AGENDA SAMPLE

Sylvester (Bud) Pues:

1. **How We Learn Differently**

Objectives:

1. ...better understanding of how the brain learns
2. ...design and deliver multi-sensory learning activities.
3. ...help students become more successful independent learners.

Thirty-five students, thirty-five brains, thirty-five different ways of processing information! Wow! How do you teach to thirty-five different brains?! The brain "hardware" might be the same but the "programming" is different for everyone!

This session will look at some of the latest research on the brain and the learning process and apply that information to designing and delivering instructional/learning activities that will help students become stronger and more independent life-long learners.

2. **My Personal Learning Style**

Objectives:

1. ...identify their own Learning Style
2. ...use the Learning Style Inventory to identify student "learning style"
3. ...teach students how to use their individual learning style to maximize learning.

This session will 1) provide participants with basic understanding of the differently learning modalities, 2) provide an Inventory to identify their personal learning style, 3) use the Inventory to identify student learning styles, 4) provide information on teaching to student styles, 5) teach students to maximize learning through using their learning strengths.

3. **Emotions and Learning**

Objectives:

1. ....understand the 3 levels of the brain and how the brain "downshifts" under stress
2. ....understand and apply the importance of Emotions in the learning process
3. ....design and deliver instructional/learning activities to reduce stress and accelerate learning.
This session will discuss 1) the 3 important levels of brain functioning and how their interact, 2) how the brain downshifts under stress, 3) importance of understanding how the "survival" brain dominates, 4) importance of combining positive feelings with thinking/learning activities.

4. ABC’s of Teaching Reading

Objectives:

1. Apply concepts of Multi-sensory, phonetic reading skills
2. Build connections, from simple to complex word structure
3. Connect written words to words used in speaking.

This session will address 1) importance of understanding the structure of the English language, 2) understanding the basic phonetic sounds and rules, 3) using a variety of multi-sensory activities to facilitate and accelerate reading.

5. I’m Not LD, I Learn Differently

Objectives:

1. Able to identify some basic characteristics - is it a "learning disability" or that the student learns differently.
2. How to provide accommodations and instructional interventions to improve learning.
3. How to access resources.

This session will address 1) the importance of identifying students’ ABILITIES, not disabilities, 2) some of the basic characteristics of "learning disabilities”, 3) providing appropriate accommodations - how does the "problem" interfere with academic success or job performance, 4) assisting students in being "self advocates" - taking ownership for strengths and weaknesses, - who to tell and what to tell.

Brian Bell

1. Introduction to the new TABE Complete Language Assessment System

Objectives:

1. Knowledge of the TABE CLAS-E system, which includes assessments, instructional guidance, and support for Adult English Language Learners.
2. Be familiar with the administration and scoring of each of the 4 tests: Listening, Reading, Writing, and optional Speaking tests.
3. Recognize the value of the support materials for staff development training and instructional support.
Introduction to the new TABE Complete Language Assessment System (TABE CLAS-E). This session will be an introduction to these new assessments, as well as administration, scoring, and reporting procedures. Professional development and instructional support systems will also be discussed and presented.

**Heather Martendill**

1. **Playing Math Games in Afterschool**

Objectives:

1. Be familiar with the “math games” practice from the National Partnership Afterschool Training Toolkit.
2. Gain awareness of research and practices that support the enrichment of mathematics learning in an afterschool setting.
3. Engage in collaborative dialogue and high-quality mathematics learning.

Math doesn’t have to be boring!! Participants in this session will learn how to incorporate engaging math games into their programming. They also will gain an awareness of the research behind the promising practice of “Math Games” that was developed by the National Partnership for Quality Afterschool Learning. Come and discover how you can support and enrich mathematics learning in afterschool through games.

2. **Developing and Supporting Math Talk in Afterschool Programs**

Objectives:

1. Understand the importance of intentionally structuring opportunities for students to talk about mathematics in afterschool.
2. Learn strategies for supporting mathematics learning through high-quality discourse.
3. Gather useful resources for increasing the quality of math talk in afterschool.

When students talk about math, they are actively engaged in the learning process. Math talk helps them clarify their thinking, construct their own meaning, analyze and interpret mathematical ideas, develop reasoning and reflective skills, make connections to what they already know, become aware of areas in which they need further clarification or explanation, and stimulate interest and curiosity. Students engaged in math talk might put ideas into their own words, explain their reasoning, present methods for finding solutions, or ask questions to clarify meaning. This workshop provides afterschool practitioners with strategies and tools to support mathematical communication as well as monitor students’ learning, identify misconceptions, and provide useful feedback.

**Thomas E. Hall, Marck Schmidt, Rachelle Vettern**

Community Engagement, Social Capital and Generational Influences in Adult Education
Objectives:

1. The concept of community engagement will be introduced and participants will understand its impact on adult education.
2. The concept of social capital will be introduced and participants will understand its part it plays in adult learning.
3. The concept of generational differences will be introduced and participants will understand the important role these differences play in how adults learn.

It is not uncommon today for adult educators to find themselves working in environments which include persons from three or even four different generations. Millennials, X-ers, Baby Boomers, and those from the “Greatest Generation” often work and attend adult education classes side-by-side. Understanding what makes these generations tick can help us as adult educators better address their needs and desires both in the classroom and the work environment. Those attending this fun/interactive session will come away with a better understanding of how community engagement, social capital, and generational differences affect today’s adult learners.

Miriam Gilbertson, Rose Kreitinger

An Introduction to Learning Disabilities

Objectives:

1. Identify what a learning disability is
2. Identify what causes a learning disability
3. Identify strategies to use with individuals that have learning disabilities.

