

summer 2004

OPEN ISSUE

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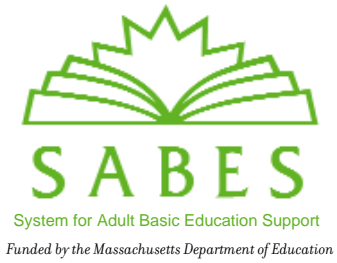
## Building Bridges, Breaking Silence

BY LANELL BECKERS

The greatest motivation in my decision to attend the National Multicultural Institute’s (NMCI) 19th Annual Spring Conference was clear: I needed warm weather. In Massachusetts, we were experiencing the rainiest spring in history and the soggy existence was becoming too much to bear. The NMCI conference was being held in Bethesda, Maryland, at the end of April when cherry blossoms and flowers would surely be in bloom and the sun would be shining. The location would be postcard perfect. Sure, I knew I would have to attend morning and afternoon workshops that would keep me occupied for most of the day, but with daylight savings on my side, I would still be able to catch much needed rays. Besides, how much attention would I really need to give to workshops that dealt with racism and diversity? I am a minority, I was bussed from the city to the suburbs for my public school education; I live in a neighborhood with a variety of other ethnic groups, and I worked for a non-profit organization that focuses on diversity awareness. What could this conference throw at me that I had not already experienced? As it turned out, a lot.

The first day started in typical conference fashion: danish, coffee, and keynote speakers. Half-listening to the speakers share their individual stories of working in different countries and experiencing diversity on many levels, I glanced around the conference room sizing up the other attendees. Many participants sat in their seats hanging on to every utterance from the keynote speaker and panel, while others glanced around the room very likely asking the same questions I was asking myself:

*Continued on page 3*



# F O R E W O R D

*The summer issue of Field Notes is often reserved as an "open issue," or an issue without a theme.*

*We choose themelessness on purpose; it gives us the opportunity to publish articles and information that haven't fit into other Field Notes topics.*

*For example, Lanell Beckers has written about her experiences participating in a diversity conference in Washington, DC, this spring. Dorothy Sholwin has contributed an article about education services in the protective custody unit at the Suffolk County House of Correction. Lynne Weintraub presents some useful ESOL sites designed for students' self-study. Susan Klaw has submitted samples of her students' work. Reviews, updates, and announcements round out the issue.*

*As always, we welcome the voices of new and experienced ABE and ESOL practitioners and the voices of your students as well. For submission guidelines or questions, please contact Lenore Balliro, editor, at <lballiro@worlded.org>.*

*Lenore Balliro, Field Notes editor*

## **Field Notes Mission Statement and Editorial Policy**

### **Mission**

*Field Notes* is an adult basic education (ABE) quarterly, theme-based newsletter. It is designed to share innovative and reliable practices, resources, and information relating to ABE. We attempt to publish a range of voices about important educational issues, and we are especially interested in publishing new writers, writers of color, and writers who represent the full range of diversity of learners and practitioners in the field.

*Field Notes* is also a place to provide support and encouragement to new and experienced practitioners (ABE, ESOL, GED, ADP, Family Literacy, Correction, Workplace Education, and others) in the process of writing about their ideas and practice. Editorial support is always provided to any writer who requests it. Teachers, administrators, counselors, volunteers, and support staff are welcome to write for *Field Notes*.

### **Our Funder**

*Field Notes* is published by the System for Adult Basic Educational Support (SABES) and funded by Adult and Community Learning Services (ACLS), Massachusetts Department of Education. The Central Resource Center (CRC) of SABES is located at 44 Farnsworth Street, Boston, MA 02210.

### **Our Editorial Policy**

Unsolicited manuscripts to *Field Notes* are welcome. If you have an idea for an article or wish to submit a letter to the editor, contact Lenore Balliro, editor, by phone at 617-482-9485, by email at <lballiro@worlded.org>, or by mail at 44 Farnsworth Street, Boston, MA 02210. Submission deadlines for upcoming issues are published in each issue of *Field Notes*.

Opinions expressed in *Field Notes* are those of the authors and do not necessarily reflect the opinion of the editor, SABES, or its funders. We do reserve the right to decline publication. We will not publish material that is sexist, homophobic, or otherwise discriminatory.

### **Our Reprint Policy**

Articles published in *Field Notes* may be reprinted in any publication as long as they are credited to the author and *Field Notes*.

### **Field Notes Advisory Board**

Lenore Cardoza, Karin Chao, Bruce Dahlquist, Maria Kefallinou, Sandra Little

Editor: Lenore Balliro  
Layout: Heather Brack  
Proofreading: Deb Liehs

**Building Bridges...**

*Continued from page 1*

What could I learn from the person sitting in the row in front of me? Will the man two rows back have insight on a similar type of experience I've had? When I caught the eye of a fellow attendee, we both smiled guiltily and faced forward. When the conference broke for lunch, I was still doubtful.

