



# Show-Me

The "Official" Newsletter of Literacy in Missouri

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Literacy....



## Health Literacy Month October 1 - 31



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Health Literacy Month is a time for organizations and individuals worldwide to promote the importance of understandable health information. Founded by Helen Osborne, there have been hundreds of awareness-raising events held across the U.S. and around the world since this grassroots initiative began in 1999.

Each day in the month of October, Health Literacy [www.healthliteracymonth.org](http://www.healthliteracymonth.org) will post one or more stories why health literacy matters. The stories come in many forms including personal essays, podcasts, songs, photos and poems.

Wouldn't it be neat to see your story on the website and be able to demonstrate to your students a great example of an essay.

Think of the time you knew that health literacy mattered. This realization may have come from an event, interaction or experience you had as a patient, family member, friend, student, or teacher.

Things to keep in mind when submitting your story:

Character: who this happened to

Setting: where or when this took place

Obstacle: barrier or problem

Resolution: what happened, how obstacles were overcome

Call to action: lessons learned along the way

Again, starting October 1, 2009 you can find all the stories on the Health Literacy Month website, [www.healthliteracymonth.org](http://www.healthliteracymonth.org)

The mission of the "Show-Me Literacy Newsletter is to provide professional information-sharing, resources and news about adult education and literacy.

## Webinar on NIFL

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This past summer if you had the opportunity to attend our Certified Teacher Workshop, I focused on Strategic Planning. I mentioned in the presentation that this model can be used by anyone in an organization. On September 1, 2010, the MO-AEL PDC staff took part in a *free* webcast offered by National Institute for Literacy (NIFL) and I got to see with my own eyes how former President George W. Bush and the Secretary of Education used strategic planning.

President George W. Bush and the Secretary of Education made reading and rigorous scientific research priorities in education reform. These priorities are part of the Department of Education's Strategic Plan. The National Institute of Child Health and Human Development (NICHD), the National Institute for Literacy (NIFL) and the U.S. Department of Education - Office of Vocational and Adult Education supported these priorities by funding the Adult Literacy Research Network and now referred to as the Adult Literacy Research Consortium.

In September 2002, six research awards were made to the institutions and principal investigators listed below. These studies designed developed, implemented and studied the effectiveness of adult literacy interventions for low literate adults, including the role of decoding, vocabulary, fluency, and comprehension instruction in adult literacy and explicitness of instruction. All six projects employed experimental or quasi-experimental designs, and at least four of these use combined quantitative and qualitative research methods.

Over the past five years to present, these research teams have screened nearly 73,000 adults with low literacy skills in order to identify the more than 3,800 research participants for these studies. It is estimated that more than 60% of those taking part in the studies will be minorities; most studies will have from 30-60% African American and from 20-50% Hispanic or Latino participants, many of whom are not native speakers of English. The investigators will be conducting this research in more than 80 sites in 16 different states: Alaska, California, Connecticut, Georgia, Idaho, Kansas, Louisiana, Massachusetts, Maine, Maryland, North Carolina, New Jersey, Oregon, Pennsylvania, Rhode Island, and Washington.

The principal investigators, those individuals responsible for the scientific direction of the research projects, established a research network that is now called the Adult Literacy Research Consortium. At their first meeting, these researchers discussed what common measures and methods might be used across studies. These investigators established cross-project collaborations that should enhance each project's research productivity and enable the group to collectively provide convergent data to inform instructional practice in adult literacy. These projects should contribute significantly to major gap areas in adult literacy research.

Data was analyzed to identify subtypes of adult literacy learners, and whether these subtypes respond differentially to different instructional approaches. In other words, which instructional approach, or combination of instructional approaches, is effective for the different subtypes of adult poor readers? The third and final component included MRI technology. There are two aspects to this component. The first is to provide a systematic evaluation of the different components of the neural circuitry of adult poor readers compared to adult expert readers. The second aspect is to evaluate whether MRI may provide a neurobiological index of the impact of instruction on adult learners. In years 3 and 4 of the study, 10 adult expert readers and 10 adult poor readers underwent MRI studies of basic reading processes. In addition, the investigators scanned five participants from each of the six groups before they receive instruction and after the 100th hour are completed.

