

**STAFF DEVELOPMENT
& TRAINING**

Using Technology in the Classroom

Even ten years ago, when you asked almost anyone to define literacy, chances are they would have said something about having basic reading and writing skills. Maybe they would have added math skills as well. Today, terms like media literacy, financial literacy, and technology literacy are used often, reflecting a massive change in our culture. Over the past decade, computers and the Internet have assumed a primary role in how we communicate with each other, get information, make plans, and keep track of things. Handwriting is giving way to keyboarding. Online dictionaries, encyclopedias and other reference sources are replacing print versions. Almost every job requires some contact with a computer.

As a teacher, you might wonder how to incorporate word processing into writing instruction, or if a wiki or a blog would be a good tool for your students. Have you ever wished you could get a handle on the fast moving world of technology for education? A new online self-assessment for teachers is now available to help you pinpoint the areas of technology where you would like to improve your skills. This free tool is part of AdultEd Online, a federal project aimed at supporting adult educators and learners to make use of technology. A group of technology-using adult education teachers, including Mariann Fedele of the Literacy Assistance Center in New York City, helped to develop the list of competencies, and teachers and program administrators in New York participated in the field testing. New York will now begin using this tool to plan professional development, along with other states such as California, Ohio and Vermont.

Program directors will be inviting teachers to complete this assessment online in the next few months. By rating personal skills in twelve areas of classroom technology, teachers will be able to see where they are strong and where they could use some help. Areas include basic computer skills, instructional software, using the Internet, and more. Based on the results, instructors will also have the opportunity to create their own professional

Sept 12: TABE Administration, Olean

Sept 18: ASISTS User Training

Sept 19: Best Literacy

Sept 22: TABE Administration, Cheektowaga

Sept 24 - 25: McCarron-Dial Assessment

Sept 30: TABE Administration, Lockport

Sept 30: Program Managers Meeting with NYSED

Oct 2: GED Day Camp

Oct 3: Building Better Writers

Oct 3: Reading Research/Teaching Reading

Oct 9: GED Examiner Training

Oct 22: Graphic Org, Mind Maps and Brainstorming

Oct 23: Foundations of Finance

Oct 25: Best Plus



SCHOOL CLOSING

When Maryvale Schools are closed, all workshops and activities are cancelled.

School Closings will be announced on radio stations WBEN, WKSE (98.5 FM), WYRK (106.5 FM), and WJYE (96.1 FM) and on local television Channels 2, 4 & 7

Using Technology in the Classroom (continued from page 1)

development plan, which can be printed or saved, and revisited online at any time. The Web site also offers many links to online information related to each competency.

Once a teacher receives the email invitation from their administrator, they need simply click on the included link and follow the instructions. The self-assessment should take about 15 or 20 minutes to complete. Agencies and RAENs will be using the resulting information to plan professional development for the coming year.

Skills for Teaching at a Distance

More and more adult education programs are offering distance learning as an alternative for learners who can't make it to class at the scheduled time. Distance teaching requires a skill set different from that of a classroom teacher. How can you tell if a student is understanding the lesson if you never see their face? How do you help a learner who is having trouble finding the course materials online? How can you communicate a supportive tone in an email?

The AdultEd Online project offers another free self-assessment, this one for instructors considering teaching at a distance. Each section of the questionnaire is accompanied by a video of an experienced teacher explaining the skills and giving examples from her experience. Simply taking the self-assessment will help you learn more about distance teaching, and to decide if it's right for you. Both of these teacher tools are online at www.adultedonline.org.

Benchmarks for Core Measures

In the summer of 2007, the State Education Department (SED) established fixed benchmarks for outcomes in the areas of educational gain and follow-up measures. By doing this, all agencies could know at the beginning of the year the level of performance they would need to reach to be considered "proficient". In prior years, agencies were judged solely on the quartile they were placed in which was affected by overall statewide performance. The benchmarks for 2008-09 are based on the most recent year's data, which is 2006-07. The benchmark for gain is calculated by dividing the total number of students gaining one or more Educational Functioning Levels in 5 levels of ABE/ASE and 6 levels of ESL by total enrollment. The benchmark for the follow-up measures is calculated by dividing the total number of exiters with one of the four goals who achieved the goal by the total exiters with the goals. These are not the same figures that appear on NRS table 5, which is calculated using survey respondents only. The benchmarks for 2008-09 are as follows: Educational Gain 37.2%, Follow-up Measures 56.4% .

