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Showcase of Trees 2008

Next year NDALL will participate in the Showcase of Trees at the Capitol. While you are getting ready for Christmas this year please make or bring some ornaments which will depict what we do in the 21st Century and Adult Education. Ornaments can be books, diplomas, graduation caps and gowns, etc. Bonny Norton from the Grafton Adult Learning Center has suggested a theme – “The Tree of Knowledge”.

At the 2008 NDALL Fall conference we will decorate the tree(s) with the ornaments you bring so everyone can see what the tree(s) will look like at the Showcase of Trees.

If you have any questions please contact Laurel Kaae.

What Works Clearinghouse
<http://ies.ed.gov/ncee/wwc/>

The What Works Clearinghouse (WWC) collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies). The current WWC Standards offer guidance for those planning or carrying out studies, not only in the design considerations but the analysis and reporting stages as well.

Current topics include:

Beginning Reading, Character Education, Early Childhood Education, Elementary School Math, and more.

What in the “What Works Clearinghouse” does not do:

On Wednesday, November 21, 2007 8:08 AM
-0500 "David J. Rosen"
<djrosen@comcast.net> wrote:

Colleagues,

Yesterday, on the Family Literacy discussion list, it was announced that the U.S. Department of Education has launched a new Web site to provide teachers, administrators and other educators with recommendations on effective teaching practices and examples of possible ways to implement those practices to help promote excellence in American education and improve student achievement.

What's missing from the Doing What Works Web Site?

You may have guessed it. There is no mention of adults, not even in the What's Coming section of this Web site. The Institute of Education Sciences (IES), the U.S. Department of Education's research center, was reorganized by Congress. In the process, funding for a national adult literacy research center was eliminated. The result appears to be that the Department of Education's Doing What Works Web Site will not –at least in the near future -- have anything that works -- anything that is based on the evidence of research and professional wisdom -- to offer adult and family literacy.

Some of you may be aware that the IES What Works Clearinghouse Web site, that also "collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies)" for several years had a category for adult literacy research that, year after year, was empty. Eventually they solved the embarrassing problem by eliminating the category. A search of that Web site today, using the word "adult" produces only two references, both about adults reading to children.

[<http://ies.ed.gov/ncee/wwc/>]

There is no evidence in the What Works Clearinghouse about how to teach adults. The irony, of course, is that while our field is (rightly) encouraged by the U.S. Department of Education and the National Institute for Literacy to base teaching practice on evidence, there is now very little evidence being produced or disseminated upon which to base that practice, and apparently none that meets the standards of the U.S. Department of Education.

Should we raise this issue with our elected officials in Congress, and with candidates for the next president of the United States? Should we ask the national organizations of which we are members to make this a top priority? Shouldn't adult education and literacy have a federally-funded national research center?

David J. Rosen
djrosen@comcast.net



Literacy President Petition For Adult Education

As of 9 PM Eastern Time yesterday, there were 2,331 signatures on the Literacy President Petition. We're 23% of the way toward our goal of 10,000 signatures by December 17th - two weeks from today.

When our field has been threatened with funding cuts, some on this list have said longingly "Why can't our field be more proactive?" Well, here it is - a golden opportunity: Minimal effort and a potential long-term benefit. With enough signatures, this petition has the potential to make candidates sit up and take notice of our field.

Some folks have stepped up. With 345 signatures, Pennsylvania literacy supporters are among those to be commended. However, 345 signatures could come from ONE or TWO large programs in almost any state.

Our field should have one big teach-in this week and next. Explain what the choice of President has to do with future literacy policy. Tell adult learners that there IS a tool for getting all the candidates to go on the record about what their literacy policy would be, if elected. Help them find the petition online so they can sign if they want to. Give them the opportunity to take part in our democracy - many find such an activity empowering. Don't make the decision for them by keeping them in the dark about this.

The horse race continues here at the top! Pennsylvania has retaken the lead with 501! Delaware (463) has overtaken Illinois (460)! Kentucky rounds out the top tier with 371.

Massachusetts (336) and New York (317) now share the second tier with Tennessee (273), which has added 113 signatures since Wednesday!

