



## **A Replicator's Manual**

[www.calta21.org](http://www.calta21.org)



This project was made possible in part by a National Leadership Grant (LG-26-11-03-01-11) from the Institute of Museum and Library Services.

## Preface

The content of this manual is the result of the research, observations, implementation, and evaluation of our model initiative, Cultures and Literacies Through Art for the 21<sup>st</sup> Century (CALTA21). Thanks to the funding from a one-year National Leadership Planning Grant and three years of a National Leadership Grant by the Institute of Museum and Library Services (IMLS), we were able to concentrate all of our efforts into building a model that is innovative, replicable, sustainable and empowering for the adult immigrant, while simultaneously building institutional and professional capacity for all participants.

This manual is primarily designed for museums, but anyone interested in developing synergistic partnerships to implement CALTA21, or any other program designed to transform institutions into models of inclusion, full cultural participation, access to knowledge and civic engagement for immigrant communities, will find it useful.

Demographic shifts presented in census data, research findings from the report “Demographic Transformation and the Future of Museums” published by the Center for the Future of Museums – AAM in 2010 and our own needs assessment of the museum field encouraged us to find ways to create CALTA21 to address the national trends. Once the needs assessment was established, we developed the CALTA21 model based on the premise that replicable and sustainable initiatives benefit from synergistic collaborations.



## The Foundations of CALTA21

CALTA21’s vision, mission and guiding principles serve as a useful framework for building the foundation of the collaboration.

### Vision

A dynamic environment where museums provide authentic, meaningful and engaging experiences to immigrant communities and where learning, enjoyment and civic engagement support the development of the individual’s voice.

### Mission

To serve as a national model and catalyst for the empowerment of adult immigrants and their families through the development of collaborations amongst museums, institutions of higher education and literacy organizations. To support systemic change that transforms museums into powerful learning spaces for adult immigrants. To be a vehicle for strengthening the immigrant’s voice by encouraging the development of their academic, social, cultural and civic capital.

## Guiding Principles

### Principle One

**Each person has the right to equal access to aesthetic encounters with art and museums in a meaningful and independent way, and institutions have a responsibility to engage all community members.** The curriculum empowers participants to embrace art and museums as resources for learning, enjoyment and global understanding.

### Principle Two

**There is inherent value in all points of view and backgrounds.** Participants' personal stories as immigrants are at the core of the curriculum and are used as the springboard for acquiring new knowledge. The curriculum encourages students to access prior knowledge and experiences and see them as an asset and not a deficit.

### Principle Three

**Teaching and learning should be a dialogue based on shared authority.** Every participant in CALTA21 (students, teachers and museum educators) has an expertise and has an opportunity to share it with their fellow participants and learn from each other's knowledge.

### Principle Four

**Art and culture are powerful catalysts for developing literacy skills.** Art addresses complex issues. Students access higher order thinking skills using their senses (perception), emotions and cognition (often thinking in their native language) to look at and find meaning in art. The curriculum offers them the opportunity to collectively explore complex ideas and to think in the abstract, speculate and infer while they build lower order thinking skills in their acquired language, such as vocabulary and sentence construction.

### Principle Five

**Situated and contextualized learning fosters transformative experiences for adult learners.** The curriculum prepares students to become teachers and facilitators for their families and friends in a public environment, such as the museum. Visual literacy and art anchor the learning experience, and the practice of literacy and critical thinking skills is set in a real life environment.

### Principle Six

**Museums must embrace their newly expanded roles – inclusion, access to knowledge, civic engagement and democratic practice.** The curriculum encourages the strengthening of the immigrant voice and full civic participation. Participants shape their cultural identities while they recover their personal immigrant narratives and engage in relevant art discussions in a space of public value. CALTA21 provides museums with an opportunity to include an underrepresented audience in a meaningful and sustainable way.



## **Forming Successful Collaborations**

Forging collaborations born out of trust and common interests is an excellent way for museums to expand their footprint and become an intrinsic component of the community. What makes for a successful partnership among organizations whose overarching goals are inclusion, equal access and empowerment for adult immigrant English language learners?

CALTA21 is an initiative that supports collaborations among art museums, community colleges, public libraries, adult literacy programs and community-based organizations. Its two cornerstones are a professional development institute and the CALTA21 curriculum. Lessons learned after an iterative process of model prototyping, implementation, evaluation and adjustments in four consecutive cycles allowed us to identify some of the key components that support a successful partnership.

### **Remember!**

Collaborations are not born in a day. Collaborators need to be identified and relationships have to be nurtured through trust, dialogue and understanding. The model to be implemented has to be the result of a co-creation in which all participants feel invested.

