



Expanding Our Horizons

NH Conference for Adult Educators

Saturday, October 24, 2009

Rundlett Middle School

To: Adult Learner Services Volunteer Tutors
From: Katie Delaney, Cheshire County Adult Learner Services Coordinator
Re: Annual State Conference
Date: October 8, 2009

The Annual Fall Conference for New Hampshire Adult Educators will be held on Saturday, October 24, 2009 from 8:30 am to 3:00 pm at Rundlett Middle School, 144 South Street in Concord. The conference has been carefully designed to include offerings for all aspects of adult education programs. There is no charge for conference activities and lunch will be provided. Tutors are most welcome to attend this conference, and several workshops have been designed especially for tutors, but tutors are not limited to only those workshops.

Enclosed is the program guide which contains the **schedule** of events and workshop descriptions. Our routine is to meet at my office, 171 West Street, Keene, by 7:30 AM and carpool to Concord. It's a good opportunity to share adult education experiences and leave the driving to someone else, but you are welcome to drive by yourself if you prefer.

Your completed registration should be returned to me by **October 15**, and can be as simple as the following:

1. Your name, email and phone number. _____
2. Morning workshop
 - a. First preference: _____
 - b. Second preference: _____
3. Afternoon workshop
 - a. First preference: _____
 - b. Second preference: _____

NH Conference for Adult Educators
Rundlett Middle School, 144 South Street, Concord, NH
Saturday, October 24, 2009
Program

8:30 - 9:00 **Registration, Coffee, and Browsing Exhibits (books, mini-grants, etc.)**

9:00 - 9:30 **Welcome and Opening Presentations**

- Jon Greenberg, New Hampshire Public Radio
- Art Ellison, Administrator, Bureau of Adult Education

9:45 - 11:45 **Workshop Session I (2 Hours)**

NH Adult Education to College Transitions

Deborah Carley, Director of the Learning Center, NH Technical Institute, Concord

NH research and recommendations on preparing adult students to be successful in college. The presentation will include practical suggestions for academic content, placement test preparation, and instructional strategies.

Strategies for Multi-Level ESOL

Aileen Halloran, Capitol Region Education Council, Hartford, CT

ESOL students come to us with varying backgrounds, abilities, education, and goals, making every class a multi-level class. As teachers, it is critical to identify their needs quickly and modify our lessons to accommodate all of our learners so they want to continue attending class. Participants will discuss the importance of identifying students' goals, examine some concepts of differential instruction and develop some strategies that could be used in planning lessons.

Setting Student Goals (For ESOL Tutors)

Alexis Johnson/Caroline Gear, International Language Institute of Massachusetts

How do we help students set realistic goals that include the four skills(reading, writing, speaking and listening), specific learning goals and pertinent content? This workshop will ask tutors to set their goals for a subject to be announced. They will examine the many layers needed to accomplish their goals and look at ways to assess their progress.

Teaching Writing One-on-One (Primarily for Tutors but also open to any interested teacher)

Ginny Arsenault, GED Tutor

Even though many of the writing topics for the GED sound like questions from the "Miss America Pageant," many students still suffer from writer's block. If you would like some fun and innovative teaching tips and techniques for preventing writer's block and preparing your students for the essay, this workshop is for you.

English Language Learners and Learning Disabilities (A Learning to Achieve Module)

Robin Letendre, NH Adult Ed Disabilities Consultant and Member of the Mentor Team

A workshop geared towards explaining new research on English language learners and learning disabilities as compiled by the National Institute for Literacy (NIFL). You will learn about the latest research that looks at the challenges of learning English and the disabilities associated with testing and diagnosing learning disabilities in English language learners. Participants will receive a guide published by NIFL.

Learning to Achieve: Self-Determination (A Learning to Achieve Module)

Katie Delaney, NH Adult Education Disabilities Committee

This is one of 9 modules created by NIFL to train educators in teaching students the process of creating a plan, mapping out the steps to the completion of that plan, and tracking successes along the way. This skill is essential for adult students to gain success in their lives. The workshop will teach you how to help your students in this particular area. Each participant will receive a teaching guide to use with their students.

Children's Mental Health Services 101

Egon Jensen, NH Division of Health and Human Services

This low-tech workshop will present an overview of children's public mental health services in NH. The role of Community Mental Health Centers, The Department of Health and Human Services, and private providers will be discussed.

Algebraic Thinking: Absolutely Essential for College Transitions**Pam Meader, Math Dept. Chair at Portland Adult Education, Past Present, Adult Numeracy Network**

Algebra can be the gatekeeper for students preparing for college. Developing algebraic thinking is an *essential* building block in students' understanding of algebraic concepts. In this workshop participants will be introduced to abstracting, doing and undoing and analyzing patterns as strategies to build algebraic thinking. **This workshop is appropriate for ABE, GED and Diploma teachers with the major emphasis for college transition teachers.**

Working with Teens**Donna McAdam, GED Options Teacher, Dover Adult Learning Center**

Even with the new state regulations, many of us will have teens to teach. This workshop will look at ways to understand their behavior, motivate them in the classroom, and lead them to success.

Community Resource Panel**Annette Carbonneau, NH Alliance for the Mentally Ill****Judy Elliott, NH Coalition for Occupational Safety and Health****Mary McGhee, WIA Counselor, Manchester Employment Security****ED Kanu, Integrated Health Services, Concord Hospital Family Health Center**

This group of community service providers will discuss the nature of their services, how to access them, eligibility criteria, and other information useful for adult learners. **This workshop would be particularly helpful for directors and counselors.**

Diploma Teachers' Forum**A Group of Experienced Adult Diploma Teachers from Different Disciplines**

This session is designed to give diploma teachers the opportunity to exchange ideas, strategies, and teaching methods that have proved successful in helping adult diploma students to reach their goals. Participants should come with their own suggestions and questions.

