

January, 2006

# CIAESC Connection

A publication of the



**Central Illinois Adult Education Service Center**

College of Education and Human Services

Horrabin Hall 5A, Western Illinois University

Macomb, IL 61455-1390

[www.cait.org/ciaesc/](http://www.cait.org/ciaesc/)

The Central Illinois Adult Education Service Center is a special project conducted under the provisions of the Workforce Investment Act, Title II Adult Education and Family Literacy, and is administered through the Illinois Community College Board. Federal funds provide 100% support.

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# Supplementary Articles for Classroom Use

## **Reflections on the Women, Violence and Adult Education Project**

Concerned with violence as a barrier to learning in adult basic education, World Education sought funding through the US Department of Education Women's Educational Equity Act that would enable six programs to enhance educational services for women who have or are experiencing violence by exploring changes in practice and policy. Drawing on the work of researcher Jenny Horsman, who participated in the project, this article names as violence many forms of oppression and trauma, including domestic violence, violence by institutions of the state, childhood abuse, workplace violence, and rape.

## **Program Participation and Self-Directed Learning to Improve Basic Skills**

An analysis of baseline data collected by the Longitudinal Study of Adult Learning indicates that self-study is prevalent among high school dropouts. How can ABE programs take those efforts into account? A better understanding of the relationship between program participation and self-directed study for basic skill improvement could offer some interesting new ways to think about program design and outreach, student retention, and lifelong learning.

## **The Role of Vocabulary Instruction in Adult Basic Education**

Given the central role of vocabulary in reading, along with the large percentage of English language learners enrolled in ABE programs, it is surprising how few studies have focused on vocabulary acquisition and instruction in adult literacy learners. The goal of this article is to review theory and practice related to vocabulary learning in adult literacy learners and to draw some implications for research, policy, and practice.

## **Understanding the Complexities of Offenders' Special Learning Needs**

Both the Missouri Department of Corrections and the Ohio Department of Rehabilitation and Correction chose to institute holistic screenings to obtain specific information on offenders' underlying learning challenges that can lead to more effective instructional programming. The authors of this article examine the initial findings from those two states and the related changes they are making in their corrections education systems to address offenders' many learning issues.

## **Performance Accountability: For What? To Whom? And How?**

Where does the balance lie between providing services and delivering results? Is the main purpose increased literacy proficiency, or are more diffuse social outcomes the emphasis? Until recently, the focus has been on providing services, with little emphasis on the results or the impact of those services. In the last few years, a number of policy initiatives at state and federal levels have begun to shift the emphasis to delivering results, with services seen as the means to an end.

**If you would like a copy of any or all of these NCSALL articles,  
please email [GK-Henderson@wiu.edu](mailto:GK-Henderson@wiu.edu) or call CIAESC at (800) 572-9033.**

## **Web Spotlight**

**ABLE for the Deaf Adult Learner**  
<http://literacy.kent.edu/Oasis/deaf>

This Web site was created to help ABLE/GED teachers learn what to do and how to teach when there is a deaf adult in their classroom. In this Web site, teachers will find resources on instructional strategies, curriculum guides, sociological and psychological problems experienced by deaf individuals, and accommodations for deaf learners.

# CIAESC Staff Development Workshops

## **New (Newer) Teacher Orientation - Teaching Adult Learners**

January 24, 2006, 10 am - 4 pm  
Lakeview Library, 1137 W. Lake Avenue, Peoria, IL 61614

## **Brown Bag Manipulatives**

January 27, 2006, 9 am - 12 pm  
Quincy Public Schools Adult Education TPS, 401 South 8th Street, Quincy, IL 62301

## **Hands-On TABE 7/8**

January 27, 2006, 9 am - 12 pm  
Carl Sandburg College The Extension Center, 380 E. Main Street, Bushnell, IL 61422

## **BEST Plus Providers Group Meeting**

February 2, 2006, 10 am - 11:30 am  
Online using Horizon Wimba

## **Workplace Provider Group Meeting**

February 3, 2006, 2 pm - 3 pm  
Online using Horizon WIMBA

## **The 10-Minute Interview**

February 7, 2006, 3 pm - 4 pm  
Online using Horizon WIMBA

## **Hands-On TABE 9/10**

February 8, 2006, 5 pm - 8 pm  
Lakeview Library, 1137 W. Lake Avenue, Peoria, IL 61614