**Strong partnerships depend on different conditions - what are the steps we need to take and the elements we must consider if we want to build a successful partnership?**

## **STEP 1 – LEARN ABOUT THE ADULT ENGLISH LANGUAGE LEARNER**

### **Who are the Adult English Language Learners (ELLs)?**

Adult English language learners (ELLs) who register for English classes can be age sixteen or older. They come to the United States of America with a wealth of knowledge and prior experience, regardless of their formal education. Adult ELLs frequently have several jobs and are also raising families in the United States. Sometimes they are raising or supporting families abroad as well. Evening classes are many times the only option.

Adult ELLs tend to be hardworking and resilient, and they are often willing to make sacrifices to achieve “the American dream.” Some have degrees in their native countries but are unable to practice their disciplines because of their limited English language skills. When they register for English language classes, adult ELLs are motivated and eager to learn the language of their adopted country. Many expect to eventually enroll in



a higher education program and are aware of the difficulty in cognitive academic language proficiency (CALP.) Studies show that it takes between 5 to 7 years to develop CALP in a foreign language.

English language learners might also be shy, embarrassed or self-conscious of their language skills, and occasionally intimidated, especially when they have to speak in public and outside of the safe space of the classroom. They sometimes feel “too old” to learn new things.

We often hear from many ELLs that they would never forget their roots or their language, but that they understand the need to learn English to get better jobs, to have security and to succeed in the United States. In many cases, they are motivated to learn English so that they could communicate with their children’s teachers and friends.

Adult immigrants hold education in high esteem along with the institutions and professionals who represent it. They have high expectations for themselves and their families, so they frequently expect the institutions they participate in to have high expectations of them as well. Thus, it is crucial that programs do not mistake a lack of language skills for a lack of critical, cognitive and personal ability.



## **What are some of the acronyms that describe the adult English language learner?**

There is a wide array of terminology used to refer to adult ELLs. You may find students and the programs in which they participate use the following terms, along with the corresponding acronyms:

- ELL – English Language Learner
- ESL – English as a Second Language. Studying English as a non-native speaker in a country where English is spoken. ESL programs are designed to teach academic, social and cultural aspects of the English language necessary to succeed in an academic environment.
- ESOL – English for Speakers of Other Languages. Since many students already speak more than one language when they study English, this term might be more appropriate than ESL.
- LEP – Limited English Proficiency
- L1 – “Language 1” = the student’s native (primary or first acquired) language
- L2 – “Language 2” = the language being learned or studied
- CALP – Cognitive Academic Language Proficiency



## What kinds of programs are available for the adult English language learner?

Adult English language literacy programs come in a variety of forms and are hosted by a variety of organizations. Libraries, community colleges and community-based organizations frequently offer free, non-credit classes. Many colleges also offer fee-based programs that are specifically designed for college-bound ESL students, with classes geared towards developing the specific skills necessary for academic performance. While these types of programs are distinct, many students who are in non-college-bound ESL Literacy classes have plans to develop their skills in order to attend degree-granting institutions.

There is no national standard for determining or defining levels of English proficiency. However, students in literacy programs are frequently given tests to assess their level, progress and the effectiveness of their programs. While testing may vary by organization, institution or region, some of the most commonly used tests are the BEST Plus, TABE and MTELP.

**BEST Plus:** *BEST Plus* is an individually administered, face-to-face oral interview designed to assess the English language proficiency of adult English language learners in the United States. It is a combined test of listening and speaking skills. As an oral assessment, *BEST Plus* provides a short, practical test that meets the accountability needs of programs that report to the National Reporting System (NRS).

**TABE:** The Test of Basic Adult Education is a comprehensive academic assessment product in adult basic education. Educators use TABE testing to provide a solid foundation for effectively assessing the skills and knowledge of adult learners. There are TABE tests for Reading, Math, Language, Language Mechanics, Vocabulary and Spelling.

**MTELP:** The Michigan Test of English Language Proficiency has been designed for use as an exit (achievement) test and as a progress test. Teachers, program administrators, and supervisors will be able to use MTELP Series test scores to make a range of informed decisions. These decisions may include exit testing from an intensive English program, progress within a multilevel ESL program, and work assignments in occupational settings where English language proficiency is required.