After my meal and a few glorious moments in the sun, it was time to attend the first workshop. The workshop concentrated on using storytelling as a tool to open the doors for honest discussions about issues of race, gender, and sexual orientation. While I was not sure how much of my own experiences I was willing to share with a roomful of strangers, I was intrigued by the writing aspect of the workshop and curious to hear the stories of the other participants.

The storytelling group sat in an anxious circle as our facilitator, Yvette Hayter-Adams, distributed *When I Was Growing Up*, a poem by Nellie Wong. The poem focused on how the author felt about her inability to blend into the society around her and how, because of her immigrant background, others negatively perceived her. Each participant in the group took turns reading a line or two from the poem. Many in the group reacted strongly to the reading either because they could not understand the author's negative emotions toward herself or because they understood too well.

When it was time for the group to write and share their own stories Yvette explained the storytelling ground rules and the appropriate way to respond to each other's writing. One of the most important

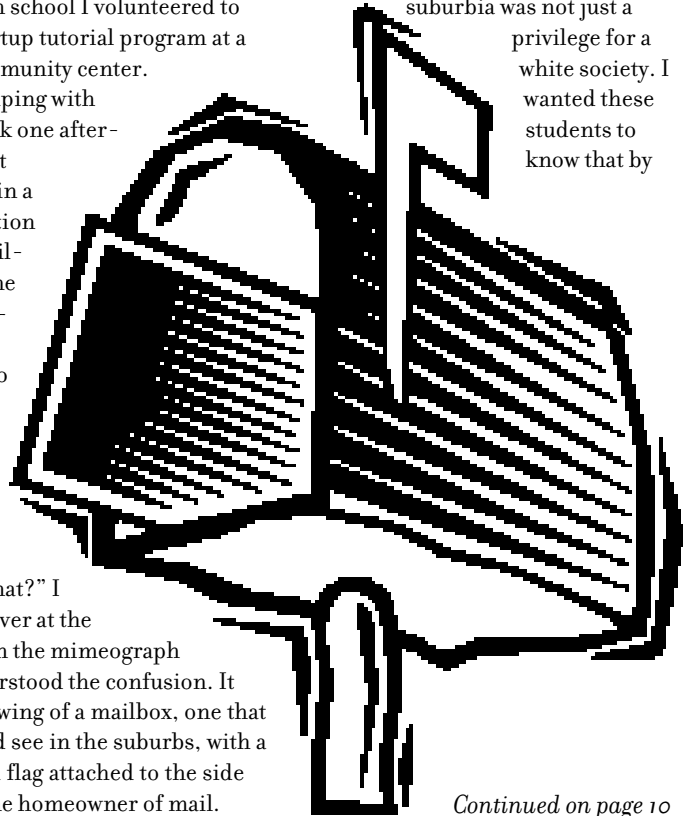
rules was to assume that all the writing we would share would be considered fictional unless the author stated differently. This rule gave everyone a chance to comment on the story, instead of commenting on the person who did the writing. Once the group agreed to respect the rules of the workshop and the tales told by fellow writers, we were given 15 minutes to put our stories to paper. The prompt was to write about a time when each of us were faced with unpacking our own privilege or oppression based upon race, gender, sexual orientation, or spiritual practice. I was surprised at the memory, described below, that came to me about how a discussion about mailboxes gave me the chance to broaden awareness and the responsibility that awareness carried.

A few years after I graduated from high school I volunteered to run a startup tutorial program at a local community center. While helping with homework one afternoon I got involved in a conversation about mailboxes. One of my students pointed to a picture on her worksheet and asked, "what's that?" I glanced over at the picture on the mimeograph and understood the confusion. It was a drawing of a mailbox, one that you would see in the suburbs, with a red metal flag attached to the side to alert the homeowner of mail.

This was not a mailbox that was common to where my students or I lived. This was a TV show mailbox.

Anyone who had spent his or her whole life in an apartment knows that mailboxes are metal, lined up four across, and located inside apartment building hallways embedded into the wall with your last name taped to your individual box. The mailbox on the worksheet was a suburban mailbox, and to my students "suburban" meant "white." I spent my school years in the suburbs, so to my students, I also meant "white." They knew that I carried the secret to this other world where mailboxes with flags on the side existed and people lived in houses with two levels and a backyard. Because I could share my knowledge on this unfamiliar view of life, I knew I had the responsibility to reinforce the belief that suburbia was not just a

privilege for a white society. I wanted these students to know that by



*Continued on page 10*

# Free Internet Videos for ESOL Self-Instruction

By LYNNE WEINTRAUB

Can ESOL students extend their classroom learning effectively using a lab or home computer? Can wait-listed or homebound students be referred to effective Internet sites for ESOL self-instruction? I believe that it's possible, but you can spend weeks searching for a few well-designed sites.

