

2019 COABE Conference Accepted Proposals by Session
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FULL DAY PRECONFERENCE SESSIONS

**Primary Presenter: Eric Appleton, CUNY Adult Literacy/
High School Equivalency Program**

Numeracy, Full-Day Preconference, Sunday, March 31st 8:30am-3:30pm, Galerie 6

**The Adult Numeracy Network (ANN) Presents: Revealing
a Path from Basic Math to Algebra**

In keeping with the theme of the conference, the Adult Numeracy Network (ANN) presents this day of revealing algebra in basic mathematics and unmasking our students' potential to learn mathematics that will prepare them for success. The Adult Numeracy Network (ANN) is the professional organization of adult educators, professional developers, and researchers who are dedicated to quality math instruction for adult learners. Our national community gathers every year for a full day of active learning from each other and from our experienced presenters.

Through hands-on, collaborative activities, we will work to deepen our own math content knowledge and consider practical ways to bring this learning into our classrooms. Since our own learning, like that of our students, is ongoing, you will leave with resources for continued mathematical learning after the conference. We believe practitioners at all experience levels will find support and inspiration from the experience.

Primary Presenter: Carol Clymer, Penn State University

IET, Full-Day Preconference, Sunday, March 31st 8:30am-3:30pm, Galerie 1

Planning for Integrated Education and Training: A Career Pathways Strategy

This interactive pre-conference will outline the components of Integrated Education and Training (IET) and provide opportunities to develop a plan and instructional materials using processes that align with WIOA requirements. The OCTAE IET Checklist will be introduced as a tool to frame IET development and its application for IELCE programs. Activity topics will include the role of an IET as part of a career pathway, using local labor market information, identifying needed partnerships, aligning workforce preparation skills, developing a single set of learning objectives, and creating a contextualized curriculum aligned to occupational training. The culminating activity will allow participants to develop their own plan of action for an IET. All participants will receive a copy of the Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program developed at the Institute for the Study of Adult Literacy at Penn State University.

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Primary Presenter: Jeff Fantine, Fantine Academic & Career Training Services
Co-Presenter(s): Sara Gutting

Adult Basic Education, Full-Day Preconference, Sunday,
March 31st 8:30am-3:30pm, Studio 4

Come Have a SIP! Standards-In-Practice: Teaching with the College and Career Readiness Standards

Has teaching with standards gotten you down? Well come have a SIP and cure those standards-implementation blues! Standards-In-Practice (SIP) is a teacher-focused workshop that emphasizes effective lesson planning and teaching with the College and Career Readiness Standards. Participants of this highly-interactive workshop will learn how to develop dynamic standards-based lessons and teach to the standards in an active teaching-learning environment. So, grab one of your favorite lessons and come SIP with us for a fun-filled day of creating lessons and teaching practice that will drive college and career success.

Primary Presenter: Kim Glenn, EDSI

Professional Development, Full-Day Preconference, Sunday,
March 31st 8:30am-3:30pm, Balcony J

Standards for Professional Development: A Toolkit for States, Programs, Professional Developers, and Educators

This full-day preconference session is sponsored by AALPD. For years AALPD has been working with professional developers to provide education, resources, and a network for collaboration. This year AALPD is proud to present our revised standards for professional development aligned to the current state of adult education with a particular emphasis on WIOA integration. This session will introduce the revised standards, aligned resources, and a toolkit that can be immediately used. The toolkit is designed to help states, programs, and educators select high-quality PD and will help professional developers create high-quality PD aligned to the standards. The toolkit will be shared via flash drives to all attendees, and all resources and materials in the toolkit will be utilized during the session in learning activities designed to simulate actual use in the field.

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Primary Presenter: Daphne Greenberg, Georgia State University

Co-Presenter(s): Inga Einarson, Christine Miller

Professional Development, Full-Day Preconference, Sunday,

March 31st 8:30am-3:30pm, Balcony I

Decoding and Comprehension Instructional Strategies: What Do Adult Learners Need to Know?

Do you have learners in your classroom who have challenges improving their reading levels? Would you benefit from learning decoding and reading comprehension instructional strategies? If the answer is yes, and you teach adults who read from the 3rd to 7th grade levels, then this pre-conference session may be of interest to you. We will share instructional strategies that were taught in our federally-funded research study run in multiple adult learner classrooms. We will discuss the common types of mistakes adult learners at these reading levels often make, as well as ways to teach them foundational decoding, word reading, and comprehension skills. During this pre-conference session, you will have ample time to practice various instructional techniques. We will also share online materials available to you for use in your classroom for reading practice.