## **What are some of the necessary considerations to keep in mind while teaching a language to an adult immigrant?**

- Be demanding and use pedagogies that are cognitively challenging while providing scaffolding strategies that build language skills and vocabulary. Create a culture of independent thinking and spark the development of habits of mind in the new language that will lead to enhanced critical thinking skills.
- Use every possible opportunity to make thinking processes and metacognition visible. Learners who are aware of metacognition are able to access strategies to enable learning when they encounter difficulties. When students reflect on their learning process, they make conscious decisions to improve it and self-correct, so metacognition skills are particularly empowering tools for English language learners.
- Offer participants opportunities to share their background knowledge and prior experiences.
- Use previously acquired knowledge to build from participants' strengths and to foster new knowledge acquisition.
- Respect the use of the ELL's native language as a means to build academic language proficiency and access higher order thinking skills.
- Use paraphrasing as a tool to reinforce what has been said.
- Be patient. Encourage wait time that will allow participants to process their thoughts and deliver them in a new language.
- Create a safe environment where participants' personal stories are treasured, their opinions count and their voices are heard. Personal narratives and pedagogies like Visual Thinking Strategies foster an open learning environment.
- Offer a variety of practices in the same unit (including peer to peer, small group practice and large group discussion).
- Model and participate in every activity. Share your own story.



- Anchor conversations in images and use images to contextualize new vocabulary.
- Repeat key vocabulary in varied contexts and during different activities.
- Use repetition. Practice and predictability takes away anxiety over the unknown. It allows students to anticipate the process and gives them a sense of command, creating a safe space for taking risks with a new language. Make students aware of how the pedagogies you use function - explain to them why they are useful for learning a new language.
- Provide participants with multiple reflection opportunities throughout the course by encouraging them to answer questions such as: What did I learn today? How did I learn it? What surprised me? How does this relate to learning a new language? What more do I want to learn? How can I learn it? Where can I find more information?

## **STEP 2 – FIND THE RIGHT PARTNERING ORGANIZATION**

### **Vision and Mission Alignment**

Shared values are crucial for building a strong and sustainable partnership. Before embarking on the collaborative process, begin by searching for common ground and establishing common goals. Accommodating different organizational cultures while creating a shared vision will ensure that the partnership is healthy and productive.

CALTA21's vision, mission and guiding principles can be used as a point of departure for finding common ground. The shared belief in the right of every person to have equal and informed access to art museums, as well as the belief in the inherent value of using visual literacy and personal narratives as catalysts for language acquisition, is the foundation of CALTA21.

### **Where can we find potential partners?**

Museums interested in developing and nurturing an adult immigrant audience need to find the sites in their communities that already work with adult English language learners. The CALTA21 model offers museums the opportunity to start the process by hosting a professional development institute to gather all potential partners in a learning and team-building environment. Museum leadership needs to understand that no partnership works without compromise. Programs like CALTA21 are only successful if they function as an intervention. They require commitment from the institution and some adjustments to the museum-used pedagogies.





If the partnership is initiated by a museum, the museum can find organizations that already gather adult English language learners in community colleges, adult literacy organizations or programs, public libraries and community-based organizations.

Below you will find links to help identify potential partners in your community:

### **Community Colleges:**

The American Association of Community Colleges is the primary advocacy organization and resource for community colleges at the national level.

**Find community colleges by state:** <http://www.aacc.nche.edu/pages/ccfinder.aspx>.

In a 2011 study, the Migration Policy Institute found that the five states with the highest number of Limited English Proficient (LEP) residents are California, Florida, Illinois, New York and Texas. The number of US residents who are deemed to be Limited English Proficient has increased substantially in recent decades, consistent with growth in the US foreign-born population. The links below provide information on community college in each of these five high-need states.

#### **California:**

<http://www.aacc.nche.edu/Pages/CCFinderStateResults.aspx?state=CA>

#### **Florida:**

<http://www.aacc.nche.edu/Pages/CCFinderStateResults.aspx?state=FL>

#### **Illinois:**

<http://www.aacc.nche.edu/Pages/CCFinderStateResults.aspx?state=IL>

#### **New York:**

<http://www.aacc.nche.edu/Pages/CCFinderStateResults.aspx?state=NY>

#### **Texas:**

<http://www.aacc.nche.edu/Pages/CCFinderStateResults.aspx?state=TX>

Another helpful resource is the University of Texas Community College directory, which hosts a national database with colleges organized and alphabetized by state. It provides links to each college's website: <http://www.utexas.edu/world/comcol/alpha/>.

State universities also have complete lists of all of their campuses. View an example from the State University of New York: <http://www.suny.edu/attend/visit-us/complete-campus-list/>.

Once you have located the college in your area and accessed their website, look for programs such as English as a Second Language (ESL), English for Speakers of Other Languages (ESOL), Adult Literacy, Continuing Education or College Preparation for the English language learner.