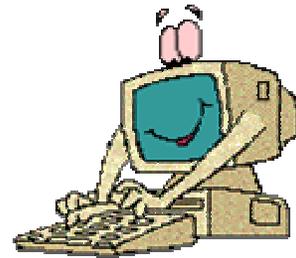
Post-test Rate

The report card for 2008-09 would include a benchmark for post-testing equal to the state average for post-testing across all agencies. That benchmark is: Post-testing 54%. All agencies exceeding a 54% post-test rate will receive extra points and those that fail to meet this benchmark will not receive the extra points. The amount of weight to be given the post-test rate has yet to be determined

In all adult literacy programs, students must be pre-tested within the first 12 hours of attendance and should be post-tested at a maximum of 200 hours of attendance. Because the data demonstrates a clear relationship between educational gain and percentage of post testing, agencies receiving EPE state aid will no longer be able to claim EPE for students who have attended the programs for more than 35 hours without being pre-tested. In addition, EPE can no longer be claimed for students who have attended class for over 300 hours without being post-tested. SED will monitor post-testing quarterly. The ASISTS data system will no longer allow EPE to be claimed for these students. Any agencies who do not meet the above testing requirements (35 hours for a pretest and 300 hours for a post-test) will be placed under corrective action which may affect consideration for future funding. Should you have any questions regarding this policy, please contact Mark Haskins at (518) 474-8940.

Resource Server

Excellence in Adult Education is a website provided by the Illinois Community College Board. It is designed for Adult Education and Family Literacy Teachers to use for both professional and personal development. You can explore the articles and blogs and the rich cutting edge ideas they hold, or use the discussion forum to talk with authors and fellow educators from around the world.



<http://excellenceinadulthood.com/>

English for Your Health is a Health Literacy Curriculum for Beginning ESOL Learners. It is available from the Queens Library Adult Literacy Program and includes Lesson Plans, Student Worksheets, Listening Opportunities, and Online Activities. There is minimal emphasis on grammatical functions, except as they relate to health topics. The goal of these activities is to improve Beginning English speaker's knowledge of health. Topics include Parts of the Body, Describing Ailments and Symptoms, Colds and Flu, Taking Temperatures, Making a Doctor's Appointment, Filling Out a Health History, and 18 others.

http://www.queenslibrary.org/index.aspx?page_nm=ALP_English_Health

DisabilityInfo.gov provides quick and easy access to comprehensive information about disability programs, services, laws and benefits. You can begin your search by visiting any of the nine subject areas at the top of this page. To find disability resources in your state just click on the *Find State and Local Resources* map located in each of these subject areas.

<http://www.disabilityinfo.gov/digov-public/public/DisplayPage.do?parentFolderId=500>

The International Reading Association posts the presenter handouts from past conference workshops on their website. You can also find a list of upcoming conferences there.

<http://www.reading.org/association/meetings/regional.html>



Staff development resources that have recently been added to the Adult Education and Workforce Development Team's website.

One is a link to the WIA 101 Webinar presented by John Twoomey of NYATEP last October. This one-hour presentation provides a basic overview of the Workforce Investment Act including the philosophy behind its inception; the roles of the federal, state and local agencies that administer WIA funded programs and the governance structure for WIA in New York State.

Also available are two handbooks for new adult basic education and English language acquisition instructors called "Getting Ready". Both handbooks can be downloaded and customized for your program.

<http://www.emsc.nysed.gov/aewd/>

Conferences



EFFECTIVE TRANSITIONS IN ADULT EDUCATION CONFERENCE 2008

The National College Transition Network at World Education, in partnership with the Nellie Mae Education Foundation, is hosting the National Conference on Effective Transitions in Adult Education.

November 17 - 18, 2008

Crowne Plaza at the Crossings, Providence RI

The Effective Transitions Conference is for adult and postsecondary educators and administrators. Workshop topics include: Promising practices for career pathways and ESOL/ESL programs; Preparing students for college-level reading, writing, and math; Building student self-efficacy, and more

<http://www.collegetransition.org/novconference.html>

2008 CIAESC FALL CONFERENCE

October 9 - 10, 2008

The Chateau Hotel and Conference Center, ' Bloomington IL

Thomas Sticht is the keynote speaker for the central Illinois Education Regional Conference

<http://www.cait.org/ciaesc/conference/index.jsp>

THE IMMIGRANT CHILD: PAST, PRESENT, AND FUTURE

October 3-4, 2008

Cornell University

Ithaca, New York

The Family Life Development Center of Cornell University will present The Immigrant Child: Past, Present and Future on October 3-4, 2008. Focusing on the history and contemporary experience of immigrant children, the conference will kick off on Friday with a screening of "The Namesake" and a faculty panel discussion. Saturday session topics include the immigrant experience in New York State, providing culturally sensitive health care, bilingualism, undocumented immigrants, immigrant youth voice, and more. The conference is supported in part by a grant from The New York Council for the Humanities. It is free but pre-registration is required.

