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EFF HOT topics

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An Introduction to the Ten-Step Cycle as an Important Learning Tool for You

MANY PRACTITIONERS think of the teaching process as a three-step cycle: plan, teach/learn, assess. In this issue we introduce a ten-step process (pages 6 - 7) and a spiral to represent the teaching/learning cycle. This ten-step cycle is built on the experience of practitioners working with EFF to develop learning activities. This new cycle also incorporates learning from our field research partners as they build the assessment framework.

This work brought home to us that talking about planning, teaching, and assessing as if they are three separate steps is misleading since good planning and teaching depend on assessment throughout the cycle. The ten-step cycle conveys the ways in which assessment gets integrated throughout the cycle.

We see this ten-step cycle as a tool for you to use as you develop learning activities with your students. We have included not only the ten steps but also guiding questions and sample tools for each step of the process. The new ten-step cycle also includes several on-going practices for you

to keep in mind as you move through the process.

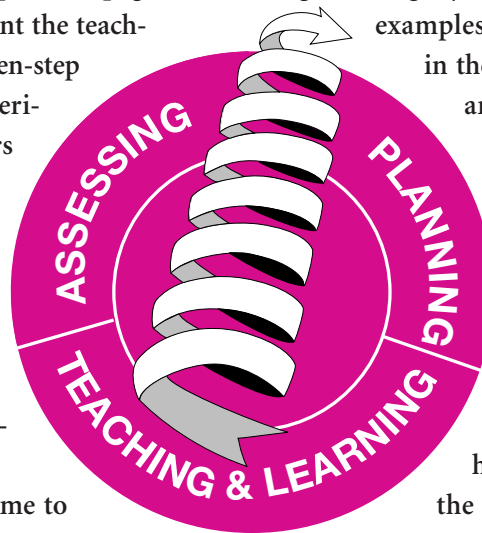
To illustrate how teachers use the teaching/learning cycle, two teachers share examples from their experience in the classroom. Sally Cook and one of her students from a South Carolina family literacy program explain how they used the *Standard Plan* in developing a learning activity. Colleen Comidy and two of her ESL students from the state of Washington describe a learning activity that

focused on *Speak So Others Can Understand*. As you read their examples, you will notice that they used variations of the steps as they moved from planning to teaching to assessing. You will also notice that they embedded assessment throughout the process rather than just at the end.

We encourage you to think about your own teaching in light of these steps and hope you let us know what works for you.

Donna Curry

Assessment is vital to good planning and teaching and is integrated throughout the cycle.



A Look at the Steps of the EFF Teaching/Learning Cycle



Although the ten steps of the teaching/learning cycle are written as discrete steps, you may not always follow the steps in this order, and there may be times when you combine steps. And, although the steps are written down the column, the teaching/learning cycle is actually designed to move students upward, hence the spiral rather than the circular representation.

Let's take a look at the steps of the EFF Teaching/Learning Cycle to see how it compares to the Plan/Teach/Assess Cycle. (On pages 6-7, you'll find these same ten steps along with guiding questions and sample tools to help you address each step of the process.) The EFF Teaching/Learning Cycle with guiding questions is available to download from the EFF Special Collection at: http://www.nifl.gov/lincs/collections/eff/eff_masters.html

- 1** Determine individual goals and purposes.
- 2** Identify standards that would help learners achieve their goals.
- 3** Find out what learners already know.
- 4** Come to consensus on a shared priority that focuses the learning activity if working in a group.
- 5** Design a learning activity to address the shared priority of the learners.
- 6** Develop a plan to capture evidence and report learning.
- 7** Carry out the activity.
- 8** Observe, document, evaluate, and report evidence of performance on the standard.
- 9** Reflect on how what was learned is transferable to other real-life situations.
- 10** Determine next steps to help learners meet their goals.

Steps 1-3 are related to individual students. Based on their goals and purposes, you begin to think about what standards would be useful for the students to work on to help them move closer to achieving their goals. To do so, you also need to consider what they already know and can do. Sometimes these first steps happen early on in class. Once you and your students have begun developing learning activities based on a particular standard, you may not have to revisit the first three steps each time (but be aware that students' needs and goals will evolve over time).