## Public Libraries:

The following link will provide you with information about all public libraries in the United States. The more specific the search is, the fewer results you will get, but you will find information regarding your closest public library. The search does not provide links to the libraries' websites.

<https://harvester.census.gov/imls/search/index.asp>

Once you have located the library in your community you can search their website. Some keywords to start with are:

Adult literacy, adult English classes, English for Speakers of Other Languages (ESOL,) English as a Second Language (ESL,) Learning English, Citizenship, Immigration.



## Organizations serving professionals who work with adult ELLs:

The following links will provide you with access to the most current information regarding trends, policies and professional development opportunities for the people and programs serving adult English language learners. Attending conferences organized by some of these organizations is one excellent way to learn more about the trends in the field and to begin the networking process that will allow you to find partners in your community.

The following links will provide you with access to this information:

[www.lincs.ed.gov](http://www.lincs.ed.gov) The National Literacy Act of 1991 created the National Institute for Literacy (NIFL) to provide national leadership on adult literacy. A part of this mandate was for NIFL to create the **Literacy Information and Communication System (LINCS)** to serve adult educators as a central repository for literacy resources. LINCS has and continues to play an integral role in organizing and promoting the rich resources within the field of adult education.

<http://www2.ed.gov/about/offices/list/oela/index.html> **The Office of English Language Acquisition**, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) is to provide national leadership to help ensure that English learners and immigrant students attain English proficiency and achieve academically. The Office identifies major issues affecting the education of English learners and assists and supports state and local systemic reform efforts to improve the achievement of English learners.

[www.tesol.org](http://www.tesol.org) **Teachers of English to Speakers of Other Languages International Association (TESOL)** is a professional association that aims to advance professional expertise in English language teaching and learning for speakers of other languages worldwide. The organization was created out of professional concern over the lack of a single, all-inclusive professional organization that might bring together teachers and administrators at all educational levels with an interest in teaching English to speakers of other languages.

[www.ncte.org](http://www.ncte.org) **The National Council of Teachers of English (NCTE)** is a professional association of educators in English studies, literacy and language arts. It promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language.

[www.literacyinlearningexchange.org](http://www.literacyinlearningexchange.org) **The National Center for Literacy Education (NCLE)** provides the **Literacy in Learning Exchange** as a free resource to all educator teams. All educators are invited to use the free site to build or further develop a team in their school, district, or across schools/districts, or in their out-of-school setting. Educators who embrace the challenge of sponsoring and supporting a team are eligible to apply for recognition and support as Centers for Literacy Education.

<http://www.cal.org/areas-of-impact/english-learners/adult-english-language-education> **The Center for Applied Linguistics (CAL)** promotes language learning and cultural understanding by serving as a trusted source for research, resources, and policy analysis. Through its work, CAL seeks solutions to issues involving language and culture as they relate to access and equity in education and society around the globe. CAL and its staff conduct research, develop language assessments and instructional materials, provide professional development and technical assistance services, offer online courses, and disseminate information and resources related to language and culture.

[www.aacc.nche.edu](http://www.aacc.nche.edu) Founded in 1920, the **American Association of Community Colleges (AACC)** has become the leading proponent and the national “voice for community colleges.” Today, the association represents nearly 1,200 two-year, associate degree-granting institutions and over 13 million students, as well as a number of international members.

[www.aacu.edu](http://www.aacu.edu) The **Association of American Colleges and Universities (AAC&U)** is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,300 member institutions – including accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size.

<http://www.cccie.org/> **The Community College Consortium for Immigrant Education (CCCIE)**'s mission is to raise awareness of the important role community colleges play in delivering educational opportunities to immigrants and to promote and expand the range and quality of programs and services for immigrant students among community colleges around the country.

[www.lacnyc.org](http://www.lacnyc.org) **The Literacy Assistance Center (LAC)** is a non-profit professional development and technical assistance organization dedicated to improving the quality of adult literacy and out-of-school youth programs. Since 1983, it has been working to strengthen and expand the Adult Basic Education (ABE), High School Equivalency (HSE), and English for Speakers of Other Languages (ESOL) teachers and programs that serve New York's most educationally disadvantaged and economically marginalized communities.

**Regional Adult Education Networks.** In the United States, there are Regional Adult Education Networks specific to your region with in country. Each regional network offers professional development for English as a Second language. These networks are a comprehensive way of accessing anyone involved in adult education. To locate your RAEN, just search the name of your city/town/region followed by “Regional Adult Education Network.”