For more information and registration, please visit:

<http://www.human.cornell.edu/che/fldc/immigrantchild.cfm>

NYATEP

Workforce NY 2008

October 29—30

Niagara Falls Conference Center and Crowne Plaza

<http://www.niagarafallshotels.com/crowne/index.php>

Guidelines for Participating in Staff Development and Training

The WNY PDC is dedicated to facilitating opportunities for your professional development in the most successful environment possible. The following information and suggestions will help you navigate the next section of the newsletter, and will assure that you get the most out of the trainings you attend. Please keep this information, as it is applicable for the entire academic year.

Workshop descriptions:

A basic overview of the workshop, the facilitator, the date and site, fee and registration deadline is listed for each workshop. We often get questions about the registration deadline, which has a very important purpose. The decision to hold a class or not is made based on the number of participants registered by that deadline. If you've missed the deadline but are interested in the workshop, call us at 716-631-1236 and we can tell you if the class is a go, and if we are able to fit you in. Walk-ins are discouraged both because we do not provide extra materials for walk-ins, and because sites are chosen based on their capacity.

Guidelines for registering:

1. **Register early** to avoid disappointment! The majority of our workshops are filled to capacity. Although we make every effort to reschedule trainings to accommodate waiting lists, this is not always possible. Similarly, if something interests you, sign up when you see it – don't assume it will be offered again. Unfortunately, the expenses involved in bringing many of our opportunities to you precludes them being repeated.
2. Fill out the registration form **completely**. We want to be able to reach you in the event that a workshop needs to be rescheduled, there is a site change, or we need to get pre-class materials to you. Fill out your name on the registration form as you would like it to appear on your Certificate of Completion. Print clearly – if we can't read your name, it will undoubtedly be misspelled on the certificate.
3. Certificates will be issued to those who attend the entire workshop. Unfortunately, we are not able to give certificates to those who arrive late or leave early.
4. **No-shows will be billed** the full registration fee.
5. Further registrations from programs with outstanding balances will not be accepted.
6. There are no refunds for workshop fees, although paid reservations may be transferred.
7. Refreshments are a courtesy which we enjoy offering you when we are able. However, refreshments are not available at every workshop.

Attending a Workshop:

1. Be on time! If a workshop is scheduled to begin at 9:00 am, arrive at 8:45 to give yourself time to get a cup of coffee, sign in, and get settled. Workshops begin on time. We cannot accommodate latecomers – you will not be allowed to disrupt the class with your late arrival, and you will both miss the workshop and lose your registration fee.
2. Call the PDC Office at 716-631-1236 if you are unable to attend a workshop you've signed up for. Your spot can often be filled from our waiting list, and if so, your money will be refunded.
3. Dress in layers! Room temperatures in hotels and conference halls are difficult to regulate because one person's idea of warm is another person's idea of cold.
4. Avoid perfumes and colognes. This may sound silly, but several of our practitioners are dangerously allergic to these substances, and an overwhelming scent can jeopardize their respiration and force them to leave the room.

Staff Development and Training

Foundations of Finance

This workshop is intended to assist Program Managers in learning about the funding streams available through NYSED and other sources, and to provide current information on eligibility and requirements that will help take full advantage of the limited dollars that are available. This full day session will explore various competitive and non-competitive SED funding sources available to Adult Education programs in New York State. Topics will include: eligibility for the various funding streams, what forms are used for reporting, amending and closing out various grants/contracts, and an SED led Question and Answer session on EPE topics. The integration, budgeting and internal oversight of program dollars, along with suggested steps for setting up budgets and developing relationships with your agency's business office and other fiscal agents, will be covered.

Audience: Program Administrators and appropriate Business/Finance Staff
 Date: October 23, 9:00 – 4:00.
 Site: Days Inn, 200 Oak Street, Batavia
 Fee: None, although pre-registration is required
 Facilitators: NYSED
 Deadline: October 13, 2008

Program Manager Meeting

Program Manager meetings are an opportunity to meet with NYSED staff and your colleagues to review and discuss the most recent trends and requirements in NY State Adult Education. This year there will be a special emphasis on NRS/EPE Guidelines, Current Funding trends, and the Technology Survey. A continental breakfast and a light lunch will be served.