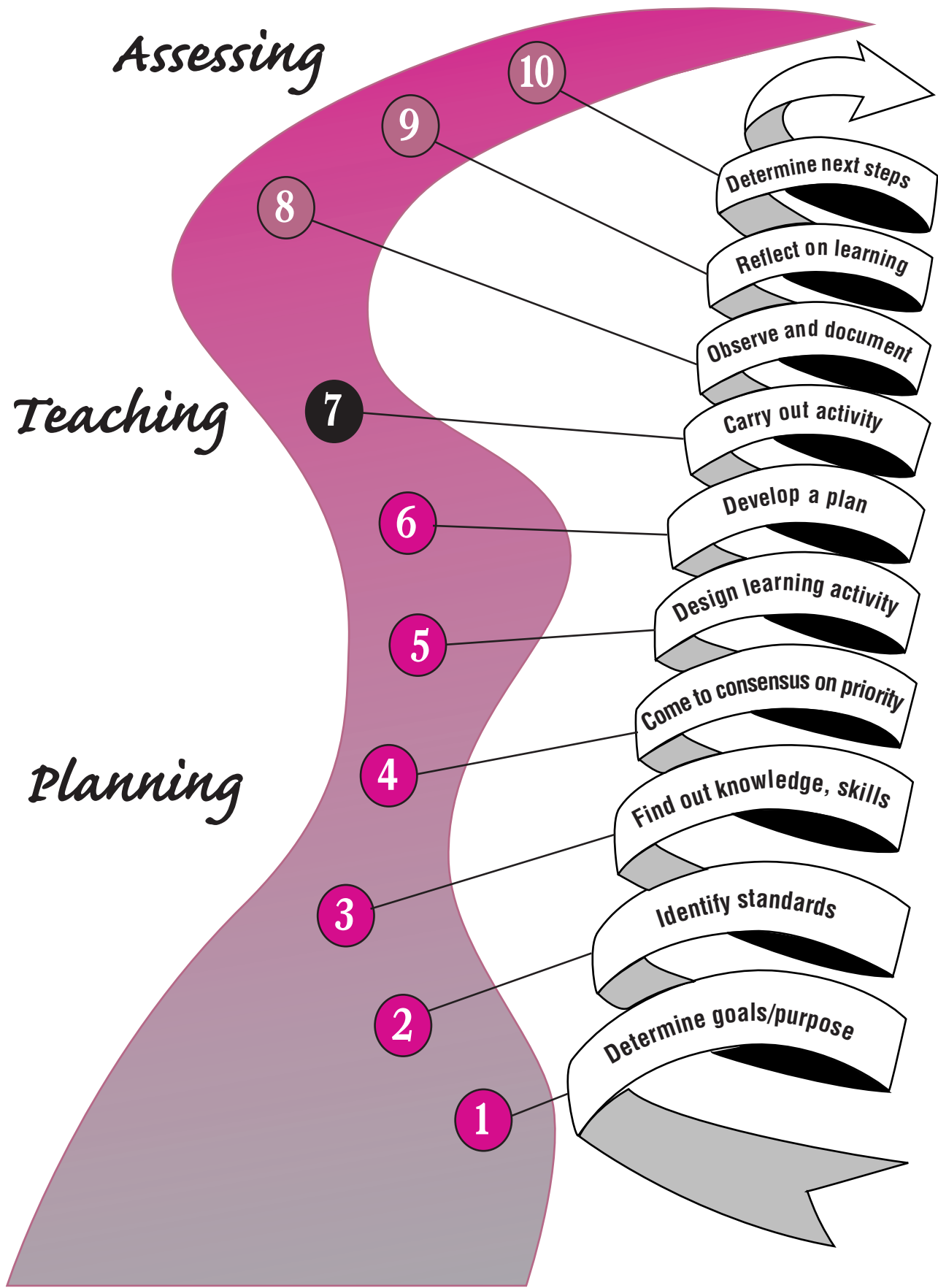
Step 4 is called out to specifically address a classroom environment rather than a one-to-one tutoring situation. In this step, you and the students see commonalities and together come to agreement on a shared focus.

This shared focus is used to design a learning activity (**Step 5**) that meets the needs of the students and addresses a particular standard.

Step 6 is a key part of the planning stage. By building a strategy for capturing evidence of learning early on, both you and your students clearly know what the end target is – what is expected for good performance – before actually doing the activity.

Step 7 is the actual performing of the activity designed by you and your students.

Step 8 – 10 reflect the assessment phase. These steps lead right back to the planning phase. During these steps, you need to document performance, but you also need to have students reflect on what they've learned and think about how to move forward.