In compiling a list of suggested links for my program, I look for sites that present everyday American English, include interactive practice exercises, and feature topics relevant to adult learners. To me, the most important criteria is use of multimedia technology to provide audio and video content, so students can learn by listening, and through visual cues, rather than through print alone. Effective video instruction does exist on the web, but so far such sites are few and far between. Below is a short list of sites that do a fairly good job of it. It should be noted that students will require a fast connection and a good deal of computer memory to access the videos smoothly.

## English for All

<http://myefa.org/login.cfm>  
English for All has five exciting video sequences about workplace situations. After watching a video segment from the story, learners practice vocabulary, grammar, listening comprehension, and "life skills" based on the segment. There's a simple way to get a native language translation of any word in the lesson. You can also print out video scripts and exercises.

## Real English

[www.real-english.com/](http://www.real-english.com/)

Real English uses authentic videos (of interviews with ordinary English speakers on the street) to teach basic listening, vocabulary, and grammar skills in a meaningful context. Each interview video is accompanied by a series of related short audio or video segments that are used in matching, sentence completion/construction, and other exercises. The registration process for this site is a bit cumbersome, but the quality of the videos and exercises make it worth the trouble.

## The California Distance Learning Project

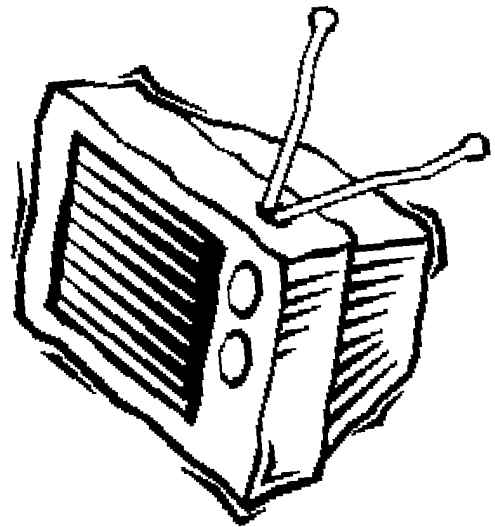
[www.cdllponline.org](http://www.cdllponline.org)

The California Distance Learning Project has news stories (some recent, some not), and information about a wide variety of topics that learners can hear on audio, and sometimes see as video recordings, while they read along. After they listen to/read each story they can try a variety of reading comprehension and vocabulary exercises.

## Learning Resources

<http://literacynet.org/cnnsf>

The Learning Resources site uses video or audio clips of CNN news broadcasts along with the written story (you can choose to read the original story or a simpler, "abridged" version) to teach reading and listening comprehension. Each news story has vocabulary and comprehension exercises to go



along with it. Learners can also write down their thoughts on the issue and send them in to share with other readers online. (Recommended for advanced levels.)

## Sounds of English

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

The Sounds of English site offers pronunciation instruction. It explains how each sound is made and offers audio and video examples with exercises.

*Lynne Weintraub coordinates the Jones Library ESL Center in Amherst, MA, and is the author of Citizenship: Passing the Test (New Readers Press). She maintains a list of self-access ESOL Internet links at [www.joneslibrary.org/esl/adult.html](http://www.joneslibrary.org/esl/adult.html) and a citizenship educator resource page at [citizenshipnews.com](http://citizenshipnews.com). As a member of the LINKS Core Knowledge Group she also nominates and reviews sites for the NIFL ESL Special Collection at [www.joneslibrary.org/esl/adult.html](http://www.joneslibrary.org/esl/adult.html).*

# New Resource for Workplace Education

By CONNIE NELSON AND JENNY LEE UTECH

We are excited to announce that our valuable new resource for workplace education: *Workplace Educator Training: A Guide to Creating Worker-Centered Education Programs*, from the Massachusetts Worker Education Roundtable, is now available. You can view the manual's introduction, activities, and handout lists, and a sample activity on our web site, <[www.umass.edu/roundtable/projects/trainingman.html](http://www.umass.edu/roundtable/projects/trainingman.html)>. You can also print out an order form from the web site.

*Workplace Educator Training* is a manual for teachers, program coordinators, union representatives, and others interested in creating worker-centered education programs. While there are many resources out there for workplace education, this manual is special because it looks at workplace education in unionized work sites. It helps teachers and others unfamiliar with unions understand the unique benefits, complexities, and challenges of labor-management workplace education. The manual can also be used for workplace education programs at non-unionized work sites, workforce development programs, and other settings.

The manual contains over 60 training activities for teachers, program coordinators, union reps, and others, new to the field or experienced, who want to learn more about workplace education. There are over 100 useful handouts accompanying these activities, as well as a Readings Collection of over 850 pages that comes with the manual.