This session will introduce and discuss ADD, ADHD, LD, and dyslexia and their causes. Strategies that can be used to help or to instruct an individual will be presented through video and discussion.

Margaret Olheiser, Betty Randall

Using Computer Classes to Improve Reading Skills

Objectives:

1. Adults can improve reading skills while obtaining/improving computer skills
2. Computer manuals can be used by those with 5th grade+ GE TABE scores
3. Microsoft Word and Excel manuals available through the Center for Technology and Business, Bismarck, ND for each center and for individuals to use in the classroom.

Reading skills of adult students improved by as much as two grade-levels upon completion of computer classes. Computer manuals for Microsoft Word and Excel authored by Curtis Tonneson of Minot were revised by Betty Randall and Margaret
Olheiser of the Dickinson Adult Learning Center. The manuals were also updated for Microsoft Office 2003 Word and Excel. The directions were rewritten at about a 5<sup>th</sup> grade level with added illustrations and special features. (Funding provided by the Center for Technology and Business, Bismarck, ND)

Reading skill-level grade equivalents determined through TABE testing.

**Alicia Eslinger**

1. **Security and Internet Safety**

Objectives:

1. Be informed about security and Internet safety
2. Discuss the dangers and liabilities that teachers face
3. Learn about safety programs and best practices.

Be informed about security and internet safety including an introduction to the program iSafe. The presentation will engage participants in understanding the dangers and liabilities today’s technology brings to schools and homes.

2. **Explore the World through Geocaching**

Objectives:

1. Understanding of reading coordinate systems
2. Use of GPS units
3. Resources and ideas to implement into the classroom for life long learning.

This is an introduction to Geocaching. Topics include: the use of compasses and handheld GPS units, an understanding of reading coordinate systems, and plotting and following courses to a destination.

**Lisa Rinehart**

**One Size Doesn’t Fit All**

Objectives:

1. Participants will participate in hands-on activities that can be utilized in a multi-skill level classroom of adult learners.
2. Participants will discuss and practice how to plan and execute lessons for a multi-skill level classroom of adult learners.
3. Participants will examine various materials and resources they can utilize for a multi-skill level classroom of adult learners.
This session will examine the challenge of teaching adults of varied skill levels in the same classroom with one teacher. Regardless if you have 2 or 20 students; planning and executing effective lessons can be challenging when there is a great discrepancy in skill levels. How do you not overwhelm the beginning, develop the intermediate, and challenge the advanced all at the same time? Participants will be involved in hands-on activities as well as given opportunity to examine a variety of materials. Ideas on methods and activities as well as where to locate resources will be shared.

**Lisa Borden-King, Michelle Sauer, Robert Kibler**

**Writing for GED**

Objectives:

1. Participants will understand the basic structure of essays--what information is typically included in the introduction, the main body, the conclusion.
2. Participants will understand basic problems of phrasing and style, and how to fix them.
3. Participants will understand how best to convey information about writing to their student writers.

For this workshop we will provide participants with a basic sense of the structure of short essays--give them a sense of what jobs need to be done in every essay and where they generally need to be done. Participants will respond to the kinds of prompts that their GED students will have to respond to for the GED test, and as a group, we will examine some of our responses, identifying strenghts, weaknesses, and discuss how to improve what needs improving. The workshop will be swift-moving and informative, and requires no prior preparation.

**Laurel Kaae**

1. **Round Robin**

Objectives

1. Have the participants discuss which sessions they attended and why they chose the sessions.
2. Have the participants discuss how they will use the information they learned in the classroom.
3. Have all participants expand on and brainstorm more ways the information can be used in the classroom.

The Round Robin will be used as an assessment tool for the day’s sessions and an opportunity for the participants to discuss why they chose the sessions they attended and how they plan to use the information they learned in their classrooms. This will also
allow everyone to learn from each other and to brainstorm or expand on the ideas so they can take these ideas back to the classroom.

2. **Let’s Talk**

Objectives

1. Participants will share information on materials, books, and websites that are used to promote success and supplement classroom activities.
2. Participants will discuss how to set up “group” teaching.
3. Participants will discuss how to keep children “on-task” to complete activities in the classroom.
4. Participants will discuss how to increase visibility of the programs within the community.
5. Participant will discuss the goals and objectives of each program.

The Let’s Talk session will allow mini-sessions to be held within the overall session in order for all of the participants to work together to find solutions and share ideas as a whole group. The mini-sessions are topics that have been developed for discussion from the participants. These mini-sessions are areas of educational needs and concerns that will be addressed during the “Let’s Talk” session.

3. **Online Study Circle utilizing PBWiki**

Objectives

1. Participants will choose a recommended book to read such as but not limited to: 
   - **Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level** by Sally Md Shaywitz
   - **Legacy of the Blue Heron: Living with Learning Disabilities** by Harry Sylvester
   - **Multisensory Teaching of Basic Language Skills** Editor: Judith R. Birsch, Ed.D.
   - **Burro Genius** by Victor Villasenor
   - **The New Teacher of Adults** By Professor E. Michael Brady and Allen Lampert
   - **The Spirit of Teaching** Edited by E. Michael Brady and Desi Larson
2. Participants will give a brief review of the book so the other participants are familiar with the book’s content and usability in the classroom.
3. Participants will explain how they will use or are using the information gleaned from the book in their classrooms and if the information is successful or unsuccessful.

The Online Study Circle reading and discussion material will further enhance teachers’ knowledge and skills. These skills will be able to be utilized in the classroom to further enhance student knowledge.

The Study Circle will also be utilized as an assessment tool. Each participant will summarize the sessions they attended on Friday, what they learned, and how they will use that in the classroom.