

## COABE 2009 Conference Summary

- ❖ Skills that Last a Lifetime, Nancy Payne
  - This session introduced information from Partnership for 21st Century Skills ([www.21stcenturyskills.org](http://www.21stcenturyskills.org)) regarding how to provide foundational and advanced skill building that fosters creativity, critical thinking, communication, and collaboration.
  - Learning and Innovation skills are made up of:
    - Critical Thinking and Problem Solving
    - Creativity and Innovation
    - Communication and Collaboration
  - Nancy also suggested that, based on a Bloom's Taxonomy, that instructors be less "afraid" of going right to Evaluation
  
- ❖ Making it Worth the Stay (Findings from the New England Adult Learner Persistence Project)
  - 18 adult education programs from New England implemented new learner persistence strategies and tracked the impact over one academic semester (approximately 5 months)
  - Strategies found effective:
    - Provide learning options and opportunities to be included in decision-making
    - Make connections to the real world (including websites not based on learning)
    - Provided consistency, rituals
    - Change intake process
    - Using students as mentors, answer questions w/out staff in room
    - Break down cost of instruction (even though its free)
  - The full report is available at: <http://www.nelrc.org/persist/report09.pdf>
  
- ❖ Improving Instructional and Programmatic Outcomes Through the Use of Professional Development and Critical Self-Reflection, Texas Adult Education Credential Project
  - A project focused on professional development of adult educators through an optional credentialing opportunity.
  - Six Core Content Areas:
    - Principles of Adult Learning
    - Teaching/Learning Transaction
    - Diverse Learning Styles, Abilities, and Cultures
    - Integrating Technology into Adult Learning
    - Accountability and Assessment
    - Contextual Learning
  - Requires Reflection activity between participants and facilitators

- Also created Administrator Credential culminating in electronic portfolio
- Once credentials are achieved, there is no continuing education to maintain
  
- ❖ Are We Making a Difference? Lessons learned in PD evaluation, Kim Johnson
  - Discussion centered around the formation of evaluation methods, primarily the evaluation form
  - Using Guskey's model of Professional Development Evaluation, group looked at development of form from simple questionnaire to informative piece used *during* training and not after.
    - Time for reflection and action planning during workshops
    - Incorporate self-assessment
    - Promote culture of follow-up
  
- ❖ It Didn't Go Away Just Because They Grew Older, Patricia Hardman
  - Dr. Hardman discussed her philosophy that Dyslexia and ADD/ADHD are intertwined and essentially the same issue
  - She reviewed brain formation differences between those with and those without dyslexia, affects of other physical issues on dyslexia/add/adhd
  - Changing communication style can have positive effect on teacher/student interaction: "remember, dyslexic/add individuals do not learn by being told. Tell, model, practice - have them demonstrate."
    - Address understanding Body Language, regulation of information intake, time management, directions should be specific, clear, and brief
    - Introduce and maintain organization
    - Rules should be clear, related cause and effect, specific consequences