Workplace Educator Training uses learner-centered activities

that engage people in discussion, elicit and build on their experience, and encourage critical analysis and strategies. Activities include small and whole group discussion, scenarios, skits, and readings. You can use this manual to create short workshops, day-long or even week-long trainings. You can use the handouts and readings as resources in themselves.

The manual focuses on basic skills workplace education, including English for Speakers of Other Languages and Adult Basic Education, but many activities can be adapted for those involved in job training, pre-employment classes, higher education preparation for workers, or union leadership education.

Training activities are divided into five sections, each with a series of accompanying handouts. These include:

- ◆ Overview presents an overview of workplace education, including funding sources, steps needed to develop programs, and advantages and challenges of work site-based programs.
- ◆ Workplace needs analysis describes how to conduct a needs analysis to discover workers' skill needs, issues, and interests.
- ◆ Labor-management setting explores employer, union, and worker goals and concerns for workplace education, development of common program goals, and strategies for scenarios in labor-management workplace education.

- ◆ Classrooms and curriculum explores worker-centered teaching and curriculum development, and unique challenges in workplace classrooms.
- ◆ Assessment and evaluation addresses how to assess workers' needs, and evaluation of program impact on workers, the work site, and union.

For more information, please visit <[www.umass.edu/roundtable/projects/trainingman.html](http://www.umass.edu/roundtable/projects/trainingman.html)> to view a description of manual contents and a sample activity, and to print out an order form. You can also call the Massachusetts Worker Education Roundtable at 617-983-3667.

## *Workplace Educator Training: A Guide to Creating Worker-Centered Education Programs*

How to order:

1. Visit <[www.umass.edu/roundtable/projects/trainingman.html](http://www.umass.edu/roundtable/projects/trainingman.html)> and follow directions.
2. Mail order form and check to: Massachusetts Worker Education Roundtable  
c/o UNITE  
33 Harrison Ave., 4th floor  
Boston, MA 02111

*Connie Nelson is the director of Roundtable, a consortium of union-based workplace education programs. She can be reached at <[connie\\_nelson@hotmail.com](mailto:connie_nelson@hotmail.com)>.*

*Jenny Lee Utecht is the training and curriculum coordinator at Roundtable. She can be reached at <[jennyu@mindspring.com](mailto:jennyu@mindspring.com)>.*

*Massachusetts Worker Education Roundtable is partially funded by Adult and Community Services at the Massachusetts Department of Education.*

## Student Writing—*Stories to Tell Our Children*

*Editor's Note:* Susan Klaw coordinates the Even Start program at Boston Excels Family School in East Boston. She also teaches ESOL there to immigrant parents from Central and South America. As part of her teaching, Susan compiled a collection of student writings into a booklet called *Stories to Tell Our Children*. When she read the call for student writing in a back issue of *Field Notes*, she sent these stories along for publication. Susan notes:

"The *Stories to Tell Our Children* writings we are doing this year are those pieces of writing that students go over and compile to save and share. When we finished the booklet of student writings, parents brought their children in to class....They read these stories together and talked about them. My goal is to encourage writing about meaningful experiences and the sharing of stories, among other things."

*My First Day in Boston*  
By *Ericka Sanchez*

When I came here I didn't like it. It was cold and very different from my country. The apartment was small here and in my country there was a big house. Here I was lonely in the apartment because my uncle went to work and in my country, I always stayed home with my mother. I was sad a lot of the time because I missed my family, but mostly my mother. I was sixteen years old. The first day here I was happy because I had a party to welcome me here. I often remember my first day because I like to remember only good news, but I don't like to remember bad news. And my first day here I felt very happy and excited too. But afterwards I felt sad and I cried a lot. I wanted to go back to my country. But right now I like it here. I don't want to go back to my country. I just want to go to visit my parents.

*My First Day in the United States*  
By *Noemi Umana*

My first day in the United States was weird because I was very sad because I left my child of two years, and my mother and my brothers and sister. But I was happy because I saw my husband again.

*My First Day in Boston*  
By *Arnulfo Campos*

When I came to the United States, in my first day I felt free because the war in my country did not give an opportunity for students to continue to progress. But I missed my friends, my girlfriend, my school, my soccer team. When I was a child, my mother had a party on Christmas night. I missed everything that we did together. I cried a lot because I remembered my mother and missed my country. The weather here was very different too and that was difficult for me. Now I think differently and I like everything in this country. I want to go back to my country, but just to visit my friends.



*My First Day in the United States*  
*By Luz Restrepo*

When I came to the United States I felt very happy because my husband stayed here eleven months before. So my daughters and I had not seen him. My older daughter was very happy to see her father, but my little daughter didn't talk to her father.  
We talked every night. After two weeks, I thought a lot about my family and my country and the weather and people. Sometimes my kids ask me if we could go to Columbia to see their grandmother and grandfather. I tell them I don't know.