The subject of the webcast was the critical factors that influence the instruction and development of literacy (reading and writing) competencies in adults. A series of multi-year grants were awarded to develop new research based knowledge on adult literacy learning, the critical factors that influence the instruction and development of literacy (reading and writing) competencies in adults, and to determine the most effective instructional methods and program organizational approaches for adult literacy programs.

The research focused on increasing understanding of the specific cognitive, socio-cultural, and instructional factors, and the complex interactions among these factors, that promote or impede the acquisition of English reading and writing abilities within adult and family literacy programs. The research studies and programs stimulated by this initiative contribute scientific data that bear directly on public policy issues and instructional practices.

This webcast disseminated research findings from several five-year research projects investigating the development of literacy skills in adults enrolled in Adult Basic and Secondary Education classrooms. Three of the research scientists served as panelists and discussed the key cross-cutting research findings and themes as well as the implications for effective instruction in reading. During the discussion, the panelists summarized the research projects, the study participants, the nature of instructional interventions and findings from their studies.

If you would like to read further on this subject, feel free watch the archived presentation at:

The National Institute for Literacy webcast “**Getting Reading Results in the Classroom: What Research Tells Us**” is now available online for viewing on-demand.

View with Windows Media Player

<http://mediasite.yorkcast.com/webcast/Viewer/?peid=4aa1eca1657c42ac8671d74da9f479cf>

View with Real Player

[www.yorkmedia.com/l3/webcast/realplayer/index.htm](http://www.yorkmedia.com/l3/webcast/realplayer/index.htm)

# North Central Missouri College

## Nationally Ranked

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The Missouri Adult Education & Literacy Professional Development Center is a Missouri Department of Elementary and Secondary Education Adult Education and Literacy funded program operated by North Central Missouri College (NCMC) in Trenton, Missouri.

Recently, NCMC was recognized nationally in the latest community college rankings by the Washington Monthly, a not-for-profit publication produced in Washington, D.C. NCMC is ranked 23rd in their *50 Best Community Colleges of 2010*. No other Missouri colleges made the list, but schools located in Minnesota and Kansas were ranked first and second.

The Washington Monthly reviews items such as active and collaborative learning, student faculty interaction, and support for learning. According to NCMC Dean of Student Services Kristen Alley their methodology includes the use of the Community College Survey of Student Engagement (CCSSE) and data from the US Department of Education. Alley added that NCMC has conducted the CCSSE on campus for the past few years and that the findings indicate that NCMC is excelling in all five benchmark areas including: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. In follow-up surveys, findings reveal that NCMC students tend to excel at higher rates and are more likely to persist at four-year institutions than their native-students," said Dean Alley.

North Central Missouri College is a community college, founded in 1925 as Trenton Junior College. They offer many types of courses and programs, including classes that transfer to four-year colleges and courses that develop specific career skills. The mission of North Central Missouri College is *to assist individuals in our educational/business community to attain their goals through open admission, reasonable costs, progressive curriculum and services-- delivered by a caring, competent staff in a safe, technology-rich learning environment*. The PDC is proud to partner with North Central Missouri College which is known for its academic excellence and strong sense of community.

More information on the *Washington Monthly's* 2010 ranking of America's 50 best community colleges can be found at [http://www.washingtonmonthly.com/college\\_guide/rankings\\_2010/community\\_colleges.php](http://www.washingtonmonthly.com/college_guide/rankings_2010/community_colleges.php) and on the North Central MO College website at <http://www.ncmissouri.edu>.

# Professional Development in MO AEL

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The quality of adult education instruction is a critical factor in improving student outcomes in reading, mathematics and other key skill areas. Improving the quality of instruction in adult education programs involves continually strengthening the knowledge, skills, and abilities of instructors, administrators, and other adult education staff. The MO AEL Professional Development Center is committed to investing in rigorous research about adult learning and helping adult educators learn about, understand, and put into practice the findings from scientifically-based research. Ultimately, continuous improvement in teaching hinges on the availability of high quality professional development opportunities linked to research.