Speak So Others Can Understand:

An ESL Class Develops a Learning Activity

Colleen Comidy teaches literacy/beginning ESL in a workplace program at the Seattle Parks Department through Seattle (Washington) Central Community College. For the past two years she has been involved in field research focused on developing the EFF Assessment Framework. The following account of a learning activity Colleen carried out with her students follows the steps articulated in the field research protocol. These steps are similar to the 10-step process described on pages 6-7.

Colleen Comidy's students participate in her class to improve basic English communication skills (stress-ing speaking and listening), learn workplace vocabulary, improve pronunciation and improve job performance. Often, because of anxiety about speaking and heavy accents, their conversation is barely intelligible. Their ability to understand, however, exceeds their ability to communicate.

Students share what they need to do in their lives. They all seem to have the same concern about speaking.

Students said that speaking on the telephone is difficult for them because of problems with pronunciation, grammar, and sentence structure. They also reported that they often avoid calling a supervisor because of their fear of speaking in English on the telephone. Supervisors agreed that when the students have called, they were unable to understand them.

Colleen developed a learning activity so that students could practice using the telephone to call their supervisor to report unexpected problems in performing their jobs. The activity was designed to have students work on the

Colleen designed a learning activity to address the shared priority of the students. They addressed the question, "How can we plan an activity that will help us develop and practice the skills we need in order to achieve our goals?"

EFF Standard *Speak So Others Can Understand*, using the Common Activity *Work Together*. The learning activity involved four steps: a) brainstorming the problems that can prevent students from performing their job duties; b) writing out sample dialogues; c) role-playing the dialogues; and d) critiquing the dialogues.

Since both students and supervisors expressed a need for the students to improve their ability to communicate by telephone, they clearly saw how this activity could serve a real-life purpose. Students stated that they were anxious about making telephone calls in general, not just at work. Role-playing telephone calls could remove some of the fears students face and clear up confusion they have about what kind of information they need to communicate. Role-playing would also give them the opportunity to practice

correct grammar and pronunciation in the classroom – a safe, anxiety-free environment.

Practicing telephone calls and becoming comfortable with the protocol of telephone calls is valuable in helping students become more independent and self-sufficient. The students held discussions on the importance of improving telephone speech in general and the value of being able to speak so others can understand in many different contexts.

In designing the learning activity, Colleen had to determine the students' background knowledge and skills. She did this through class discussion and informal observation.

The overall plan for the task was to start with discussions on using the telephone during work hours, including whom they call and why and who calls them and why. They also discussed instances where they called supervisors and reflected on whether or not they felt their communication was successful. (According to their supervisors, students were usually not successful; the students often were not aware of this.) The teacher and students then discussed basic telephone vocabulary.

Colleen answered the question, "What other skills do my students need to know or learn in order to carry out this learning activity? How will I help them gain these skills?"

Speak So Others Can Understand

Components of Performance	How the Activity Addresses Them
Determine the purpose for communicating.	Students will identify 2-3 situations in which they will need to call a supervisor for help.
Organize and relay information to effectively serve the purpose, context, and listener.	Students will elaborate problems that will prevent them from performing their jobs. They will organize information that pertains to the problem in a clear, succinct manner for communicating it to supervisor.
Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.	Students will write out dialogues using correct grammar and vocabulary. They will practice dialogues paying attention to register, pace, and pronunciation.
Use multiple strategies to monitor the effectiveness of the communication.	Students will listen to and critique each other. They will practice and then role-play both sides of the conversation and complete forms with the information pertaining to the problem. Students will evaluate themselves and classmates by using a checklist.

An ESL Class *(Continued from page 4)*

They worked on general telephone vocabulary, proper word choice, word order and sentence structure. They discussed elements of a telephone call and telephone protocol. They also worked on basic information to provide and questions to ask in order to get basic information: greetings, identifying self, asking to whom they are speaking, asking to speak to someone specific, ending a telephone call.

Students learned skills in one context in order to apply them immediately. These skills can then be transferred to other activities in other roles.

Through the context of the activity, the students also spent time in lessons

on basic grammar (present simple, past simple), question structure, pronunciation and intonation, and workplace vocabulary. Students received instruction in these foundational sub-skills to perform this activity effectively. These are also necessary sub-skills for speaking in other situations.