*I Felt Very Bad*  
*By Alma Barragán*

I came the first day, I went to the store in the morning. I needed to buy a cheese in the store. The guy didn't understand me. I said, "queso blanco" and more, but he said "follow me" and then he showed me one thing and another. After that, I thought about the mark in Mexico on Cheeze Whiz and then he said, "Oh, is this it?" and he was smiling. I was very shy. That day I felt very bad because I didn't have any sisters or brothers here. I called my mother and I cried and my mother cried too. We couldn't speak on the phone. Then my husband said, "I love you my sweet-heart" and then I felt better.

*When I Discovered my Favorite Place to Live*  
*By Cristiane Moreira*

My first day in the United States was a very special day. There were six months that my children and I were far away from my husband. We arrived at 5:30 pm on January 25, 2002. Our family, my Mom, my step-father, my sister-in-law and my husband were waiting for us. At my house we had a big party. We stayed talking, playing with the children and sometimes crying from happiness. I spend a long time together.  
I felt and I feel very good here. I loved this country right away. It seemed that I was born and grew up here. My sons liked it too. In fact, nobody wanted to go back to Brazil, only for vacation. When I gave my first step in this country, I really felt very safe.

*My First Day in the United States*  
*By Rosa Martinez*

My First Day in the United States, I was very sad because I missed my country and my family. And Elvia was five years old and she said, "Mama, I don't like this house." She cried for about one month when night came. I felt so bad and confused because everything was different from Mexico.

## Field Notes

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### My First Day By Jania Pimenta

My first day in the United States I felt very happy and anxious because my son Vinicius came here seven months before me. I missed Viny a lot.

My brother and Viny came to the airport to pick me up. Viny ran and held me. He cried and I did too. After the airport, we went to my brother's house and had a big party for everybody.

The next day I went to Vinicius's school to meet his teacher and the principal of the school. Viny presented me. He said: "This is my mother." I said, "Nice to meet you. Thank you for helping my son. God Bless everybody."

### A Confusing Day By Carmen Martinez

When I first came to the United States, I was very confused because my husband stayed here, but he lived with his friends. The apartment was very small. On my first day my son and I cried. Everything was different. I slept on the sofa with my son and my husband slept on the floor.

### My First Day in the United States By Iraci Nascimento

My first day here I felt bad because the trees were dead, but I felt happy too because my family was together again. My husband told me that the trees didn't have leaves because it was winter time. I said to my husband, "I want to return to Brazil." My husband said, "Don't worry my love. It is your first day here. Little by little you will like it here."

But when I heard the people talking English, I felt very bad because I couldn't understand anything. I cried because I remembered my Dad and my Mom crying when I said goodbye. My kids said, "I like it here. I want to stay here."

My husband was happy because my kids and I came one month later. Now I like it here. I am very happy because my family loves it here.

### My First Day in the United States By Sonia Miranda

When I came here, I was so enchanted with this country. Everything was beautiful and organized. I felt very happy to be here. One of the reasons I was happy because I could have my family together, my husband, my son and I. I was in Brazil for seven years and my husband was here. This was very hard for me. The first thing I did when I came here was I went for a trip. I went to the Aquarium and my son was very excited to see all the different fish they had.



# Education in Protective Custody Units at the Suffolk County House of Correction

By DOROTHY SCHOLWIN

At Suffolk County House of Correction, (SCHC) many social service and education programs are functioning extremely well. Inmate attendance in classes is very high. Social service and education programs serve the needs of inmates during their incarceration and when they leave the institution. Courses include Adult Basic Education, English as a Second Language, General Education Diploma, Advanced Diploma, Literacy, Special Education, Vocational Education, and Computers.

## CHOCs and DOCs

It is important to understand the difference between county and state inmates. State inmates are called department of correction (DOC) inmates. The state department of corrections houses inmates for extended periods of time. This enables in-depth information and complete profiles to be formed about offenders. The county house of correction, like Suffolk, keeps offenders for shorter periods. Because in-depth profiles are not always available on these shorter-term inmates, security issues are more urgent in the county houses. Protective custody units are important aspects of the county houses of correction.

## What Is Protective Custody?

Protective custody is a method that segregates prisoners for various reasons to protect inmates from violence while incarcerated.

Some of these reasons include:

- ◆ the inmate is a gang member and rival gangs are in general population,
- ◆ the inmate is a target for sexual predators,
- ◆ the inmate may be known to other inmates as a former policeman or other law enforcer,
- ◆ the inmate may be known as a child molester by general population members.
- ◆ There may be issues of violence between inmates from outside of the prison that could continue within general population.

Protective custody is different from punitive segregation. Punitive is for punishment; protective segregation is for inmates in need of special protection.

The Protective Custody Unit at Suffolk County provides all the education programs described above, as well as General Management, Drafting, Art, Sociology, Biology, and Physical Science. Courses are taken very seriously in the protective custody unit. No course is taught that is superficial and does not meet the individual needs of the students.