## **ESOL Organizations:**

Organizations already working with English language learners have the audience to bring into the museum, and they are often looking for high impact strategies and ways to use cultural resources in the community. These organizations, motivated by a desire to help their students feel included in their adopted country, actively seek out ways to connect them to all that their community has to offer. Nonetheless, they are sometimes reluctant to approach cultural organizations. We have frequently heard from the English language instructors that they forgo involvement with certain institutions because they “do not want [their] students to feel uncomfortable.” Instructors want students to visit museums, historical houses or other cultural organizations where they will not only feel welcome, but also feel that what they are doing in those environments is relevant.

It is crucial for the instructors and other members of the ESOL organizations to understand that, in programs like CALTA21, museum professionals have already been trained to work with adult immigrants before the class visit the museum. How does this happen? We will later refer to the CALTA21 Professional Development Institute, one of our cornerstones, as an example. Professionals who work with adult English language learners need to see value in the museum experience and find ways that show the inseparable connection between what happens in the classroom and what happens at the museum.



## **For ESOL organizations who initiate a partnership:**

If the collaboration is initiated by an organization that is already working with adult immigrants, they will have to look for a partnering museum. Institutions that teach English language to adult immigrants should not be limited to finding an art museum to start a partnership. They can consider historical houses or societies, spaces where local artists exhibit their work (such as local art leagues), art centers and/or town halls.

## Museums and Cultural Institutions:

The following links will help you to identify and locate possible partnering museums and other local cultural institutions:

[www.aam-us.org](http://www.aam-us.org) **The American Alliance of Museums (AAM)** is the one organization that supports all museums. Through advocacy and excellence, the Alliance strengthens the museum community, supporting 21,000 museums, individuals and companies by developing standards and best practices, providing resources and career development and advocating for museums to thrive. Their “Find a Museum” tool gives options to search their national member database by name, location or type of museum. Their listings contain fine art institutions as well as other types of museums, including botanical gardens, science museums, historical sites and zoos.

<http://www.aam-us.org/about-us/who-we-are/councils-and-affiliates/council-of-regions> **Regional Museum Associations.** AAM has a page that lists the websites of the 6 regional museum councils. These websites provide region specific information about museums as well as information regarding regional events, conferences, professional development and community support.

<http://www.preservationdirectory.com/> **Historical Societies.** PreservationDirectory is an online resource for historic preservation, building restoration and cultural resource management in the United States and Canada. The website has a comprehensive database for historic preservation related topics. Their website provides a search tool to find local historical societies, historic houses, house museums and history museums.

<https://affiliations.si.edu/> **Smithsonian Affiliations** is a national outreach program that develops long-term, collaborative partnerships with museums, educational, and cultural organizations to enrich communities with Smithsonian resources. There are more than 180 Smithsonian Affiliates in more than 40 states, Puerto Rico and Panama. The website includes map and directory listing all of the affiliated institutions.

Additional Suggestions:

**Art Leagues.** Local and regional art leagues are a wonderful resource for exhibitions, education and community programming. While there is no national database, you can search for a local art league to find what resources they might make available nearby.

## STEP 3 – ESTABLISH THE PARTNERSHIP

Once the partnering organizations have been selected and contacted, and after the leadership of all participating institutions has agreed to collaborate and implement the CALTA21 curriculum, the next step is to make a commitment and dedicate the staff, time and resources so as to secure a successful partnership.

The following considerations need to be addressed:

1. **Needs assessment** at a national level has already been addressed by the Center for the Future of Museums' report "Demographic Transformation and the Future of Museums," as well as by the Migration Policy Institute, the Pew Research Center and our own CALTA21 survey conducted during our National Leadership Planning Grant in 2009-2010. A local needs assessment of your community might help you identify what the partnering organizations already know and what they need to address.
2. **Leadership's commitment to the project** has to be set from the beginning. This commitment will ensure the respect and the fluidity of the collaborative process and this type of intervention (10 hours of Professional Development and 30 hours dedicated to curriculum implementation.) Positive and lasting results on partnering institutions can only be seen after extensive and dedicated interventions.
3. **Set clear goals for each institution and common goals for the project.** Shared authority should be based on each partner's expertise. Continued dialogue and clear communication should help partners find solutions to problems that might arise during the collaboration.
4. **Compromise** is integral to all successful partnerships. Partners need to be clear about their priorities and communicate them upfront.
5. **Set resources** from the beginning. Leadership from all the organizations must agree to commit staff, time and other necessary resources to the project. Financial resources will be necessary to run the Professional Development Institute and are also sometimes necessary to pay instructors to attend the Institute or to arrange for students' transportation from one site to another. Because the goal is to develop and sustain this new audience, negotiate ways (such as museum passes for future visits) to make the cultural institution affordable and accessible to the students participating in the initiative.