After the general discussions, they concentrated on work-related telephone calls. They brainstormed issues at work and reasons to call a supervisor. As students gave the reasons to call a supervisor, the teacher listed them on overhead projector transparencies. The students then copied them onto worksheets. Later, the students showed their lists to their supervisors and asked for additional suggestions.

Using the brainstormed list along with supervisor's suggestions, the stu-

Students and teacher agreed on what good performance looked like so that they knew what was expected of them.

dents selected three scenarios and created telephone dialogues as the teacher wrote their dialogues on overhead transparencies. The sentences they dictated often were not correct grammatically, which inspired discussion on grammar. Then they made appropriate changes.

Colleen provided support to ensure that every student could practice, gain confidence, and improve in using the standard.

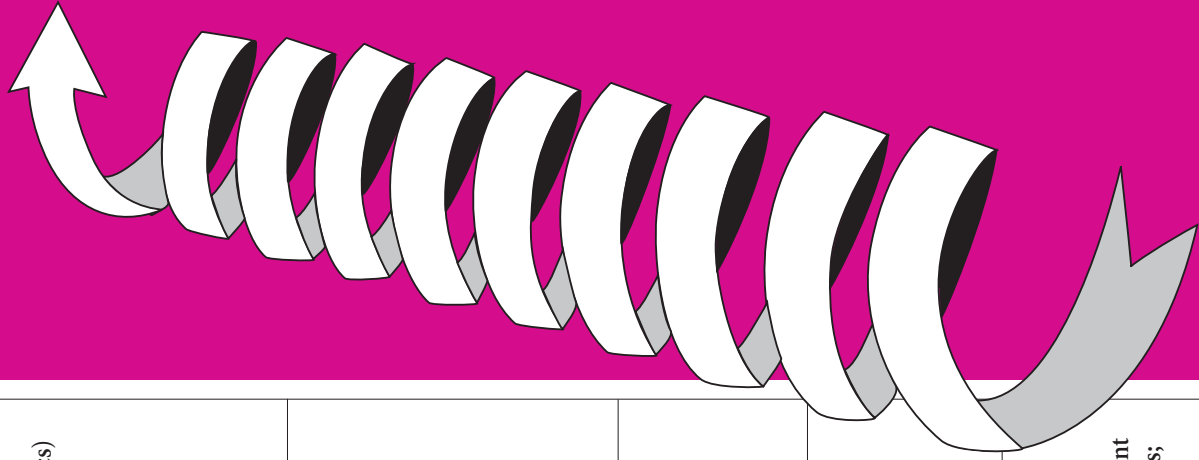
When the students were satisfied that the dialogue was complete and correct, they copied it onto worksheets and practiced it through choral repetition. The students then practiced the dialogue numerous times (reading from their worksheets or from the overhead projector screen) with each student performing both roles. They practiced speaking slowly, clearly, and loudly and worked on pronunciation. After they were able to perform well reading from worksheets or from the screen, they practiced doing the dialogues without reading (by covering parts or all of it). They repeated the practice numerous times using the three scenarios during five consecutive lessons.

Continued on page 10

In order to address ongoing assessment and reflection, Colleen used a variety of strategies.

The EFF Teaching/Learning Cycle

Steps	Guiding Questions	Sample Tools*	Ongoing Practices
1 Determine individual goals and purposes.	What do individual learners say they want or need to do in their everyday lives?	EFF Standards; Role Maps; Goal-setting forms	<ul style="list-style-type: none"> • Work with learners to continually revisit and revise their goals.
2 Identify standards that would help learners achieve their goals.	What knowledge, skills, and learning strategies do learners need to meet their goals? Which EFF Standards would help learners make progress toward their goals?	EFF Standards; Individual and group discussion	<ul style="list-style-type: none"> • Engage learners, throughout, in identifying and applying their prior experience and knowledge to new learning.
3 Find out what learners already know.	What do learners already know and what can they do in relation to the standards that would help them in pursuit of their goals? What tools and activities can I use to find out what they know and can do?	EFF Standards; Role Maps; Common Activities; Diagnostic use of performance assessments; Informal assessments by teacher and learners; Goal-setting activities	<ul style="list-style-type: none"> • Make sure throughout that learners clearly understand what they are learning and why.
4 Come to consensus on a shared priority (real life concern) that focuses the learning activity if working in a group.	What is the class as a group excited or concerned about? How can we come to consensus on shared priorities that can focus our work as a group? What can I do to help learners see how working toward these shared goals can help them meet their individual needs?	Group discussion; Consensus-building activities	<ul style="list-style-type: none"> • Build in opportunities throughout the activity for learners to reflect on and monitor their own developing knowledge, skills, and learning strategies.
5 Design a learning activity to address the shared priority (real life concern) of the learners.	What do learners and I need to do to plan a meaningful learning activity that will help them develop and practice the knowledge, skills, and strategies we have identified? Which standard will we decide to focus on for this learning activity? What opportunities can we build into the activity to allow students to develop and practice all the components of performance (COPS) for the standard? What else will my learners need to know or learn to carry out this learning activity?	EFF Standards	<ul style="list-style-type: none"> • Adjust the learning activity to reflect emerging goals and learning needs.