Primary Presenter: Laura Porfirio, Pima Community College

Co-Presenter(s): Diane Jackson, Patricia Albavera, Phoung Nguyen, Brittany Martinez

Student Engagement, Full-Day Preconference, Sunday, March 31st 8:30am-3:30pm, Galerie 3

Adult Education Ambassadors Representational Leadership—Train the Trainer

The Ambassadors Representational Leadership Training program focuses on the development of student voice in the fullest sense. It provides adult learners a recognized role in which they can publicly speak about their own experience and represent the common interests and needs of others. Students develop confidence and skills that transfer to other personal and professional roles. During this train-the-trainer session, participants will learn and participate in the four crucial components of representational leadership for adult basic education: awareness – statistics and research; stories – a powerful tool to affect change; public speaking – crafting a message and delivering it effectively; and meeting with officials – planning and facilitating a meeting with a person in power. **(Requires approval to attend)**

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Primary Presenter: Kelley Provence, Literacy Action
Professional Development, Full-Day Preconference, Sunday,
March 31st 8:30am-3:30pm, Studio 6

Breaking the Bottleneck: Moving Struggling Readers (ABE 1-2) to Fluency

Too many ABE students remain at the lowest NRS levels, which serve students who are not yet fluent readers. This workshop will help instructors and program directors more easily identify where in the reading process their students currently reside and provide research-based best practices that will more effectively move these students to the next level. In addition to walking away with a clear and practical understanding of how you move students along the reading continuum from non-readers to fluent readers, participants will practice teaching reading at each stage using simple, but effective, techniques. This will allow you to better support the teaching staff. TABE 11/12 requires more advanced critical thinking skills. Since fluency is a precursor to comprehension, breaking this fluency bottleneck is critical for both student and organizational success on standardized assessments.

Primary Presenter: Jodi Ruback, Washington State Board for Community and Technical Colleges

Co-Presenter(s): Adria Katka, Shannon Potter

ESL/ELL, Full-Day Preconference, Sunday, March 31st 8:30am-3:30pm, Galerie 2

Flipping Instruction for Low-Level English Language Learners with I-DEA

I-DEA is a flipped/hybrid integrated skills curriculum for lower-level adult English language learners (ELLs). Participants will work in the Canvas learning management system to learn about the design of this free, openly licensed curriculum. In addition to locating the curricular modules and importing these OER materials, participants will interact with both student and instructional materials in order to see how the curriculum can best be implemented and integrated into their own unique instructional settings and courses.



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Primary Presenter: Laura Weisel, The TLP Group

Co-Presenter(s): Patricia Tyler

Administrators, Full-Day Preconference, Sunday, March 31st 8:30am-3:30pm, Galerie 5

Innovations in Adult Education—Imagine the Possibilities!

Adult education's workforce is lagging in the knowledge and skills to consistently bring students to the top of their game! New research along with new WIOA policies were a call for action and innovation! This session will look at the strong and substantive innovative initiatives across the U.S. that have wisdom, processes, and impressive outcomes to be shared and possibly replicated. States will be asked to share their innovations targeting: creating educational approaches to accelerate adult learning; innovative ways to restructure service delivery; shifting professional learning; viable alternatives to classroom integration of academics and career pathways; college and career readiness standards; collaborative learning; new ways to engage students and build them as successful learners; using evidence-based research to shift instructional modalities; addressing and managing social/emotional challenges; and researching the programmatic shifts that impact student measurable outcomes in adult education.

HALF DAY PRECONFERENCE AM SESSIONS

Primary Presenter: COABE VP of Membership and Regional Representatives

Administrators, Half-Day Preconference, Sunday,

March 31st 8:30am-11:30am, Studio 9

A Leader Is One Who Knows the Way, Goes the Way, and Shows the Way

Join COABE's board members and executive director for an exciting preconference that will give you the skills you need to successfully lead your state association! Topics will include social media, marketing, professional development, board recruitment and mentoring, partnership and relationship building, best practices for lobbying, and so much more! If you are a state association leader, this is a meeting you will not want to miss!

