

# CONNECTIONS

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If you have comments or questions about this issue of CONNECTIONS, contact: **John Wigley, Facilitator ASE/GED/VPI/FVALS Committee** (321) 633-1000, ext. 375 [wigleyj@brevard.k12.fl.us](mailto:wigleyj@brevard.k12.fl.us) To download this or earlier issues, go to [www.floridatechnet.org](http://www.floridatechnet.org)



xperience - hands-on training  
xplore - new ways of learning  
xchange - fresh ideas

## Technology and Distance Learning Symposium meets April 19th in Tampa

Technology gurus and phobics alike will convene at the Crowne Plaza Sabal Park, Tampa April 19-21 for three days of training at the fourth annual Technology and Distance Learning Symposium.

More than 30 breakout sessions are scheduled, including how to evaluate GED software, or fine tune PDA (personal digital assistant) skills.

Adult educators have little time to enhance their own technical skills, and when they do have time, training can be expensive. The Florida TechNet Technology & Distance Learning Symposium provides participants with three days of intense technology training at a price that can't be beat (\$155. on site registration).

The Symposium will begin at 1 pm April 19<sup>th</sup> followed by the first of five concurrent sessions. Registration fee includes a welcome reception as well as a sit-down luncheon Tuesday. Tuesday night participants will venture to Panfilio's (at the hotel) to begin "Games People Play" ~ an evening of fun playing a variety of games (Cranium, Trivial Pursuit, Uno, etc.) For more information, , including a complete list of sessions and times, go to:

<http://www.floridatechnet.org/2004symposium.asp> or link to the page from the Florida TechNet website ~ [www.floridatechnet.org](http://www.floridatechnet.org).  
-By Debra L. Hargrove, Ed.D.  
Technology Coordinator

## GED Teacher Training Institute to offer family literacy lesson plans

GED teachers again will have the opportunity to attend an intensive three-day Training Institute in conjunction with the Adult Secondary/GED/VPI/FVALS Symposium in June (see p. 4). Limited travel stipends will be offered.

The Teachers' Institute, offered through grants awarded to Florida Atlantic University, allows teachers nominated by their district or community college to attend the "train-the-trainer" event, then return to their schools prepared to share new resources.

This year's lesson plans will focus on parent and family roles in literacy and success among children, and will include helpful information for grandparents, as well as early math and science activities for children.

Spaces will be held for nominations until April 30; on May 1, individual applications will be accepted. Contact Dr. Lucy Madsen Guglielmino at FAU, [lguglie@fau](mailto:lguglie@fau), and write "GED Waiting List" as subject of email.

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This newsletter was developed by the Adult Secondary/GED/VPI/FVALS Committee of the Practitioners Task Force, with an Adult Education State Leadership grant, 2003-2004, from the Florida DOE, Office of Workforce Development.

What can we do to teach adults with reading disabilities – or dyslexia? Find that information in the next issue of *GED Connections*. (For free training on reading disabilities and dyslexia, contact

[RKenyon721@aol.com](mailto:RKenyon721@aol.com).

Dr. Kenyon is Project Director and Master Trainer, *Bridges to Practice*: Florida's Focus on Adults with Learning Disabilities

**Dyslexia impedes adult learners' reading skills**

by Rochelle Kenyon, Ed.D.

**D**yslexia can be defined as a severe difficulty in understanding or using one or more areas of language – receptive and expressive, including listening, speaking, reading, writing, and spelling. According to research, most children who are problem readers in 3<sup>rd</sup> grade will be problem readers in 9<sup>th</sup> grade, and will likely remain so as adults. Since we live in a print-based society, an adult with reading disabilities is likely to suffer problems affecting economic self-sufficiency and livelihood.

Teachers will recognize students in their classes who exhibit mild to severe difficulties that are characteristic of learning disabilities in reading. Those include, but are not limited to:

- Does not read for pleasure;
- Does not read to gather information
- Frequently guesses at words;
- Has problems identifying individual sounds in spoken words;
- Needs many repetitions to learn to recognize a new or unused word;
- Oral reading contains many errors, repetitions, and pauses;
- Relies heavily on context to read new or unused words;
- Efforts in reading are so focused on word recognition that reading comprehension is hindered;
- Lacks complex language and word knowledge;
- Cannot translate printed words into spoken words with ease, beginning reading skills (decoding);
- Reverses or mis-sequences letters or numbers within words when reading or writing (b/d, brid/bird, on/no);
- Has difficulty blending and segmenting sounds (phonological processing).