6	<p>Develop a plan to capture evidence and report learning.</p>	<p>What is the purpose of assessment for this activity? What level of documentation/reporting is necessary for this activity? In what ways will I build assessment into the on-going teaching and learning process? What criteria will we use to judge and interpret the evidence of learner performance? What can I do to make sure learners have a clear understanding of these criteria for good performance? How do I ensure that learners can use the criteria to understand when they are doing well and what still needs improvement? What assessment guides, rubrics, and other tools do learners and I need to develop for this learning activity?</p>	<p>EFF Standards; Performance-based assessment tools (including teacher and learner developed assessments and rubrics)</p>
7	<p>Carry out the learning activity.</p>	<p>What can I do to help learners understand the connection between the skill-building steps and the overall purpose of the learning activity? In what ways can I help learners to identify learning strategies they already use, develop new ones, and choose the most appropriate ones for their purpose? What support do I need to provide to allow every learner to work on all the components of performance at a level that is challenging for him or her?</p>	<p>EFF Standards; Discussion; On-going informal assessments</p>
8	<p>Observe, document, evaluate, and report evidence of performance on the standard.</p>	<p>In what ways will we observe and document evidence of learner performance on the standard? How will learners and I use the results of the assessment process? In what ways will the results be shared with others?</p>	<p>EFF Standards; Performance-based assessment tools</p>
9	<p>Reflect on how what was learned is transferable to other real life situations.</p>	<p>What links can learners make between what they have learned, how it addresses their goals, and how it can be used in other parts of their lives? How do I help learners transfer skills and strategies from one role to another?</p>	<p>EFF Standards; Role Maps; Common Activities; Goal-setting forms; Tools for reflection</p>
10	<p>Determine next steps to help learners meet their goals.</p>	<p>What additional learning and practice do learners need in order to use their skills fluently, independently, in a range of situations?</p>	<p>EFF Standards; Performance assessments; Discussion of assessment results; Planning forms; Role Maps</p>

* An EFF Tool Kit with a variety of sample tools for each step of the EFF Teaching/Learning Cycle will be available by Fall 2002. This Tool Kit will provide you with examples of how teachers use various tools to address each step.

A Family Literacy Class Develops a Learning Activity

Sally Cook from Plum Branch, South Carolina, was one of several practitioners participating in the SC Even Start EFF Mentoring Project. She was coached by Shirley Wright, National Training Coordinator for the EFF National Center, and Carolyn Beiers, EFF SC mentor, on how to begin to incorporate EFF into the classroom. They suggested a series of questions to guide each step of the process for developing learning activities with students. The questions used by South Carolina teachers are similar to those posed in our 10-step process on pages 6-7. Sally said that the questions “helped pull it all together” so that she could teach in a more structured way. The following example illustrates how Sally and her students used questions to plan, teach, and assess a lesson in a Family Literacy/GED program.

Because Sally’s class was already a community of learners, the students were used to working together to come to consensus on a shared priority. The role map helped them clarify their goals.

Sally Cook’s class had decided that they needed to have a healthier lifestyle. As part of making New Year’s resolutions, they all had identified that their families should lose weight and exercise more to have a healthier heart. The class knew of three people who had recently died of heart attacks. Together they looked at the Family Member Role Map. They focused on the broad area of responsibility: Promote Family Members’ Growth and Development, then

Sally needed to know about her students’ background knowledge and skills. She asked, “What do my students already know in relation to what they want to do? What can they already do? What will they need to learn to address their real-life concern?”

chose the key activity under that: Make and Pursue Plans for Self-improvement.