Audience: Program Managers and Literacy Coordinators
 Date: Tuesday, Sept. 30. 9:00 am - 2:00 pm. Refreshments will be provided
 Site: Holiday Inn, 8250 Park Rd, Batavia
 Fee: None, although pre-registration is requested
 Facilitators: NYSED
 Deadline: Sept 25, 2008

TABE Administrators Certification

NYSED requires the use of Validity Tables dated July 1, 2007 in the Administration of the TABE. This training is based on the current NYSED Policy Guidelines for TABE, as well as updated information about the use and administration of the TABE. Participants will have an opportunity to practice using the validity tables. NYSED policy requires that anyone administering the TABE complete this training. Students who are TABE'd by someone who has not completed this training after July 1, 2007 will be disallowed for EPE and NRS purposes.

Audience: Educators and Practitioners who administer the TABE
 Dates and Sites: Sept 12, CABO, 1825 Windfall Road, Olean 9:30 am—12:30 pm OR
 Sept 22, Maryvale Comm. Ed, 777 Maryvale Dr, Ck, 3:30 pm—6:30 pm OR

TABE Administrators Certification (continued from page 6)

Dates and Sites: Sept 30, 4:00—7:00 pm, Lockport Public Library, 23 East Avenue, Lockport
 Facilitator: Ann Marie Przybyl, WNY PDC Director
 Fee: None, although pre-registration is required
 Deadline: 3 business days to each workshop

ASISTS Data Entry Training

This training introduces users to the Adult Student Information System and Technical Support (ASISTS) web-based data system. Topics covered include navigating ASISTS data entry screens; inputting student, class, and instructor information; updating outcomes, tests, and contact hours; and running management and funding reports.

Although some laptops will be available for this training, you are encouraged to bring your own wi-fi enabled laptop in order to participate fully.

Audience: Appropriate Data Entry Staff and Program Administrators
 Date: Sept 18, 9:00 – 4:00.
 Site: Holiday Inn Airport, 4600 Genesee St, Cheektowaga
 Fee: None, although pre-registration is required. Lunch is on your own. There is a very nice restaurant on site.
 Facilitators: Kate Tornese, ASISTS Customer service and Training Coordinator, LAC
 Deadline: Sept 16, 2008

BEST Literacy

BEST Literacy is a competency-based assessment that uses a variety of functional literacy tasks to measure English language learner's ability to read and write. Beginning July 1, 2008, NYS agencies had the option of using this test to additionally assess students with specific BEST Plus scores.

In this workshop you will learn what the BEST Literacy Test is, how to administer and score it, and how to interpret those scores in relation to NRS Levels and instructional design. Student work will be used to practice both use of the writing rubric for scoring, and obtaining a final score using a specific formula.

Audience: Appropriate Assessment Staff and Interested Program Administrators
 Date: Sept 19, 9:30 – 12:30
 Site: Maryvale Community Education Building, 777 Maryvale Dr, Cheektowaga
 Fee: None, although pre-registration is required.
 Facilitators: Kathy Houghton Director of Program Services, LNY and Ann Marie Przybyl, Director, WNYPDC
 Deadline: Sept 16, 2008

McCarron-Dial Assessment

Basic training is designed to provide basic content knowledge and fundamental skills in the administration, scoring and interpretation of the McCarron-Dial System including the Street Survival Skills Questionnaire (SSSQ). It focuses on the vocational evaluation of clients/students above the age of 15 who are served by rehabilitation workshops and work activities centers or by prevocational/vocational training programs in school settings. The interpretation section presented on the third day includes a detailed and systematic process of developing Individual Program/Education Plans. This workshop is appropriate for the practitioner in vocational/prevocational evaluation, placement and/or work adjustment training. MDS Certification is based on the competency exam score and evaluation of "hands-on" skills.

Audience: Those in need of certification in this assessment
 Dates: Sept 24 and 25, 9:00 – 4:00.
 Site: Maryvale Community Education Building, 777 Maryvale Drive
 Fee: \$400.00 plus meals on your own.
 Facilitators: McCarron-Dial Systems
 To register by phone, call 214/634-2863. Do NOT contact the WNYPCD directly.