## **Visual Fractions**

February 9, 2006, 2 pm - 3 pm  
Online using Horizon WIMBA

## **GED Math**

February 10, 2006, 9 am - 12 pm  
Black Hawk College Technology Center, 3930 11th Street, Rock Island, IL 61201

## **ABE/GED Provider Group**

February 10, 2006, 9:30 am - 12:30 pm  
DeWitt-Livingston-McLean ROE, 905 North Main Street, Suite 2, Normal, IL 61761

## **Reading 2 - the Mystery of Assessment**

February 10, 2006, 10:30 am - 5 pm  
Lakeview Library, 1137 W. Lake Avenue, Peoria, IL 61614

## **Horizon WIMBA Walk-Through**

February 15, 2006, 10 am - 11 am  
Online using Horizon WIMBA

## **ESL Provider Group**

February 15, 2006, 4 pm - 5 pm  
Online using Horizon WIMBA

## **Special Learning Needs - Help Me Learn How to Learn**

February 17, 2006, 9 am - 12 pm  
Urbana Adult Education, 211 N. Race Street, Urbana, IL 61801

There are no fees for these workshops, but please contact CIAESC at (800) 572-9033 if you plan to attend.  
Space is limited for the Horizon WIMBA workshops. Prior participation in a Horizon Wimba Walk-Through session is required.  
Descriptions for all workshops may be found on our website, [www.cait.org](http://www.cait.org).  
Click on the Calendar of Professional Workshops link.

# CIAESC Resource Library Picks

CIAESC maintains a lending resource library of professional and classroom materials (books, videos, audiotapes, disk software and CD-ROMs) and makes the resources available at no cost to all adult education program staff in the Illinois Service Center Network service region. To check out materials listed below or to customize your search for additional resources, please go to our web site, [www.cait.org/ciaesc](http://www.cait.org/ciaesc) and click on the Resource Library graphic. To find one of the titles listed below, type the title in the search form title field and begin search. Directions to conduct your own search and to check out materials via the online shopping cart are provided. Patrons are encouraged to utilize the online system. If you do not have access to the Internet, please call (800) 572-9033 to arrange for check out.

## ***NEW resources published by the Association for Supervision and Curriculum Development***

### **The Classroom of Choice**

Teachers face the everyday challenge of engaging students whose knowledge, skills, needs, and temperaments vary greatly. The author of this book explores each of the five basic needs to create nearly 200 adaptable strategies for teaching and classroom management at any grade level. (2004)

### **Developing More Curious Minds**

If you ever feel that students are too passive in their learning and too ready to accept any information as “fact,” then here’s a book that explains how you can address those concerns in daily instruction. Learn questioning strategies and teaching behaviors that are more apt to encourage students to think, investigate, and draw their own conclusions. Explore how to use writing assignments, field trips, and museums to stimulate creative and critical thinking. And discover ways to improve your students’ abilities to question what they read in texts and on the Internet. (2003)

### **Honoring Diverse Teaching Styles**

In this era of increasing teacher accountability, helping novice and veteran teachers succeed in the classroom has never been more urgent or more challenging. This book is essential reading for anyone who wants to help teachers meet today’s performance standards while also respecting the unique gifts each teacher brings to the classroom. (2003)

### **From Standards to Success**

Although traditional approaches, such as curriculum alignment and textbook adoption, can help you see whether your school is covering required curriculum, they don’t do anything to integrate content standards into teaching and raise expectations about student achievement. From lesson planning to professional development programming, the author provides a thorough guide to realizing the promise of standards-based education. (2005)

### **School Leadership That Works**

What can school leaders really do to increase student achievement, and which leadership practices have the biggest impact on school effectiveness? For the first time in the history of leadership research in the United States, here’s a book that answers these questions definitively and gives you a list of leadership competencies that are research-based. (2005)