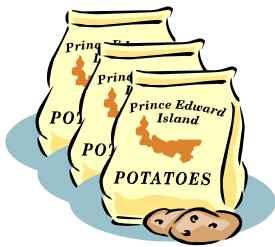


one strategy that can be very helpful is if they described and label each part of the image to answer the question. It also helps them to This process is especially helpful with multi-with extra or missing information.

Example 1: Three members of the Smyth family are celebrating birthdays and each of them is given a cake with candles representing their ages. Jane’s cake has 7 candles, June’s cake has 8 candles, but Jamie won’t tell her age. If all of the candles combined equal a total of 27, how old is Jamie? _____



Example 2: Mrs. Watson visited the grocery store and bought 3 one-pound bags of potatoes at \$1.29 a bag, and a basket of apples weighing 4 pounds priced at \$1.79 per 2 pounds. What was the cost of her purchases, and how much change did she get if she paid with a ten dollar bill? _____



\$1.29 +
\$1.29 +
\$1.29 +

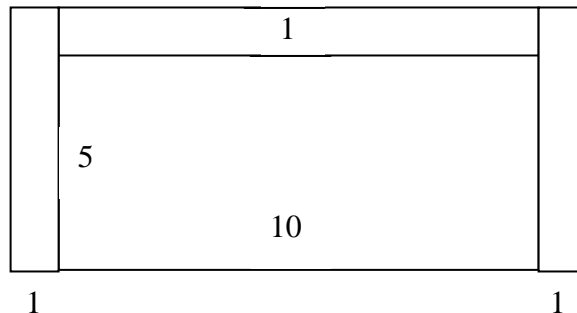


\$1.79 +
\$1.79 = _____



- purchases = _____

Example 3: John is making a flower bed that is 10 feet long and 5 feet wide. He wants to put a one-foot wide border around the back and both ends of the flower garden for growing herbs. What is the entire perimeter of his herb and flower garden? _____



Try these problems. Draw and label a diagram to help you find the correct answer.

1. William has 20 cherry trees that each provided approximately 75 pounds of cherries. Each pound of cherries contained around 250 cherries. Estimate the number of cherries he harvested this year. _____

2. Mr. Williamson built 3 bookcases that were 8 feet high, 4 feet wide and 12 inches deep. Each book case had 5 shelves. He used six 8 feet x 12 inch boards to construct each book case. If each piece of wood costs \$4.75, what was his cost for all of the lumber needed for his project?

3. Jim delivered 12 boxes of textbooks that each contained 30 pounds of books. If each box held 40 books, what was the weight of each textbook? _____

4. Susan jogged every morning and followed the same route. From her home she ran south 2 miles to Green Street, turned left and ran 1 ½ miles to Harvard Avenue, turned left again and ran 3 miles to Brown Street. She then finished her run by running diagonally through Pleasant Park to her home. If the entire jog covered 8 ½ miles, what was the distance she covered through the park? _____

5. Bill and his two cousins bowled three games and averaged 220 pins on each of their best games. If Bill scored 190 on his best game, and his cousin scored 235, what was the best bowling score for his other cousin? _____

* Mr. Willetts provides math strategies each issue of this newsletter. If you would like to request an article on a special math topic, contact him. Mr. Willetts is also available to present workshops on any level of GED math instruction for your program.

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