6. **Select the team** that will be participating in CALTA21. Meetings and Professional Development Institutes benefit from leadership participation. A multi-level team can discuss specific needs and issues that might arise during the implementation of the curriculum, potentially solving any problems before they occur. If the museum decides to ask only a small number of docents or educators to participate, it is advised that they fill out an application showing their interest in working with immigrant audiences and/or new demographics.
7. **Assign roles and responsibilities.** When everyone in a partnership can negotiate the roles and responsibilities from the beginning, individuals generally feel a stronger responsibility to perform and deliver what they initially promised.
8. **Allocate time and opportunities to meet** to discuss the project and to share what each partner or participant has to offer. Direct involvement of all the stakeholders from the beginning will provide the project team with clear understanding of goals, expectations and content.
9. **Set a clear timeline and action plan** that lists concrete steps to reach your goals. Take into consideration each organization's schedule and restrictions. Negotiate exceptions to operating rules or program hours that will help to better achieve the goals of the collaboration. Aligning each organization's working calendar at the beginning is essential for smooth curriculum implementation.
10. **Design an evaluation plan.** Consider bringing outside evaluators as guidance for choosing methods and instruments that are valuable for evaluating the outcomes of the collaborative effort. What are the important questions that need to be answered? How are the goals going to be measured? Who will be assigned to do it?
11. **Address and project challenges at the start.** What challenges do you foresee? What are possible ways to address them?
12. **Collectively chose the most effective methods to communicate within the team.** Effective communication is key to having open dialogue where every voice is heard and every concern is addressed.

## STEP 4 – START THE COLLABORATIVE PROCESS

The CALTA21 model launches with the **Professional Development Institute**. During this two-day convening Institute, faculty and staff who work with adult immigrants gather at the partnering museum with museum staff and docents to receive training in the CALTA21 curriculum. The Institute schedule can be adapted to local needs, but it requires 10 hours of attendance in total. Dates for offering the Institute are discussed among all the partnering organizations' leadership.

The piloting and evaluation of the CALTA21 model in four consecutive cycles show that the success of the implementation of a new curriculum depends on:

- A collaborative exploration of the curriculum theme and units
- Training in visual literacy practices
- Logistical discussions – exhibitions themes and dates, hours of museum operation, class schedule, materials, access to camera phones and technology, cost and access to transportation, etc. (high museum attendance by immigrant students depends on how all the logistics have been addressed in consultation with the adult participants).

### Institute Goals

1. Build the capacity of museum staff to work with adult English language learners
2. Build the capacity of faculty to use art and museums as a resource for teaching English
3. Share and disseminate the CALTA21 model
4. Foster conversation and potential dynamic modes of collaboration among museums and institutions of higher education and community-based organizations

### Key Institute Activities

During the institute, participants will:

1. Discuss the CALTA21 curriculum
2. Explore visual literacy strategies and best practices when working with adult English language learners and their families in both the museum and classroom setting
3. Understand the basics of Visual Thinking Strategies and practice VTS in the museum galleries
4. Examine potential partnerships, logistics for museum trips and classroom implementation





## Why do we use Visual Thinking Strategies (VTS)?

Visual Thinking Strategies is a method initiated by teacher-facilitated discussions of art images and documented to have a cascading positive effect on both teachers and students. It is perhaps the simplest way in which teachers and schools can provide students with key behaviors such as thinking skills that become habitual and transfer from lesson to lesson, oral and written language literacy, visual literacy, and collaborative interactions among peers.

VTS provides a way to jumpstart a process of learning to think deeply applicable in most subjects from poetry to math, science and social studies. Art is the essential first discussion topic because it enables students to use existing visual and cognitive skills to develop confidence and experience, learning to use what they already know to figure out what they don't; they are then prepared to explore other complex subject matter alone and with peers.

Through VTS' rigorous group 'problem-solving' process, students cultivate a willingness and ability to present their own ideas, while respecting and learning from the perspectives of their peers. Engaged by contributing observations and ideas, the students participate in VTS-based lessons in ways they often don't in others. VTS is a curriculum for schools; as a method of discussion, it is used in many art museums.

VTS allows adult English language learners to share their knowledge in a "sovereign" way. "What do you see that makes you say that?" allows them to bring that personal background experience to support their point. Classes of adult students participating in CALTA21 are composed of individuals from many different cultures, religions, countries of origins, ethnic and socio-economic backgrounds and literacy levels. Art and VTS give them the context to engage in intercultural dialogue and discussion.