In short, dyslexia can be described as a problem with the “wiring of the brain.”

In a 2001 Harvard University study on adult reading conducted by Dr. John Strucker and Dr. Rosalind Davidson, 676 ABE and 279 ESOL students from 21 literacy centers across the country were reviewed. Reading skills tested included:

- Passages of graded difficulty;
- Silent reading to answer comprehension questions;
- Creative recall of the silent reading to check understanding;
- Vocabulary, expressive and receptive;
- Phonological awareness;
- Word analysis;
- Short-term memory;
- General information;
- Fluency, and
- Rapid automatized naming.

Adults in this study tested well below the mean in reading in every category, but the skills they lacked were not the same in each case. Results enabled the researchers to identify adults who lacked basic reading skills and to plan individualized instruction to help them overcome these deficits. The test of phonemic awareness, for instance, indicated that some adult readers had not mastered the sounds of all the consonants. Others could manage patterns of consonant-vowel-consonant, but they were unable to hear and delete consonant blends correctly when asked to repeat a word without the blend (example: smack; sm...ack).

Results of this 2001 Harvard University study support the hypothesis that adults need the same basic reading skills as children; if there are gaps in students' knowledge, good reading programs will provide appropriate instruction in these areas.

The implications for the field indicate that adult education teachers must have an excellent knowledge of how to teach reading, learned through coursework and practice – not from brief training. Reading instruction is a major staff development need. \*

## FLORIDA VIRTUAL ADULT LEARNING SYSTEM provides gateway for literacy

With a vision of providing a single gateway for distance learning in adult education, many statewide partners began more than three years ago to shape that vision.

FVALS— The Florida Virtual Adult Learning System ([www.fvals.org](http://www.fvals.org)), has moved off the drawing board and into action through the cooperation of the Florida Department of Education, ACE of Florida, the Adult Secondary/GED/VPI/FVALS Committee of the Practitioners Task Force, and Miami-Dade School District, Okaloosa-Walton Community College, Florida Applied Technology Distance Education Consortium, vendor partners, and inetUSA.

FVALS now provides a one-stop entry from the Internet for persons who want to improve their literacy skills. Teachers can serve students and provide data for reporting all through the system.

Currently, students can register for classes, be assigned teachers, schedule sessions to take the TABE, take tests, sign up for the GED tests, and receive grades, all via the Internet through FVALS.

“Front Porch” communities and technology centers (designated through a specific statewide grant) have been among the first to receive software installation and training of staff and teachers. Front Porch community students have available a wide range of commercial software from the nation’s leading vendors for adult education in GED, ABE, and ESOL preparation.

FVALS will also be able to provide hardcopy and electronic reports of information needed for grant documentation for funding and accountability for each local education center, whether at a community college or an adult education center within a school district.

### **Motivating Students**

Suzy Wood, an experienced online instructor, noted many ways of motivating students in her article in the most recent issue of the FVALS newsletter.

- Assist students in setting clear, achievable goals;
- Help students keep their goals in focus;
- Use the FVALS survey to get information about students’ objectives;
- Set clear expectations for student progress;
- Congratulate students on interim successes;
- Communicate consistently with students by email;
- Give frequent feedback and recognition of success;
- Monitor student progress regularly;
- Note students’ achievements; and
- Reinforce and explain lesson and test scores.

“There is no magic formula to motivate and retain students...but a well informed, interested instructor encourages students to study...an e-teacher may never meet a student face to face but, through effective, well planned instruction, he or she can guide and encourage student attention to lessons and facilitate success.”

-Thanks to Ms. Wood, adult education distance learning instructor, Okaloosa-Walton Community College.

## Workplace readiness classes to be offered to incarcerated youth in a new initiative

By Terri Eggers

Jane Silveria and Rhae Tullos conducted an outstanding workshop for more than twenty juvenile justice educators March 19<sup>th</sup>, at the First Coast Technical Institute in St. Augustine. Through the vision of Community Colleges and Workforce Education and the Department of Juvenile Justice, staff have been working to expand options for incarcerated students, particularly those having achieved their high school diploma. Twenty prepared trainers from DJJ Schools including Alachua, Duval, St. Johns School Districts, PACE School for Girls, Associated Marine Institutes and others are ready to go forth and partner with their fiscal agents for adult education and offer Workplace Readiness to post-secondary students. Students in secure detention, residential programs and court-ordered day treatment programs are ineligible for en-

rollment in secondary educational programs and yet are mandated to participate in educational programs.