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Primary Presenter: Cynthia Campbell, Gold Apple Services, LLC

Community-Based, Half-Day Preconference, Sunday,
March 31st 8:30am-11:30am, Studio 8

Pass to Excellence: A Nonprofit Standards for Excellence Intensive Workshop

Nonprofit leaders serving adult learners are fiercely committed to their organization's missions and client. They have high expectations for their own personal performance and even higher expectations for their organizations' ability to impact adult learners in their communities. Faced with many competing priorities, nonprofit professionals find themselves seeking ways to strengthen their organizations' management, governance, and operations—without re-inventing the wheel. In this intensive workshop with Dr. Cynthia Campbell of Gold Apple Services, nonprofit leaders will get an overview of best strategies and practices of nonprofit governance, but they will also apply them to their own organizations to work toward greater effectiveness and sustainability. This is a Standards for Excellence workshop and each attendee will receive a copy of the Standards for Excellence: An Ethics and Accountability Code for the Nonprofit Sector.

Primary Presenter: Ronald Cruz, Independent Consultant

Adult Basic Education, Half-Day Preconference, Sunday,
March 31st 8:30am-11:30am, Studio 10

Mathematics Through the Lens of CCRS

The College and Career Readiness Standards call for a transformation in the way educators teach mathematics. Learn about the key shifts in the standards, the Standards of Mathematical Practice, and their implications to your classroom instruction. Join other adult educators and engage in a more visual, hands-on approach to teaching that revolves around problem solving and the application of mathematics. The session will cover the most challenging to teach mathematics domains: fractions, number system, algebraic reasoning, geometry, expressions and equations, proportional reasoning, and statistics and functions. Discuss and apply a variety of research-based instructional strategies and technology resources aligned to CCRS.

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Primary Presenter: Nell Eckersley, Literacy Assistance Center Co-Presenter(s): Lizelena Iglesias

Science, Half-Day Preconference, Sunday, March 31st 8:30am-11:30am, Studio 3

Integrating Digital Skills: Using Google Slides in Science Instruction

Like PowerPoint, Google Slides has many applications in education and work. In this half-day preconference we are going to explore how Google Slides can be used in science instruction with a particular focus on representing cycles in science. Participants will develop and strengthen their own conceptual understanding of the Earth as a living system by exploring the connections among all parts of the system: air, water, land, and life. They will also learn and strengthen their skills in creating Google Slides by building their own Google Slides if/then stories. Bring your own laptop for the hands-on components of this preconference. This workshop is aimed at people with low level Google skills and some basic science knowledge. People with more advanced skills are welcome but should know that we are starting at the beginning. Participants should come with a Google account and the credentials to log into it.

Primary Presenter: Melinda Holt, Sacramento County Office of Education

Digital Literacy & Technology, Half-Day Preconference, Sunday,

March 31st 8:30am-11:30am, Galerie 4

Unveil & Display Your Website Today!

Did you know that you have a Google site? All you have to do is build it! This session will unveil the potential of building a website for any program, classroom, or individual using Google sites. The presentation will include best practice design on building a multi-layered website including embeds, links, and accessibility features. Information covered in this pre-session will include calendars, adding different media, changing formats, creating links, and adding direct drive embeds. Everyone is guaranteed to have a fully functioning Google site ready for public viewing at the end of this session.

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Primary Presenter: Patricia Hughes-Fitzgerald, The Ohio State University

Co-Presenter(s): Traci Lepicki, Alicia Willis, Beth Crawford

Professional Development, Half-Day Preconference, Sunday,

March 31st 8:30am-11:30am, Salon B

From the Conference to the Classroom: Finding, Evaluating, and Aligning Open Educational Resources

If you Google the word “fractions,” you will get approximately 235,000 resources in 0.38 seconds. Awesome, right??! Now, pretend you are an adult education teacher with maybe 30 minutes of planning time during which you need to figure out how to teach multiple content areas to a classroom full of learners at every level. Now, back to those 235,000 fraction resources...that’s evaluating approximately 7,500 resource every minute. Not. Gonna. Happen.

In this session you will learn how to find, evaluate, and align standards-based educational resources. We will share tried-and-true open educational resources, our simple yet effective evaluation methods and resources, and our comprehensive lesson plan templates for ABE/ASE and ESL. And, you will get the chance to practice finding, evaluating, and aligning open educational resources to take straight from the conference to your classroom!