VTS discussions ask the viewer to use higher order thinking skills, to understand metaphors, to think in abstract, to speculate and to infer. Those skills are then supported by the development of lower order thinking skills, such as vocabulary and grammar. Adults respond and engage first through the VTS discussion and the teacher then uses scaffolding strategies that specifically build the lower order thinking skills.

Through these discussions students get very involved in the conversation, take risks in a safe and predictable environment and "*unlock their tongues*" by leaving aside the right/wrong answer framework. Engagement and comfort liberates the viewer from the language barrier, many times body language kicks in and words flow, even if the English syntax is not perfect. Teachers learn from their students' comments and acquire a new window into their lives and minds.

Language learners rely on their senses when exploring a new culture; visualization is a powerful tool for them and VTS provides them with the opportunity to store a bank of



images in their memory that will enrich their imagination and sharpen observation skills that will reinforce the language acquisition process.

Paraphrasing not only validates students' comments, but also gives teachers an opportunity to introduce new vocabulary, while pointing at the part of the image that introduces a new word or concept. Linking different comments gives each student the opportunity to understand that their different opinion is still valid by supporting it with evidentiary thinking. These two empowering strategies strengthen student's sense of self and emphasize the uniqueness of their voice.

\*See Appendix A for a template of the Professional Development Institute schedule.

## STEP 5 – IMPLEMENT CALTA21

After completing the Professional Development Institute, English language instructors who choose to implement the curriculum will prepare to take it into the classroom. Not every teacher participating in the Institute will choose to implement the curriculum. We found that instructors sometimes postponed curriculum implementation until they saw the results of the intervention from other instructors in their institutions.

All dates for museum trips and other logistical planning will have been addressed during the Institute, but adjustments and changes will most likely be made during the course of the semester. Once the instructor has starting planning for the semester, they will be able to confirm the two dates for the class museum trips with their museum partners and plan out their other units and lessons accordingly.

**To access the CALTA21 curriculum and its additional materials, email [calta21info@gmail.com](mailto:calta21info@gmail.com) with your request. You will receive login information for the CALTA21 website ([www.calta21.org](http://www.calta21.org)) and access instructions. Materials include:**

- PowerPoints with the images and/or the guiding questions for class discussions are available for download through the CALTA21 website. They are organized by unit and by lesson. Each PowerPoint with works of art has reproduced images and links to additional images. Where links are provided, we strongly suggest you use these images.
- Reproducible worksheets for all the curriculum activities
- Reproducible, full-page images to photocopy/print and distribute for small group discussions (included in the full curriculum)

**Above materials are available, free of charge, on CALTA21's website**

\*See Appendix B for a sample outline of the first museum trip.

## STEP 6 – EVALUATE AND DISSEMINATE

- 1. Document every step of the process for evaluation and dissemination purposes.** Evaluation allows to us understand the effectiveness of our intervention and trace the alignment of the goals and the outcomes. It fosters adjustments throughout the implementation of the program and it produces information to be shared and used in raising funds to support the program.
- 2. Decide on how the community and your peers in other organizations are going to learn about the collaboration and its outcomes.** Consider ways of dissemination through social media, programming and public events where the participants have an opportunity to share the outcomes. Attend conferences that might not be in your field and bring back what you have learned to the rest of the team. Consider sending proposals to conferences attended by professionals who work with immigrants, with language learning and with inclusion. Look for press opportunities within your organization or your partner's organization, community newspapers, local television channels and language specific radio stations. Link the websites of all participating organizations to access your collective audience.
- 3. Invite other members of the community who embrace inclusion, diversity and equal access to cultural and educational opportunities,** even if they won't implement the curriculum or do not work in a museum or with adult immigrants. Community members who have a deep understanding of your collaboration, as well as the project that is at the base of the collaboration, will become advocates of your initiative. This can allow you to expand its reach and might be the beginning of new, creative collaborations. They might even become partners in other initiatives.
- 4. Engage community leaders and opinion-makers, such as elected and/or appointed officials who will endorse your initiative.** These officials can also be strong, public advocates of you, your institution and your projects.
- 5. Sustain the program by institutionalizing it and by starting new cycles of implementation.** Start small and scale up. Once the partnership has implemented a program like CALTA21, experimented with the curriculum and evaluated it, engage other members in the community or in your organizations so that they continue the implementation and start the process again, by offering your own Professional Development and curriculum implementation.