Professional Development is the process of improving staff skills and competencies needed to produce outstanding educational results for students. Professional development often refers to skills required for maintaining a specific career path or to general skills offered through continuing education, including the more general skills area of personal development. It can be seen as training to keep current with changing technology and practices in a profession or in the concept of lifelong learning. Developing and implementing a program of professional development is often a function of the human resources or organization development department of a large corporation or institution.

The Initial AEL Teacher Certification is valid for four (4) years from the initial certification date and requires sixty (60) contact hours of professional development during this period. After upgrading to the AEL Teacher Career Continuous Certificate, requirements include 20 hours of professional development each year. Individuals possessing an AEL-Career Continuous, who do not complete twenty (20) contact hours of professional development, may within two (2) years make up the missing hours. The individual must first meet the twenty (20) hour requirement for the current year and then count the excess hours as make-up hours.

The goal of Missouri's AEL Professional Development Center to see results in student achievements by building instructor knowledge and skills, which is a crucial component of successful change.

The Missouri Adult Education and Family Literacy Professional Development Center has listened to local directors, AEL teachers and certification requirements to develop useful PD activities. We strive to present high quality workshops relevant to what is needed in the AEL classrooms to help teachers effect changes in students' lives.

Teachers and Directors are encouraged to check the PDC website [www.maelpdc.org](http://www.maelpdc.org) for workshop topics and calendar. Directors are welcome to select a topic and host a workshop that will meet the needs and schedule of their teachers. Certification information can be found at [http://dese.mo.gov/divcareered/AEL\\_teacher\\_certification.htm](http://dese.mo.gov/divcareered/AEL_teacher_certification.htm).

*Certainly, learning is lifelong and we all gain from each new experience.*

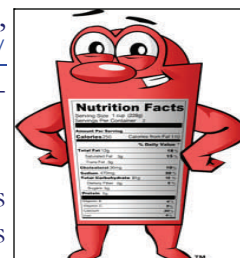
-An adult education teacher

# Nutrition Awareness

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With so much focus in the health industry on losing weight and keeping it off, it's easy to forget what food is really about: nutrition. The number on the bathroom scale isn't always related to the quality of food you're consuming,

For example, even if you're the "ideal" weight but nibble on chips or candy all day, you aren't doing your body any favors. Check out <http://www.nutrition.gov/>, <http://www.whatthehealth.com/awareness/october.html>, and <http://www.fda.gov> for more information on interactive activities you can use in the classroom.



*Make Your Calories Count* is an interactive learning program that provides consumers with information to help plan a healthful diet while managing calorie intake. The exercises will help consumers use the food label to make decisions about which food choice is right for them. For simplicity, the program presents two nutrients that should be limited (saturated fat and sodium) and two nutrients that should be consumed in adequate amounts (fiber and calcium).

To eat wisely, you may need to outsmart yourself. There are some easy ways to "right size" your meals and snacks-without measuring or weighing your food. Here are a few tips to try:

**Visualize sizes.** For example, a three-ounce serving of meat is the size of a deck of cards, and one cup of pasta or rice is the size of a tennis ball.

**Serve meals on smaller plates.** This visual trick makes your brain think you're eating more. Try it with juice glasses too.

**Try eating half first.** Take what you'd normally serve yourself, then put half aside. After you finish the first serving, wait a while. Then decide whether you're still hungry.

**Double the pleasure of eating out.** Take half of your entrée home in a doggy bag to enjoy at another meal.

**Think before you upgrade.** A larger size soda or fries may cost only a few more cents but add unneeded calories to your meal.

**Divide up your snack foods.** Likely to munch away at a bag of chips or candy without thinking? Before you start, put smaller portions into zipper baggies so you can pace yourself.

**Read labels.** If you're watching calories, keep in mind serving sizes before you indulge.

**Try mini-meals.** Eating five or six small meals throughout the day-with lean protein sources-is a great way to keep your energy up and not feel deprived.

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