Students brainstormed what they already knew about having a healthy heart. One student wrote down the class’s brainstorming on a blank overhead transparency for everyone to see. The class realized that together, they knew quite a lot. They then generated questions they had about having a healthy heart, such as: What is cholesterol? What types of exercise are best? What is heart disease?

In designing the learning activity, Sally wanted to be sure that all students could contribute to and learn from the activity.

Sally then asked the students how they would like to find out about a healthy heart and starting an exercise program for themselves and their families. They divided up the questions they generated about heart disease. Students who had difficulty with the readings created vocabulary lists, while the other students researched how the heart functions and what factors contribute to heart disease. All information was shared, and together, they incorporated the input from each student into a class report.

Students and teacher came to agreement on which standard to focus on for the activity. Students had already reflected and self-assessed.

Students identified the EFF Standard Plan as most helpful to them. They had been introduced to this standard earlier in the year when they had done goal-setting activities. Students decided they were not comfortable enough with all the components of performance yet to move to a new standard. They felt this activity would be a good opportunity to test their use of the standard in another way – thus increasing their range, fluency, and independence.

Sally and the students had to consider early on how they would capture evidence of performance of the standard. Together they talked about what an effective plan looked like so everyone was clear what was expected.

Students talked about exercise plans, and each student created an exercise plan, timeline and class check-in points. They knew that their goal, their plan, had to be measurable and achievable with a timeline. Each student created a chart to monitor her exercise regimen and time spent exercising. They agreed that they were using the EFF Common Activity *Manage Resources*. They were managing the time to include exercise into their busy lives.

Since Sally had been working with many of her students for several months, she knew a good bit about them through listening to their conver-

In carrying out the activity, Sally considered several questions: “Are students ‘stuck’? If so, how do I help them get ‘unstuck’?”

**Are all levels of students engaged and learning?
Are students using all the components of performance of the standard?”**

sations and seeing their work in class. She knew that many in the class did not know what the heart did, how it worked and what it looked like. She also knew she had a very wide range of levels. She worked with the class to be sure that those students who were acquiring knowledge to help them achieve their ultimate goal (GED or high school diploma) had opportunities to obtain that knowledge. They had to compile a report on the heart and learn about the biology of the heart and circulatory system.

Students not yet ready for the GED also learned new vocabulary. They generated and asked questions of the other students so that they too were learning about the heart and how it functions. All students had to plan how they were going to accomplish their tasks, and they all had to plan their exercise regimen based on what they had learned about which exercises were most beneficial to having a healthy heart. The teacher and students agreed to use charts, and she taught them how to do that.

Students documented their own learning, and Sally worked with them to monitor their progress.

Students computed the percent of time they actually exercised vs. what they had planned and then computed the class aggregate time. Sally continually had the class refer to the compo-

How to plan, how to write SMART goals:

“It has helped me to be a better parent...”

Tasha is one of the students in Sally Cook’s class. She has been in the program for four years. Although her long-term goal is to get her GED and then go to technical school, she says that what she’s learning right now is helping her be a better parent to her twin seven-year-old daughters. She likes using the EFF role maps “because it helps you out, helps you see what kind of role you want to be; things I maybe didn’t think about. It has helped me to be a better parent, like reading to my little girls and helping them with their homework.”

“When Mrs. Cook [Sally] taught us about how to plan, she also made us write ‘smart’ goals . . . like I want to learn to write better so I can write an essay for the GED. I had to set a time line for improving, think about what parts of my writing I would work on so that I could see if I was making fewer mistakes. Even things that I’m learning about my writing I can bring home and share with my little girls.”

nents of performance for the EFF Standard *Plan* to make sure they were learning the process of planning. Students all had their exercise charts in class, and reviewed them once a week to monitor the plan’s progress while considering any need to adjust the plan.

Sally collected evidence of her students using the Standard *Plan* by building in formative assessments along the way: GED level students had to show their planning process for their report on the heart. Other students had to show their planning process for generating vocabulary words and questions.

To check whether their knowledge about hearts had increased, all students took a quiz Sally designed. Those students who had trouble reading the quiz were asked the questions orally since the goal was not to assess their reading ability but rather to assess whether they had learned the content. The higher level students took a practice test about the circulatory system from a GED workbook so they could see the connection between what they were learning in class and the GED test.