Building Better Writers

Both Adult Basic Education and GED level students continue to struggle with writing. In the classroom, teachers face tremendous challenges in helping students improve their writing skills. Many students have learned the five-paragraph essay structure; however, the essays they produce are inadequate (level 1) or marginal (level 2). At the heart of the issue is the inability to students to write effective sentences and paragraphs. This writing workshop has been designed to help teachers master strategies and techniques that they can use in the classroom to improve their students' ability to write. This session will focus on the writing craft itself and how students can learn to appropriately structure their sentences and their paragraphs.

In this session, teachers will learn how to:

- Help students learn to construct simple and compound sentences
- Assist students in identifying the elements that make sentences and paragraphs more effective
- Teach students to construct paragraphs using mathematical formulas that help students develop introductory, detail, and clincher sentences
- Incorporate the use of authentic materials when teaching writing in order to show the connection between this academic skill and its real-world application
- Utilize a variety of writing formats to more actively and effectively engage students in the writing process

This workshop is appropriate for teachers who work with students who function at the Adult Basic Education and the GED level. All materials are adaptable based on the level of instruction required to best meet the students' needs. Teachers will receive resource materials that can be used in the classroom.

Audience: ABE and GED Teachers
 Date: Oct 3, , 9:00 – 4:00.
 Site: Ramada Inn and Conference Center, 2402 N. Forest Rd, Getzville
 Fee: \$15.00 per person. Lunch and continental breakfast are included
 Facilitators: Susan and Bonnie, E-Learning Connections Inc.
 Deadline: Sept 26

What Teachers Need to Know About Reading Research and Applying It In the Classroom

The federal government has supported a review of the research in adult reading and has produced several publications designed to help teachers in GED classes learn more about how to teach reading so that individual needs are met. This workshop will provide a review of the research and an opportunity to use test results to identify student needs and plan appropriate instruction. Internet sites that provide free and accessible tests and instructional assistance will be shared. Enjoyable activities that can be easily replicated in a classroom will provide practice in each of the reading strategies recommended. Each participant will receive free copies of the relevant publications.

Audience: ABE and GED Teachers
 Date: October 3, 9:00 am - 4:00 pm
 Site: Ramada Inn and Conference Center, 2402 N. Forest Rd, Getzville
 Facilitator: June Justice Crawford
 Fee: \$15.00 per person. Lunch and continental breakfast are included
 Deadline: September 26

GED Examiner Training

This is the comprehensive training for GED Chief Examiners and Alternate Examiners at an official GED testing center. Contact your nearest testing center to find out the requirements for these positions or look at page 11 in the GED Examiners Manual on the NYSED website. Chief Examiners and Alternates are required to attend a State sponsored staff development training, provided by the GED testing office in Albany, at least once every year. If your CEs and ACEs have not attended this training within the year, NYSED will not issue you a site contract for the following year.

Training packets will be distributed on the day of the training, but you are encouraged to read the Manual at the NYSED website prior to attending.

Audience: GED Examiners and Alternates
 Date: October 9, 9:30 am - 4:00 pm Lunch is on your own
 Site: Erie Community College South Campus, 4041 Southwestern Blvd, Orchard Park
 Facilitator: NYSED GED Department staff
 Fee: None, although pre-registration is required
 Deadline: Sept 30

BEST Plus

The BEST Plus is an individually administered face-to-face oral interview designed to assess the English language proficiency of adult English language learners. This workshop prepares participants to administer and score the test by providing an overview of the development and purpose of the test, opportunities to practice delivery and scoring, and clarification of administration and scoring issues. Participants will recognize the importance of assessing oral language proficiency and be able to administer and score the test and interpret BEST Plus scores

Audience: Educators and practitioners who will be administering the BEST Plus in the program

BEST Plus, continued

Date: October 9, 9:30 am - 4:00 pm Lunch is on your own
 Site: Erie Community College South Campus, 4041 Southwestern Blvd, Orchard Park
 Facilitator: NYSED GED Department staff
 Fee: None, although pre-registration is required
 Deadline: Sept 30

Graphic Organizers, Mind Maps, and Using Brainstorming for Creativity and Retention

Originally devised as a way of helping people learn more effectively, Graphic Organizers and Mind Maps are now used to improve quality of learning, thinking, and working. In this workshop, you will learn how to help your students build graphic organizers for any subject to capture thoughts and information. You will be practicing with both paper and online tools. As a teacher or tutor, Graphic Organizers and Mind Maps can help you present new ideas, review concepts, and create learning materials. For your students, research shows that using these tools helps learners improve comprehension skills, better organize ideas for writing, and encourages learning in multiple modes.