Primary Presenter: Sherri Lattimer, Hudson Valley RAEN

Co-Presenter(s): James Matt, Sue Hensley-Cushing

Adult Basic Education, Half-Day Preconference, Sunday, March 31st 8:30am-11:30am, Regent

Getting Teachers and Students Ready for the Reality of the TABE 11/12

The new TABE 11/12 adds an extra layer of difficulty for adult education test-takers and programs. The format of the test requires the test-taker to be adept with additional test-taking formats. This difficulty with test format may not allow TABE to do its job: measure grade equivalency and NRS Level. In preparing students to be well-equipped for this transition, we will explore the general structure of the TABE 11/12, test question types, and test-specific vocabulary. Test anxiety and relaxation techniques will be addressed in this workshop.

Participants and presenters will explore together to determine solutions to the new timing structure of the TABE Locator and forms 11/12. Computer-based testing will be explored as an option, as will the challenges programs face in preparing students for computer-based testing. Participants should be willing to learn about ways they can incorporate methods and technology to prepare students for NRS gain, as measured by the TABE 11/12.

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Primary Presenter: Margaret Patterson, Research Allies for Lifelong Learning

Administrators, Half-Day Preconference, Sunday, March 31st 8:30am-11:30am, Salon C

Solutions to Nonparticipation in Adult Education: Unmasking New Learner Potential

What keeps 90% of adults without HS diplomas from pursuing adult education? A new five-state research project, CAPE, asked adults who could participate, but don't, about their reasons for not participating in adult education. They also recommended actionable solutions to get them involved. The surprising solutions nonparticipating adults recommend will help educators recruit and retain them in adult education. In addition to findings on nonparticipant deterrents and solutions, this interactive session also shares nonparticipants' motivations around adult education and suggests ways adult educators can provide educational support to adults who experience effects of prior trauma.

Primary Presenter: Tara Plouff, Hawkeye Community College

Co-Presenter(s): Lucas Plouff

Digital Literacy & Technology, Half-Day Preconference, Sunday,
March 31st 8:30am-11:30am, Salon A

Daily Integration of Digital Literacy Skills for Workforce and Transition Success

Do your students have the digital skills necessary to succeed in the workforce and higher education? Can they format a Word document, collaborate with Google Sheets, and manage assignments in an online class? This highly interactive and hands-on session will cover the creation and use of Canvas in the adult education classroom and the seamless integration of vital digital skills into every aspect of your curriculum. With only a minor shift in thinking—and very little prep—you can incorporate digital skills into every lesson. Note: All participants should bring a laptop.

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Primary Presenter: Anna Sanczyk, University of North Carolina at Charlotte
ESL/ELL, Half-Day Preconference, Sunday, March 31st 8:30am-11:30am, Studio 5

Supporting and Advocating for Adult English Language Learners.

Strong advocacy efforts foster inclusive and supportive educational environments for diverse adult English language learners (ELLs). One such effort is taking action to promote culturally responsive practices that create a positive impact on adult English language learners' classroom engagement, learning, and attitudes. This workshop intends to provide participants with information and resources that can help them support and advocate for adult ELLs, including illustrating effective strategies and activities that validate adult ELLs' various backgrounds, experiences, and needs; encouraging sharing of experience on how participants offer student encouragement and empowerment; engaging participants in the discussion on stereotypes, misconceptions, and challenges adult ELLs encounter in their educational journey; and discussing action steps to advocacy for major issues affecting adult ELLs.

Primary Presenter: Marcie Smith, Intercambio Uniting Communities
Co-Presenter(s): Debbie Goldman

ESL/ELL, Half-Day Preconference, Sunday, March 31st 8:30am-11:30am, Studio 7

In Your Students' Shoes: An Amazing Teacher Training for Adult ESL

This half-day workshop will simulate what it's like to be an adult student learning a new language and provide modeling and practice for the teaching techniques that drive learning and change outcomes. This is an ideal session for all levels of teaching experience: novice to pro. Attendees will be deeply involved in this workshop, beginning with a foreign language lesson where participants will be the students. They will experience first-hand which engagement techniques helped them acquire the new language. The second part of the workshop will have participants design a lesson plan utilizing the strategies and techniques demonstrated in the foreign language lesson: where will they increase repetition; how will they build on both foundation and critical thinking activities to get the most out of the lesson?