Students wrote reflections for each

Sally questioned, “How do I ensure that my students reflect upon what they are learning? How do I make sure they connect their learning to their other roles as well as to their goals?”

part of the activity. They reflected on what they had learned, and how it related to their overall plan to learn about a healthy heart and develop an exercise plan. Part of their reflection was to identify how they were using the Standard *Plan* in other ways in their lives. Students also reviewed the other role maps to see how they could use the Standard *Plan* and the Common Activity *Manage Resources* in other aspects of their lives.

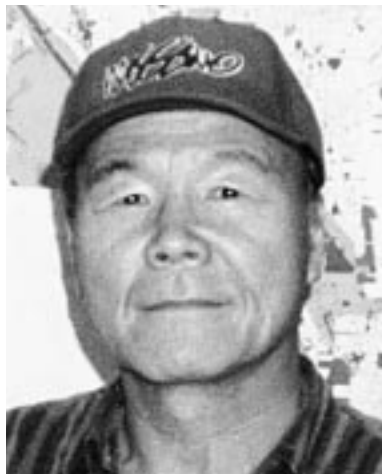
Students felt more comfortable using the Standard *Plan* after this learning activity. They identified what they had learned compared to what they knew when they began the activity. They

Continued on page 11

Reflections from Students about *Speak So Others Can Understand*



Dong, of the Seattle Parks Department



Mal, of the Seattle Parks Department

“I’m talking better on the telephone..”

A couple of months after class had ended, Colleen saw two of her students, Dong and Mal, who had participated in the telephone practice activity and others designed to help them speak so others can understand. She asked them about their learning:

Colleen: *When you talk to other people do you think about why you are talking to them and try to organize what you want to say? And do you think about using good word order and putting the sentence together correctly?*

Dong: For me speaking face to face is better, but I’m talking better on the telephone, too. Yes, I’m thinking and speaking.

Mal: I can speak better.

Colleen: *When we practiced calling a supervisor, did using our worksheets help you understand what you needed to learn so you can speak better?*

Dong: Yes, now I’m talking more fluently but I still need more help with pronunciation and putting words together.

Mal: Yes, everything we did in class helped to learn more. Now I speak better on the telephone. Two weeks ago Peggy [his supervisor] called me on my cell phone. She said “Mal, when are you coming back to headquarters?” I tell her, “One more comfort station [restroom], then I come back.” Because we practiced in class I can understand her and give her [a] good answer.

Colleen: *When you are learning something new, how do you know when to ask for help?*

Dong: I ask for help for pronouncing words and for putting words together.

Mal: I don’t hear well, so I ask teacher to say again. Reading I can understand OK. Hearing is most difficult for me. If I don’t understand something, I ask [the] teacher, “What does it mean?”

An ESL Class

(Continued from page 5)

At various times the teacher had the students self evaluate. As she wrote the dialogues on the overhead transparencies she would ask the students if what they dictated was correct. She would ask them to make the corrections; sometimes she would need to prompt them. When practicing the dialogues the teacher would ask them to say if they thought they were speaking loudly enough and if their pronunciation was clear. She also asked them to provide feedback to each other. A supervisor sat in during one lesson and also provided feedback.

Colleen shared her reflections about her teaching: “I think my teaching has become more intentional using such a detailed process. Doing the performance task* helped to better ‘pre-assess’ my students and better design my lessons to meet their needs. I needed to pre-assess my students and make sure that the learning activities would help them to acquire the knowledge they would need to adequately perform the task. At times, during the performance task activities, I let them work more independently and do more self-evaluation, which was quite good for them. I think learning in this way has helped them to clarify what they know and what they want and need to know. I’m teaching a workplace class and the EFF framework is ideal for the setting and needs of my students.”

* As part of the assessment research work, Colleen designs performance tasks in order to gather detailed descriptions of students’ performance on a selected EFF Standard. Teachers doing EFF research use a process somewhat similar to the EFF Teaching/Learning Cycle in developing their performance tasks.



A Family Literacy Class

Continued from page 9

identified how they were able to use the Standard *Plan* more fluently, independently and in other contexts. They felt that they had learned a lot about having a healthy heart, and wanted to tackle cooking nutritious, low fat, healthy meals next. They developed a plan to do that.

Sally knew that, in order for the students to develop fluency, independence, and range with the standard, they would have to continue to work with the standard with different activities.