All courses are designed to provide excellent learning opportunities for the prison population in this unit, and for the inmate when he leaves.

Classrooms in the protective custody unit consist of a main classroom, a computer room, a drafting room, a general library, and a well-stocked law library. Protective custody inmates receive

letters and have access to legal services, recreation, and telephones.

Learning experiences of students in the protective custody unit have been demonstrated in a variety of ways. One student won first prize in an international art contest sponsored by the American Correctional Association, and another won third prize. In addition, student writings have been displayed in the Boston Public Library.

## Social Services

Population members in the protective custody unit receive most of the social service programs to the offered general population. An HIV program coordinator provides information about the following HIV issues:

- ◆ treatment updates
- ◆ transmission modes
- ◆ prevention strategies
- ◆ counseling and testing information
- ◆ STD health care
- ◆ community-based program connections

All counselors attend the Department of Public Health's counseling and testing training. There is extensive cooperation within the SCHC between the medical department, the education department, and the social service department while the inmates are in the institution and after discharge. Protective custody inmates are included in these services.

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**Education in Protective...**

*Continued from page 9*

Inmates are also eligible for housing and transitional intervention services. These programs are reviewed thirty days after they leave the program.

The social service department at SCHC provides all units, including protective custody inmates, with basic case management. Caseworkers participate in classification of inmates, "good time" reports, and counseling for basic concerns and needs of the inmates.

As with any population in adult basic education, inmates benefit greatly from their educational opportunities.

*Dorothy Scholwin teaches at the Suffolk County House of Correction. She can be reached at 617-625-1100.*

**Building Bridges...**

*Continued from page 3*

believing in their goals and putting forth the effort, any of them could live in a house with a red-flagged mailbox on their front lawn.

After I read my piece to the class, I panned the room as I had during the keynote speeches that morning. There were no shy glances this time around; instead all the participants were wearing their emotions unapologetically. There was evidence of emotional scabs that had grown over hurtful situations but had never completely healed. Many faces were a window to the anger that bubbled almost to the surface and then subsided back behind emotional walls.

There were many stories that were shared in the short period of time; all seemed to bring the group closer together and opened our minds a little more. By the end of the workshop our circle had become tighter as we sat shoulders touching, leaning forward to offer undivided attention to the experience being shared. It was apparent that participants may have attended the workshop carrying the baggage

of our own experiences, but once we had the opportunity to share our burdens, we were able to open up a little more and leave the workshop lighter.

By the evening of the first series of workshops, I realized I had brought on my trip to Bethesda the very things I frowned upon in others: preconceived notions and a closed mind. I discovered my knowledge and understanding about discrimination and diversity was miniscule. Once I let go of what I thought I knew I could make room for what I did not know and accept lessons learned from experiences shared. The NMIC turned out to be more than an excuse to enjoy a few warm spring days. The conference was the key to opening the door to healing and a spotlight on the responsibility we all have to educate each other by being willing to openly share and genuinely listen.

*Lanell Beckers is a staff associate for the New England Literacy Resource Center. She can be reached at <lbeckers@worlded.org>.*



## The Massachusetts Adult Literacy Hotline

The Hotline is a statewide information and referral service. It serves adults who seek a basic education program, volunteers who want to tutor, and agencies seeking referrals for their clients.

The Massachusetts Adult Literacy Hotline Directory is available online at: <[www.sabes.org/resources/hotline.htm](http://www.sabes.org/resources/hotline.htm)>.

## Upcoming Issues of *Field Notes*

Fall, 2004—Writing

See below for more details.

Winter/Spring 2005—Teaching Without Workbooks

Call by September 15.

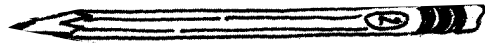
Submit by September 30.

This issue of *Field Notes* will offer short reviews of authentic reading materials and movies/videos that teachers have found effective in teaching adults in ABE, ESOL, GED, and ADP/EDP classes. If you know of high-interest, easy-reading authors your students love; if you have taught particular poets with success; if you have excerpted a novel, if you have adapted scenes from movies or videos for classroom use, please consider contributing to this issue.

Summer 2005—Open: To be determined

Do you have ideas for *Field Notes* topics? Please email your suggestions to Lenore Balliro, editor, at <lballiro@worlded.org>, or send through the mail to Lenore Balliro/ World Education, 44 Farnsworth Street, Boston, MA 02210.

## Write About Writing!



The fall 2004 issue of *Field Notes* will feature a whopping 28 pages on writing and teaching writing.

We are looking for teachers and others in ABE to write on the topic of writing. Here are a few possibilities, but you are encouraged to submit an idea of your own. We would also like to publish samples of student writing as well.