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Primary Presenter: Carmine Stewart, Aspire Consulting and Educational Service

Learning Difficulties, Half-Day Preconference, Sunday, March 31st 8:30am-11:30am, Studio 1

Reading Problems: Unmasking the Culprit

Helping students improve their reading skills requires specific knowledge and skill. Often tutors and instructors think that comprehension is the problem and that repeated comprehension practice will make a student a better reader, when often what it does is just make students frustrated. As well, reading difficulties are often incorrectly attributed to learning disabilities.

There are often simple fixes to reading challenges that comprehension worksheets will not reveal. In this session, participants will take, and administer, reading assessments and gain the specific knowledge and skill needed to identify why a student is struggling with reading. This session will be very hands-on and interactive. Participants will leave with copies of the assessments used in the session, the confidence to use and interpret them, and other resources for helping struggling readers.

Primary Presenter: Duren Thompson, Center for Literacy Education and Employment

ESL/ELL, Half-Day Preconference, Sunday, March 31st 8:30am-11:30am, Studio 2

'Multi-Level' Level 1 ESL: Supporting Pre-Literate, Non-Literate, Semi-Literate and Native Language Literate Learners

The NRS ESL Level 1 includes anyone who scores a zero on an approved oral or literacy assessment (or is “untestable” for some reason). Yet if a student scores a zero, what do you really know about their skills? Is their score due to an anxiety or cultural barrier? Shock or trauma? Lack of schooling? Does their culture even have a written language? This session will examine and discuss the wide range of literacy experiences and issues Level 1 ESL learners can bring to the classroom, as well as techniques for assessment and instruction to meet their diverse needs and support them to meet their potential. Participants will collaboratively plan to implement specific techniques for their lowest-level English language learners.

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HALF DAY PRECONFERENCE PM SESSIONS

Primary Presenter: Jayme Adelson-Goldstein, Lighthearted Learning

Co-Presenter(s): Lori Howard, Sylvia Ramirez

ESL/ELL, Half-Day Preconference, Sunday, March 31st 12:30pm-3:30pm, Studio 7

Focusing on Listening Skills and Strategies for English Learners:

A Standards-Based Approach

Knowing which listening skills adults need to achieve their workplace, academic, and civic goals is an essential element of English language instructional design. Thanks to the listening standards from the U.S. Department of Education and CASAS, practitioners can now identify these key skills in order to increase their learners' listening proficiency. During this hands-on/ears-on workshop, facilitators guide you through a differentiated, focused listening task and then provide interactive tasks that build your familiarity with the standards and a taxonomy of listening strategies. Using these resources as well as a planning template and differentiation techniques, you and your colleagues will work together to develop standards-based listening lessons for your learners. All participants have access to a Google folder with the open resource workshop materials including audio files and differentiated listening tasks.

Primary Presenter: Dave Barnes, Adult and Community Educators (ACE) of Florida

Co-Presenter(s): Melanie Stefanowicz, Jeffrey Arnott

Administrators, Half-Day Preconference, Sunday, March 31st 12:30pm-3:30pm, Galerie 4

ACE of Florida Adult Education Champions: Creating the Infrastructure to Systemic State-Wide Advocacy and Promotion

Have you ever wanted to take a more active role in advocating for and promoting your adult education programs and your students? If so, this is the session for you! Adult and Community Educators of Florida (ACE of Florida), in partnership with COABE, is developing a multi-year grass-roots advocacy network initiative called the ACE of Florida Adult Education Champions.

This "hands-on" session will show you the do's and don'ts of advocacy and how Florida is leveraging the resources of COABE's Educate and Elevate advocacy system, as well as organizing professionals and students across the state to maximize Florida's adult education advocacy potential and establish the foundation of an advocacy network for the future. In this electronically-interactive session, participants will hear how to begin to establish an advocacy network, avoid the "growing pains" Florida has encountered, and learn to more fully utilize the resources of COABE's Educate and Elevate advocacy system.

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Primary Presenter: Sheila Butler, Monroe County Community School Corporation
High School Equivalency/Post-Secondary, Half-Day Preconference, Sunday, March 31st
12:30pm-3:30pm, Regent

How to Fast Track Students and Change Your and Their Mindset of Success.

Fast track math in as little as 6 weeks or less, get your students ready to pass their HSE and college placement tests, and give them success in math, some for the first time in their lives.