11:45 – 12:15 Browsing Displays and Networking**12:15 – 1:00 Lunch Break**

1:00 - 3:00 Workshop Session (2 Hours)

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Accuplacer 101

Maureen Baldwin, Lakes Region Community College

Learn more about Accuplacer tests that many colleges use for student eligibility - format, content and expectations for math and writing tests. Why might people who do well on GED Tests still have trouble with the Accuplacer? How can we help GED and diploma graduates prepare for Accuplacer success?

Pronunciation Strategies

Aileen Halloran, Capitol Region Education Council

Good pronunciation for ESOL learners requires not just producing sounds correctly, but the ability to distinguish different sounds. In this session, participants will discuss the components of pronunciation, the importance of phonemic awareness in second language acquisition, identification of difficulties in the formation of sounds in English, and strategies to improve pronunciation for all students.

Student Self-Monitoring for ESOL Teachers

Alexis Johnson and Caroline Gear, International Language Institute of Massachusetts

In a truly student-centered classroom, students must take responsibility for their own learning. The teacher focuses on the students while they focus on their learning. This includes monitoring their progress. This workshop will demonstrate materials and activities that make students aware of using what they are learning, keeping track of when they use what they learn, and assessing their own progress. We will explore examples of student monitoring of grammar, vocabulary, and pronunciation as well as the four skills.

Tutoring One Adult Beginning Reader for One Year (For Tutors)

Evie Spodnik, Tutor, Baker Valley, Plymouth

What worked and what didn't work (but might work with someone else): assessment, goals, materials (books, menus, ads, teacher made, online), language experience, fluency, phonics, phonemic awareness, sight vocabulary. The strategies presented have been influenced by my experience in special education and Reading Recovery.

Legal Aspects for Working with Adult Learner (A Learning to Achieve Module)**Katie Delaney, NH Adult Education Disabilities Committee**

What's good for adult learners with learning disabilities is good for **ALL** adult learners, including legal aspects. This workshop will identify legal, ethical, confidentiality, and self-disclosure issues that apply to adult education with consideration of effective strategies that guide our professional practice.

Learning to Achieve: Self-Determination (A Learning to Achieve Module)**Robin Letendre, Robin Letendre, NH Adult Ed Disabilities Consultant and Member of the Mentor Team**

This workshop is a repeat of the morning workshop. Only the presenter is different.

Learning to Achieve: Content Learning (A Learning to Achieve Module)**Amy Smith, Counselor, Exeter Adult Education**

This session is based on NIFL's Learning to Achieve Training. NIFL developed Learning to Achieve based on the latest rigorous research to increase practitioners' knowledge of learning disabilities and their ability to provide effective services to adults with LD. You will learn instructional approaches that can help adults with learning disabilities learn content from written materials.

Exploring Geometry**Pam Meader, Math Dept. Chair, Portland Adult Education Past President, Adult Numeracy Network**

In this session, participants will explore hands-on activities on various Geometry topics necessary for the GED®. Participants will be introduced to the Components of Numeracy, how they can be applied in a mathematics class, and why they are important in strengthening students' understanding of mathematical concepts. This workshop is appropriate for GED and Diploma Math Teachers.

Debut: The New GED® Writing Curriculum**Denise Reddington, Elise Hood and Susan Bubb, Members of the NH Mentor Team**

In the making for over a year, the NH Mentor Team will present and distribute its brand new **GED® Writing Curriculum**. The curriculum includes teaching recommendations and student assessments for ABE and GED students.

Census 2010: Make a Difference, Make History**Leslie Vogt, Partnership Specialist, U.S. Census 2010**

Inform your students about the once-in-a-decade national population count and how the census supports democracy. Materials focus on social studies and mathematics using themes such as recognizing change in history, explaining trends over time and space, and understanding ever-evolving population dynamics. Lesson plans, activities and supplemental materials will be available. This workshop is timely for any teacher of social studies and math regardless of the level of instruction.

Directors' Forum**Elizabeth Muller, Facilitator, Director Pembroke Academy Adult Education**

This pragmatic discussion group will allow Adult High School Directors an opportunity to compare programs, chat about daily operations, and share success and challenge. Discussion topics may include: review of program policies, discipline, flexible curriculum, group brainstorming on budgeting, creative problem solving, how to bring back "adult" students, etc. We will also discuss the Collaborative Site Visits and brainstorm the Topic of the Month Discussions.

Notes: The workshops in this program have been selected based on the suggestions from adult educators from all program levels. Many workshops are appropriate for all adult educators regardless of program except for those specifically designed for volunteer tutors.

Learning to Achieve is the new research-based training program on serving adults with learning disabilities introduced by the National Institute for Literacy in 2009.

Directions to Rundlett Middle School, 144 South Street, Concord, NH

- From the north or south, take Route 93 to Route 89 North. Take Exit 1 off 89 North. At the end of the ramp, go north on South Street past the Hampton Inn and proceed for 1.3 miles. The entrance to Rundlett will be on your left.
- From the west, take 89 South to Exit 1 and proceed as indicated.
- From the East, take 393 West to 93 South to 89 North and proceed as indicated.