The third tier includes Arizona (184), North Carolina (163), California (139), the District of Columbia (122), New Jersey (113), and New Hampshire with 108.

In the basement, with fewer than 100 signatures since the petition's launch on November 3rd ...

(a level, 75-99) ... VT = 84; MO = 79

(b level, 50-74) ... FL = 63; ME & SC = 60 each; WA = 59; MD = 57; RI = 55; **ND = 52**

(c level, 25-49) ... MT = 49; IA = 47; LA = 38; VA = 32; TX = 31; In = 29; CT = 27; GA & KS = 26 each

(d level, 1-24) ... NM & SD = 22 each; WV = 19; CO, MI & MN = 18 each;

WI = 17; OH = 16; NV = 15; AK = 14; HI = 11; AL & OK = 9 each; AR & OR = 6 each; WY = 5; MS & NE = 4 each;

ID = 3; UT = 1

Marty Finsterbusch told me no state should have fewer than 100 signatures. Come on folks! WE CAN accomplish this!

To view and sign the petition, go to:

<http://www.ipetitions.com/petition/litpresident/index.html>

- Jon

jrandall@fastmail.fm

After School Math Lesson Plan and Activities Links

<http://www.afterschoolmath.org/> for grade 5-8

<http://www.sedl.org/afterschool/toolkits/math/index.html>
| something for all levels

<http://www.figurethis.org/>

<http://www.learner.org/interactives/dailymath/resources.html>

<http://richardphillips.org.uk/number/>

<http://volweb.utk.edu/Schools/tsm/tsport6.htm>

Holiday Websites

<http://www.lessonplanspage.com/Christmas.htm>

<http://www.lessonplanspage.com/Hanukkah.htm>

<http://www.lessonplanspage.com/Kwanzaa.htm>

<http://www.teachers.net/lessons/posts/246.html>

Newsletters for All

www.dyslexia-program.com/29.html

Video Game Report Card

http://www.mediafamily.org/research/vgrc_index.shtml

Cyber Safety

<http://www.bytecrime.org/>

ESL Website

<http://www.migrationinformation.org/Integration/language.cfm>

Redesigned Naturalization Tests

www.uscis.gov/newtest

In the interest of creating a more standardized, fair, and meaningful naturalization process, U.S. Citizenship and Immigration Services (USCIS) recently completed a multi-year redesign of the naturalization test. The revised test, with an emphasis on the fundamental concepts of American democracy and the rights and responsibilities of citizenship, will help encourage citizenship applicants to learn and identify with the basic values we all share as Americans.

Background

Over the past decade, several in-depth studies of the naturalization test revealed concerns with the test's content, how the test was being administered, and how it was being scored. To address these concerns, the federal government launched a test redesign in 2000. In April 2005, the USCIS Office of Citizenship took over responsibility for this redesign. A panel of adult education experts affiliated with Teachers of English to Speakers of Other Languages (TESOL), U.S. history and government scholars, expert test development contractors, and other external stakeholders provided input into the redesign.

Redesign Process

The major aim of the redesign process is to ensure that naturalization applicants have uniform, consistent testing experiences nationwide, and that the civics test can effectively assess whether applicants have a meaningful understanding of U.S. government and history. Following a basic U.S. history and civics curriculum, the redesigned test will serve as an important instrument to encourage civic learning and patriotism among prospective citizens.



To accomplish these goals, USCIS initially piloted a new test—with an overhauled English reading and writing section, as well as new history and government questions—in ten sites across the country. The feedback from this pilot was then used to finalize testing procedures, English reading and writing prompts, and a list of 100 new history and government questions. To ensure the pilot accounted for a representative sample of candidates with a variety of education levels, the test was also piloted at adult education sites nationwide.

The resulting redesigned test was publicly introduced on September 27, 2007. Naturalization applicants will begin taking the revised test on **October 1, 2008**.

This website also has vocabulary lists for the reading and writing tests, which tests to take, and much more.

Christmas Games :

<http://www.santalady.com/xmasgame/xmassong.html>

<http://www.brownielocks.com/ChristmasCarolPictureQuiz.html>

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