## Appendix A

### Professional Development Institute Sample Agenda



Hosted by [museum/cultural institution]

Site [address]

[dates]

Day 1 (9:00am – 3:00pm)

9:00 am **Registration and Pre-Institute Survey**

9:10 am **Welcome and Introductions**

9:30 am **CALTA21: New Paradigm**

Guiding principles

Professional Development Institute

Getting to Know the Adult English Language Learner (ELLs)

- Acronyms related to ELLs
- Perceptions of ELLs and Immigrants (what I think.../what I have heard from others...)
- Strengths
- Needs and wants
- Museums' new roles

11:00 am **CALTA21 Curriculum: *Identity, Portraiture and Photography***

- Goals
- Theme
- Framework
- Structure
- Pedagogies

12:00 pm      **LUNCH**

1:00 pm      **Deconstructing the Curriculum**

Activities

- Postcard activity
- Venn diagram
- Photography and portraiture vocabulary
- “Words that say home to you”
- Memorable photograph
- Visual Thinking Strategies (VTS) facilitated discussion and deconstruction

2:45 pm      **Debriefing and analysis of the session**

**THINKING POINTS:** How do the CALTA21 curriculum and the use of VTS apply to teaching adult English Language Learners at the museum and in the classroom?

**Assignment:** Participants complete the “Memorable Photograph” activity for homework.

# CALTA21



## PROFESSIONAL DEVELOPMENT INSTITUTE (Day 2)

Hosted by [museum/cultural institution]

Site [address]

[Date]

Day 2 (9:00am – 3:00pm)

9:00 am            **Reflecting on thinking points**

9:15 am            **Visual Thinking Strategies (VTS) facilitated discussion**

Analysis of visual thinking strategies

- Demonstration with intervention
- Attendees deconstruct the VTS methodology
- VTS paraphrasing exercise

11:00 am            **Small group practice**

- Participants practice VTS

12:00 pm            **LUNCH**

1:00 pm            **Thinking Skills: Observation Chart**

1:30                **Small group activity**

- Sharing the “Memorable Photograph” assignment
- Activity debrief

2:00 pm

## **CALTA21 and ENGLISH LANGUAGE LEARNERS (ELLs)**

- VTS applications to ELLs
- Video: Adult English language learners and their families participate in a VTS discussion facilitated by a museum docent
- Academic, cultural, social capital for civic engagement and intercultural dialogue and competence
- Building sustainable partnerships
  - Timeline
  - Implementation
  - Museum trips - protocol and logistics

3:00 pm

## **CLOSING REMARKS**

## Appendix B

### Museum Trip Protocol: The First Visit

STUDENT DISTRIBUTION	ACTIVITY AND LOCATION	ROLES AND RESPONSIBILITIES	TIME
Large group	GREETING, INTRODUCTIONS and MUSEUM ETIQUETTE	Museum educators	10 minutes
Large group	VTS DISCUSSION IN THE GALLERIES	Museum educators facilitate discussion of pre-selected works	40 minutes
Groups of 4	GALLERY NAVIGATION AND SELECTION OF ONE WORK OF ART PER STUDENT FOR VTS DISCUSSION DURING THIS VISIT	Students on their own. Museum educators and teachers available to respond to questions. Each student selects one work of art that he/she will like to facilitate (VTS) in their small group	10 minutes
Groups of 4	VTS SMALL GROUP DISCUSSION	Students take turns facilitating discussion of the works they selected	35 minutes (in pre-assigned groups)
Individual	SELECTION OF TWO WORKS OF ART FOR VTS DISCUSSION DURING FAMILY/FRIENDS VISIT	Each student using the "SELECTING A WORK OF ART" worksheet takes personal notes and sketches that will remind them of the works chosen	15 minutes
Large group	REFLECTION: HOW AND WHAT DID YOU LEARN, WHAT SURPRISED YOU, WHAT MORE DO YOU WANT TO KNOW? ASSIGNMENT: Museum trip reflection	Museum educator facilitates discussion  Instructor discusses assignment for Unit 7	10 minutes





## Appendix C

### Additional Sources from ALECC

#### Reference Texts

The Adult Literacy Education Core Curriculum, published by the University of the State of New York State Education Department and developed by the Literacy Assistance Center, contains a live bibliography of important literature and resources in the adult literacy field.

**To learn more about adult literacy and to see the full, annotated bibliography, visit the following page and download the “ALECC Overview Manual”:**

<http://www.hvcp.org/index.php/doc-man/archive/alecc-training-materials>.

Essential Policy Reports and Research Documents.....	p.29-27
General Adult Education Reference Texts.....	p.38-42
ESOL + Adult Second Language Acquisition Resources.....	p.43-49
Dictionaries and Other Literacy Teacher Reference Books...	p.50-54
Quantitative Literacy and Numeracy Resources.....	p.55-56
Essential Reading Resources.....	p.57-60
Useful International Resources, Studies and Reports.....	p.61-62