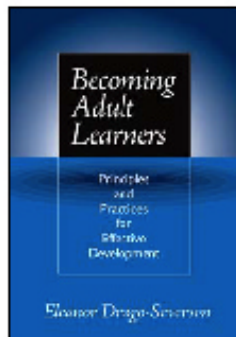
- ◆ Teaching writing in adult basic education
- ◆ Teaching writing in ESOL classes
- ◆ Teaching writing in GED classes
- ◆ Moving from narratives to expository prose
- ◆ Responding to student errors
- ◆ Using peer evaluations
- ◆ Teaching poetry
- ◆ Writing across the curriculum
- ◆ Writers teaching
- ◆ Teaching mechanics
- ◆ Understanding the composing process
- ◆ Connecting the spoken and written word

Please contact Lenore Balliro at <lballiro@worlded.org> if you would like to submit an article. Deadline for submissions is June 30. (Some flexibility on deadline.)

Forthcoming in August!

CELEBRATING  
100  
YEARS

Teachers College Press  
Columbia College, Columbia University



## Becoming Adult Learners:

Principles and Practices for Effective Development

**Eleanor Drago-Severson**

Foreword by **Laurent A. Parks Daloz**

“Provides a lush map for the territory that lies ahead as well as practical guidelines for how adult educators can work together to make a real and positive difference in the world.”

—From the Foreword by **Laurent A. Parks Daloz**

“Grounded in theory and illustrated with rich examples ‘on the ground,’ this book sensitively portrays the changes that may—but may not—take place in serious adult learning over time.”

—**Howard Gardner**, author of *Changing Minds*

“This book provides practical advice on supporting adult development in classrooms to build academic skills and knowledge.”

—**John Comings**, Director, National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education

“Developmental psychology discovers adult education—to the benefit of both disciplines. I am eager to use this text in my adult development course!”

—**M. Cecil Smith**, Professor of Educational Psychology, Northern Illinois University

“Provides an alternative, vivid, and compelling case for the life-changing, transformative significance of cohort-based adult education.”

—**Stephen Brookfield**, Distinguished Professor, University of St. Thomas (Minneapolis)

“A must-have addition to the adult educator’s bookshelf.”

—**Kathleen Taylor**, co-author of *Developing Adult Learners*

“For teachers interested in constructing learning situations that will help adult learners achieve their goals and enrich their lives...an essential resource for the EFF team.”

—**Sondra Stein**, National Director, Equipped for the Future, National Institute for Literacy

This book offers a new and promising way to support adults in Adult Basic Education (ABE) and English for speakers of other languages (ESOL) programs specifically, and learners in adult education in general. Applying renowned Harvard University psychologist Robert Kegan’s constructive-development theory, Drago-Severson depicts an in-depth investigation into how and why adults develop “ways of knowing” to better prepare them for their work in the 21<sup>st</sup> century. This book provides practical suggestions for applying Kegan’s theory in adult education classrooms to enable teachers, curriculum developers, program designers, and policymakers to better respond to adult learners’ strengths and learning needs.

**Eleanor Drago-Severson** is a lecturer on education at Harvard University’s Graduate School of Education, where she conducts research into and teaches courses on leadership for adult development and qualitative research methods.

240 pp./Paperback, \$27.95, 0-8077-4484-0/Cloth, \$58, 0-8077-4485-9

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**Want to connect with your colleagues from around the state and get paid for it?**

*Field Notes*, the adult basic education newsletter in Massachusetts, needs eight (8) advisory board members for the year 2004-2005.

**Responsibilities:**

- Advisory board members
  - ✍ meet twice a year (fall and spring) at a central location.
  - ✍ offer feedback on past and current issues.
  - ✍ help locate writers for upcoming issues.
  - ✍ offer additional support to the editor if needed.

**Benefits:**

- Advisory board members
  - ✍ keep *Field Notes* field-based!!
  - ✍ receive a stipend of \$150.00 per meeting.
  - ✍ connect with colleagues around shared concerns.

**We are looking for teachers, counselors, and administrators in all types of adult basic education programs from all over the state, especially outside of Boston.**

If you would like to be considered, fill out the form below and mail to:  
Lenore Balliro/ World Education/ 44 Farnsworth St/ Boston, MA 02210 or email  
<[lballiro@worlded.org](mailto:lballiro@worlded.org)> by July 15. You will be notified in August.

.....  
Name: \_\_\_\_\_  
Program: \_\_\_\_\_ Position: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone \_\_\_\_\_ Email: \_\_\_\_\_

Why are you interested in becoming a *Field Notes* Advisory Board member?