While this example illustrates just one use of the Standard *Plan*, Sally's class spent most of the semester continuing to build competency in this standard by participating in further learning activities that allowed them to develop comfort and confidence in using the standard in varied situations.

Sally reflects on her own learning about EFF:

“While the questions served as a road map to help organize my teaching, what was even more helpful was having the EFF Standards Guide to use as a tool. EFF is what has allowed me to tie in the four components of Even Start. Also, I have students who have as a goal the GED. EFF has helped me link Family Literacy and GED together. Doing activities such as the one above allows all my students (from non-readers to GED level) to participate in a classroom activity. This is important since learning is a social activity.”



Joan Benz: Dedicated Teacher and EFF Facilitator

This issue of the HOT Topics is dedicated to Joan Benz, teacher, EFF facilitator, and, most importantly, a friend to many of us working on the EFF initiative. Joan died July 4, 2001 after a valiant struggle against a recurrence of breast cancer. Brenda Bell, Research Coordinator at the Center for Literacy Studies at the University of Tennessee, shared her thoughts about Joan:

IFIRST MET JOAN several years ago when I participated in the Oregon summer conference for adult basic education practitioners. My first impression of her never changed: here was a person eager to explore ideas, reflect on her teaching, and try out different approaches to working with her students. She had a spark about her – a combination of an outgoing, up-beat personality, a great sense of humor, a sharp questioning mind that made connections and leaps, and an ability to connect with others.

Over the past couple of years, as we worked together on the development of the EFF assessment framework (she was a teacher-researcher, then the Oregon field assistant) and as EFF Facilitators (I was her mentor), I had many more opportunities to see Joan in action and to talk through the challenging work we have been involved in. She always made a contribution – not a

glib, glossy comment here or there, but a substantive contribution to the work at hand.

Her insights helped us shape changes to the field research process and her experience developing educational opportunities for her peers helped shape the EFF professional development system.

Joan was creative – she was always thinking up ways to make ideas come alive or to be presented in an enjoyable way that others could understand.

Joan was optimistic and liked to have fun while working – she laughed at herself, laughed with others, and found humor in difficult situations.

Joan left her mark on me through her enthusiasm for life and her commitment to improving opportunities for others. I can only hope to remember and honor her by keeping her “spark” alive in my own life.



EFF HOT Topics

(Highlights On Teaching Topics)
is a publication of the EFF National Center. Each issue concentrates on a specific topic of interest, highlighting examples of actual practice and offering strategies and tools for using EFF in the classroom.

We encourage submission of letters, articles, and other items of interest from the field of adult education. Please direct all correspondence, including editorial comments, to:

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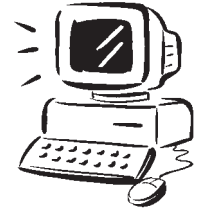
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Online Resources

● **LINCS** is the NIFL's online one-stop connection to adult literacy information. Regional technology center staff is available to connect state and local organizations, practitioners, researchers, and learners. The site address is: www.nifl.gov/lincs/. Also check out subject-organized resources at: www.nifl.gov/lincs/collections.



● **The Equipped for the Future website** is a *LINCS* Special Collection. Visit this site to learn more about EFF, the NIFL's standards-based system reform initiative. The EFF website will provide you with information on such topics as: the history of EFF, the Content Framework and Standards, EFF publications, EFF resources, and EFF training events. The site address is: www.nifl.gov/lincs/collections/eff.

● **The Equipped for the Future Online Discussion** features targeted discussion about the EFF initiative. Subscribe to the discussion, or read the archived messages for this or previous years. This online forum is the logical place to turn for EFF information and resources, and to join in the ongoing conversation about EFF by people using EFF. The site address is: www.nifl.gov/lincs/discussions/nifl-4eff/equipped_for_future. You can also subscribe to the list by sending an e-mail message to: listproc@literacy.nifl.gov. (Leave the subject line blank. In the body of the message type: Subscribe NIFL-4EFF your first name your last name.)

● **Equipped for the Future Publications** may be ordered from the ED Pubs Clearinghouse. EFF publications are free of charge, unless otherwise noted. Online versions of the documents can be accessed directly, including the EFF Content Standards, the EFF Voice Newsletter, the EFF Assessment Report, and the EFF Evaluation Report. For the complete list of EFF publications and products, go to: www.nifl.gov/lincs/collections/eff/eff_publications.



EFF HOT topics

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