The trainers provided each participant with a comprehensive notebook complete with a pre and post test, introduction, career assessment information, workplace readiness skills curriculum, and many other resources. All teachers commented on how much they gained and look forward to bringing this knowledge to their students. This project was made possible by the Adult Education State Leadership Grant and the ASE/GED/VPI/FVALS Committee of the Practitioners Task Force.

-Ms. Eggers is an employee of the Department of Juvenile Justice and a member of the Task Force.

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#### Robert Wofford

Senior Educational Program Director, Adult Education

#### June Alford

Educational Consultant  
GED Customer Services

## TOP NOTCH Choices! Staff Development Opportunities

### The Road Show!

TechNet is offering free technology training between now and June 30:

**Assistive Technology:** Dr. Rochelle Kenyon

**Basic Computer Use:** Diane Merkel

**Microsoft Office:** Diane Merkel, L. Briggs

**Effective Searching:** Hargrove/ Merkel

**Plugins:** Debra Hargrove, Diane Merkel

**ESOL Resources-**Robert Breitbard

**Dreamweaver:** Kimberly Updike

**Microsoft Front Page:** Kimberly Updike

**Desktop Publishing:** Kimberly Updike

**Adobe Graphics:** Kimberly Updike

[Dlhargrove@aol.com](mailto:Dlhargrove@aol.com) Subject Line: "TechNet Road Show" or 813-657-0789

### Technology and Distance Learning Symposium

April 19-21, 2004

Crown Plaza Tampa at Sabal Park: \$97.00

Registration Fee: \$135.00

[aimcsb@aol.com](mailto:aimcsb@aol.com) or 407-622-8951

### ESOL Symposium

April 27 and 28, 2004, Embassy Suites, Tampa

Registration Fee: \$35./day or \$70.00 for both

Contact: Lynn Godwin, ACE of Florida

[lynn@aceoflora.org](mailto:lynn@aceoflora.org) or 850-222-2233

### Adult Secondary, GED, VPI, FVALS Symposium

Crowne Plaza at Sabal Park, Tampa

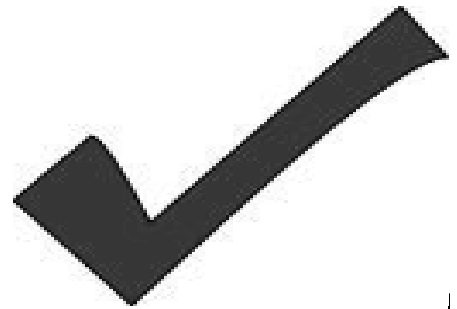
June 8-11, 2004

[aimcsb@aol.com](mailto:aimcsb@aol.com)

**Ruby Payne training** —June 8

**GED Update**—June 8 and 9

## FSU's Dr. Joe Torgesen to give keynote address at the Adult Secondary/GED/VPI 2004 SYMPOSIUM— **Checklist of Best Practices!**



In today's demanding and complex world, educators are expected to "do more with less" to prove value and deliver high-impact results.

The 2004 GED / Adult Secondary / VPI / FVALS Symposium, **June 8-11** at the Tampa Crowne Plaza at Sabal Park, provides educators an opportunity to prepare for future goals and take action to achieve them. Participants can increase knowledge, broaden horizons, connect with peers, and take advantage of the training and best practices brought by the best-in-class presenters and speakers at this statewide training event.

This year's symposium has been designed to provide participants with in-depth and diverse sessions, the right products and services at a variety of exhibits, and one-on-one and group discussions at the numerous networking activities.

Nationally recognized reading expert, Dr. Joseph Torgesen, will deliver the opening General Session keynote address on June 8th. Dr. Torgesen is a research professor in the Psychology Department at Florida State University, and Director of the Florida Center for Reading Research established by Governor Bush in April 2002.

To jump-start the symposium experience, two pre-symposium workshops will be offered: Ruby Payne Training – *A Framework for Understanding Poverty*, is a one-day workshop scheduled for June 8, or the Annual GED Update and Technical Assistance Workshop for Chief Examiners and staff, June 8 and 9.

The Florida GED 2004 Teachers' Institute will also be offered again, and this intensive three-day workshop is open first to those nominated by their district or community college. For details, contact Lucy Guglielmino, Florida Atlantic University, at [lguglie@fau.edu](mailto:lguglie@fau.edu) or at 772.873.3348.

For more information about the symposium, call 1-407-622-8951 or email [aimcsb@aol.com](mailto:aimcsb@aol.com).

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