The presenter will share videos of her methods, examples of her materials, and the order that has worked for 17 years. This works in conjunction with creating a mindset of success. How do you create a mindset of success in students who have repeatedly met failure? The presenter will share what has worked for her and been perfected over the last 7 years. Working in partnership with her fast track math ideas, she will share other subject methods she uses as well as her two-day prep to get students believing they will succeed.

Primary Presenter: Deanna Coon, Center for Applied Linguistics

ESL/ELL, Half-Day Preconference, Sunday, March 31st 12:30pm-3:30pm, Studio 8

From Words to Stories: Reading Comprehension Vis-à-Vis Vocabulary Instruction

Vocabulary is an essential part of reading comprehension and often one of the biggest hurdles for learners to overcome. With limited time and resources, teaching vocabulary is often reduced to producing lists of words and definitions, which fails to acknowledge the dynamic capability of vocabulary to influence not only comprehension, but a learner's entire reading experience. Participants will explore their unconscious awareness of the meaning of words and the shifts they experience according to context and how to make those salient to learners so that reading comes alive.

Primary Presenter: Don Finn, Regent University

Professional Development, Half-Day Preconference, Sunday,
March 31st 12:30pm-3:30pm, Studio 9

Adult Ed 101: Peeking Behind the Adult Learners' Mask!

Whether you are new to adult education or a seasoned veteran, this session is for you! This session highlights concepts and methods for effectively working with adults that are backed by the research and writings of leaders in the adult education field. Participants will be encouraged to reflect on their own professional practices. This session is an excellent opportunity for instructors and administrators!

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Primary Presenter: Tracy Hendrix, TRAIN PD @ TCALL/Texas A&M

Leadership, Half-Day Preconference, Sunday, March 31st 12:30pm-3:30pm, Salon B

Effective Leadership Strategies for Program Improvement

As an administrator, director, coordinator, or supervisory staff at your local adult education program, how do you lead your staff in a way that will ensure that your program is on track to meet all the compliance measures and required paperwork? Leadership strategies will be shared and explored to help your program stay on track all year long. During this workshop, participants will: learn five leadership strategies to use right away, learn what effective leadership means and how to implement new strategies, learn how to re-evaluate goals periodically to determine ongoing effectiveness, and learn how important the team is to the mission of the program.

Primary Presenter: Ginger Karaway, Gateway Technical College

Co-Presenter(s): Carolyn Nason, Deb Gylund, Shawn Jensen

ESL/ELL, Half-Day Preconference, Sunday, March 31st 12:30pm-3:30pm, Studio 5

Unmask Learner Potential: Adding Complexity to All Levels of Adult ELL Instruction

Adult ELLs must work rigorously to develop the language strategies that will enable them to demonstrate their critical thinking, problem solving, and soft skills. Instruction must be equally rigorous, intentional, and direct. This session invites you to embrace complexity as you collaborate with colleagues: exploring, analyzing, and developing tasks and projects to meet adult learners' needs across all levels.

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Primary Presenter: Michael Matos, Albany Park Community Center

Adult Basic Education, Half-Day Preconference, Sunday,
March 31st 12:30pm-3:30pm, Salon C

Static to Dynamic Math Instruction: The Science of Math for ABE/ASE

This workshop will introduce motivating activities that will prepare students for HS equivalency math questions, real world situations, and career contextualized demands.

Participants and their students are rewarded with lessons that actively engage. Ideas with examples in lesson planning, activity creation, and delivery for the ABE/ASE math interactive classroom will be shared. Well-planned, multi-sensory activities develop skills needed for classroom and career math needs. Games, computer-based interactions (apps, websites), science experiments, geography studies, and lots of interactions with formulas will all be shared throughout the workshop. Activities show that math skills are useful for much of everyday life, including balancing checkbooks, working with budgets, and looking at loan information.

Participants will learn how to create lessons that engage, explore, explain, elaborate, and evaluate. The workshop will nurture discoveries, processes, and concepts that have been learned through written, verbal, and creative projects in math instruction.