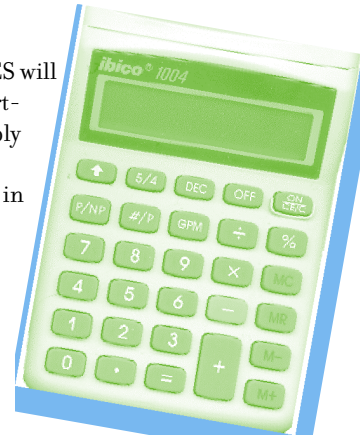
*Questions? Call Lenore Balliro at 617-462-9465 or email <[lballiro@worlded.org](mailto:lballiro@worlded.org)>.*

## SABES Offers Theme-Based Staff Development

Over the past year, SABES focused its staff and professional development activities around the theme of writing. The goal of the initiative was to increase the breadth and depth of staff development by centering on a particular area. Five programs across the state applied for intensive on-site technical assistance for writing projects. In addition, each SABES regional resource center offered activities centered on writing: workshops, mini-courses, online courses, and writing conferences. The fall 2004 issue of *Field Notes* will highlight some of the work that was completed during the writing initiative.

Next year, after a planning and development process of several months, SABES will offer focused, intensive staff development centering on teaching math. In partnership with TERC (TERC doesn't stand for anything anymore...they are simply known as TERC!), a leading research and development organization based in Cambridge, SABES will design activities to support teachers in teaching math in ABE programs.

To stay updated about opportunities for math professional development, please contact your regional SABES representative or check the SABES web page at <[www.sabes.org](http://www.sabes.org)>.



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## New Resource From New Readers Press

New Readers Press announces the publication of a new ESL series called *English—No Problem: Language for Home, School, Work, and Community*. The series companion web site <[www.enp.newreaderspress.com](http://www.enp.newreaderspress.com)> includes a free online lesson planner that "allows teachers to create and save customized lesson plans, related graphic organizers, and selected assessment masters."

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## Movie Making for ESOL Classes

I recently received a very fun and whimsical card in my email from my friends and colleagues, Steve Quann and Diana Satin. The card appeared as a very short animated movie-ette. When I thanked Diana for it, she told me it was a fun thing to do in ESOL classes. Go to <[www.dfilm.com/index\\_moviemaker.html](http://www.dfilm.com/index_moviemaker.html)>.

Check out the web site below and learn how to make cartoons, then go ahead and let your students play. Be careful, though. It's kind of addictive.

**Go to:** <[www.dfilm.com/index\\_moviemaker.html](http://www.dfilm.com/index_moviemaker.html)>  
**Select:** Making movies



—Lenore Balliro, editor



## Mark Your Calendar

### July 4-7

Correctional Education Association (CEA), 59th Annual Conference

*Embrace the Legacy: Our Commitment—Their Future*

Location: Baltimore, MD

Contact: Chuck Laws, <cjlaws@bellatlantic.net> Web: <www.ceanational.org>

### July 29–August 1

National Coalition of Education Activists (NCEA), 2004 Conference

*With All Deliberate Speed? Social Justice and the Future of Public Education*

Location: Philadelphia, PA

Contact: NCEA, 215-735-2418 Web: <www.edactivists.org>

### August 12-15

Alliance for Nonprofit Management, Annual Conference

*Empowering the Nonprofit Sector*

Location: Washington, DC

Contact: Alliance, 202-955-8406 Web: <www.allianceonline.org/annual\_conference>

### September 29–October 2

Association for Conflict Resolution (ACR), Annual Conference

*Valuing Peace in the 21st Century: Expanding the Art and Practice of Conflict Resolution*

Location: Sacramento, CA

Contact: ACR, 202-464-9700 Web: <www.acrnet.org/conferences/aco4/index.htm>

### October 6-9

ProLiteracy, 2nd Annual Worldwide Conference

*The Many Faces of Literacy*

Location: Oklahoma City, OK

Contact: ProLiteracy, 315-422-9121, x319 Web: <www.proliteracy.org/conference/conf2004.asp>

### October 27-28

Massachusetts Coalition for Adult Education (MCAE), Annual Conference

*Network 2004*

Location: Fitchburg, MA

Contact: MCAE, 800-339-2498 Web: <www.mcae.net>

### November 3-6

American Association for Adult and Continuing Education (AAACE), Annual Conference

*Weaving Tradition and Innovation*

Location: Louisville, KY

Contact: AAACE, <aaace10@aol.com> Web: <www.aaace.org>



Compiled by: Lou Wollrab, SABES Information Coordinator (Boston, MA)

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# Field Notes Mailing List Update

Are you receiving *Field Notes* addressed to people who haven't been in your program for, like, 10 years??

We don't want to waste paper and resources, so help us keep our mailing list updated!

- ◆ If you are receiving unwanted copies of *Field Notes*, PLEASE let us know, and we will remove those names.
- ◆ If you have new staff who want *Field Notes*, PLEASE let us know and we will add those names.

Simple, right? Please email the following information to Heather Brack at <hbrack@worlded.org>.

## Please Remove:

name: \_\_\_\_\_  
program: \_\_\_\_\_

## Please Add:

name: \_\_\_\_\_  
program: \_\_\_\_\_  
address: \_\_\_\_\_  
phone: \_\_\_\_\_  
email: \_\_\_\_\_



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