Primary Presenter: Telly Mikel, South Dakota Department of Labor and South Dakota Adult Learners

Co-Presenter(s): Tracey Nester

Professional Development, Half-Day Preconference, Sunday,
March 31st 12:30pm-3:30pm, Salon A

There Is No Right or Wrong...Only Progression

This preconference experience has been rated 5 stars by your colleagues in adult education. In this exploratory session we make attempts to raise our level of awareness with respect to our educational philosophy, mission, and the results we obtain. Engaged in quote analysis and teachable excerpts from fiction and non-fiction works, we utilize the concepts I have developed in my classroom over the past 9 years to set the tone for the entire conference experience. Be prepared for positive-energetic-intellectual exchange designed to create quality and value as you engage in the remainder of the conference experience in New Orleans.

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Primary Presenter: Marie O'Bryan, Kentucky Coalition Against Domestic Violence **Co-Presenter(s): Jane Burnell**

Lifelong Learning, Half-Day Preconference, Sunday, March 31st 12:30pm-3:30pm, Studio 2

Trauma-Informed Practice (TIP) for Lifelong Learning

Trauma-Informed Practice (TIP) will promote students' ability to reach their full potential in your program. Students enter our classes with a wide range of needs compounded by years of traumatic experiences. The effects from lifelong negative experiences can be unmasked through support of a practitioner trained in addressing trauma. Research has shown that trauma presents barriers to success for individuals enrolled in adult education. TIP can help you develop a foundation of trust and empowerment to support positive outcomes for the people you serve. The facilitator will present empirically based data and relevant practices to improve retention, promote positive group dynamics, and strategies to encourage development of students.

Attendees will learn how to address disclosure of trauma, best practices, and work through an implementation plan of trauma informed approaches to facilitating activities for the diverse learning needs of students. Participants of this session will receive a packet of resources and curriculum developed from materials of the National Council for Behavioral Health, National Coalition for the Homeless, and the Kentucky Coalition Against Domestic Violence. Self-care strategies will be explored with a take-home kit provided to share with program staff.

Primary Presenter: Kathleen Porter, Poway Unified School District

Co-Presenter(s): Pam Garramone, Stacey Campo

Administrators, Half-Day Preconference, Sunday, March 31st 12:30pm-3:30pm, Studio 10

“Unmask” Your Data Using a Data Dialogue Protocol to Target

Instruction and Improve Student Outcomes

Finding it a challenge to engage staff in meaningful discussions about data? Learn how one agency has implemented a data dialogue protocol to engage (even some of the least likely) staff members in the collaborative use of data to target instruction and improve student achievement.

Learn about the process used and identify simple steps you can take to replicate this implementation at your agency for dramatic results.

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Primary Presenter: Carmine Stewart, Aspire Consulting and Educational Service
Learning Difficulties, Half-Day Preconference, Sunday, March 31st 12:30pm-3:30pm, Studio 1

**All Jazzed Up and Ready to Learn: Using What We Know About
the Brain to Improve Student Learning**

Neuroscience provides many insights into how the brain works and its impacts on learning and instruction. More importantly, this research has instructional implications that can be used to help students learn, and instructors teach, more effectively. From understanding why students with dyslexia have difficulty with word recognition and retrieval, to understanding student motivation, to discovering how the brain changes as a result of trauma, this session will answer those questions and more. Participants will participate in sample lessons to demonstrate brain-based learning strategies and leave with a blueprint for student-centered, active learning that will get your students All Jazzed Up and Ready to Learn.

Primary Presenter: Tamara Thompson, Mockingbird Education
Professional Development, Half-Day Preconference, Sunday,
March 31st 12:30pm-3:30pm, Studio 3

High-Yield Cognitive Instructional Strategies for Struggling Learners

Your instructional approach determines your program's potential. Instruction is how we teach. Instruction impacts attendance, program retention, and learner outcomes. Vulnerable learners have unique needs. In addition to knowledge and skill gaps, they often have academic baggage that impacts confidence, trust, motivation, and persistence. Our instructional methodology specifically addresses the unique needs of vulnerable learners. We combine evidence-based instructional strategies in content, motivation, and mindset with 20 years of practical teaching experience. The results? An active instructional approach designed for the unique needs of adult vulnerable learners. Learn how to teach content using evidence-based strategies that make learning more accessible, digestible, and memorable. Learn how to infuse instruction with esteem and motivation techniques that help learners overcome mental and emotional learning barriers. Prevent disruptive behavior before it begins. Build trust and diminish power struggles quickly with simple messaging strategies that reduce learner conflict and risk-perception.