We will also present models for brainstorming. Brainstorming is an excellent teaching strategy to generate ideas on a given topic.. It is particularly successful in a multiple modality classroom, as it taps into existing knowledge, eliminates fear of risk taking, and encourages creativity and higher order thinking skills.

Audience: Educators, Counselors, and Practitioners in any discipline
 Date: October 22, 12:30—3:30,
 Site: Maryvale Community Education Building, 777 Maryvale Drive, Cheektowaga
 Fee: \$5.00 per person
 Deadline: October 15



Thursday and Friday, October 2 and 3, 2008

8:30 am – 4:00 pm

Ramada Inn and Conference Center

2402 North Forest Road, Amherst NY

Presented by the WNY Professional Development Consortium (West RAEN)

\$15.00 per person. Please check the sessions you would like to attend and fax this form to 631-0657.

Remember to indicate your workshop choices when registering! Walk ins will not be accepted

Note: This is DAY CAMP – you are welcome to dress in comfortable clothing!



8:30 – 9:00 am Registration, Continental Breakfast
 Vendors Available during breakfast and breaks

9:00 – 10:00

Keynote Address: Our Annual Update of This Year's GED Trends
and a Look Towards GED 2012

Bonnie and Sue, National Trainers for the implementation of the GED 2002 Series Tests by the USDOE and the GED Testing Service and WNY favorites, are back with their annual update of the latest statistics from the GED Testing Service. The information in this session is based on data received at the GEDTS Annual Conference in July 2008.

10:10 – 12:10

Workshops:

A Holistic Approach to GED Instruction in the Workplace

Presented by Paul Clayton, PE Clayton & Associates

Part 1 (you must attend both sessions)

There are many people who have not finished school because they were not successful with their studies. When we talk about getting a GED with students, many still are feeling insecure about going back to complete their studies. This workshop explores the psychology of motivation and how to get the student to approach the GED with a new attitude about education. This is a fast paced fun course.

GED Students and Learning Disabilities: What You Need to Know

Presented by June J. Crawford (repeated in the pm)

Teaching GED students who have learning disabilities can be a challenge for any teacher, and the challenge continues when the student is not allowed accommodations on the GED tests. This session will make recommendations for classroom adaptations and will offer suggestions for making certain the student has the appropriate documentation so s/he will be eligible for the accommodations on the GED tests.

Teaching GED Essay Writing – a Successful Model for “Reluctant Learners”

Presented by Michele Kasperek and Andrea Schneider

Part 1 (you must attend both sessions)

This workshop promises to introduce you to a “no-fail” GED Essay Writing format and classroom strategies which have been particularly successful with the “reluctant learner” and with incarcerated students. Participants will receive a copy of the Steck-Vaughn “GED Language Arts, Writing Exercise Book” and will practice using it in the classroom.

Toothpicks and Tangrams .. Meet the Challenge to Reach All Students Through An “Understanding” of Math

Presented by Neufeld Learning Systems Inc.

In this hands-on workshop, we will navigate and then present strategies for implementing an “Understanding of Math” for literacy levels 4 – 8. To effectively meet learning needs, teachers need a broad range of strategies that integrate a variety of creative resources so that we can “throw them a ball that they can all hit”. Toothpicks, tangrams and other manipulatives help us journey from patterns to generalizations, from the concrete to the abstract. We will share strategies to promote deeper understandings of fractions, measurement and algebraic thinking for students at all levels. If you have a laptop, bring it to this session. If not, then you will receive a CD and lessons to try in your next class.

Memory and Test Taking

Presented by Pat Mahan and Nancy Grouse, HSL Services

This interactive Power Point workshop will provide specific strategies to immediately increase student achievement in the classroom. Participants will learn different types of memory and how to apply them to the test taking skills required to be successful on the GED Exam.

12:15 – 1:15

This is DAY CAMP so of course our lunch will be a PICNIC BUFFET

1:30 – 3:30

Workshops:

Understanding Fractions .. Throw them a ball that they can hit

Presented by Neufeld Learning Systems, Inc.

Fractions are often a roadblock for students at all levels. We will present a wide variety of strategies for intervention to enrichment in fractions, decimals, percent and area through many approaches from the concrete to the abstract. Participants will receive a CD containing lessons discussed. Bring a laptop to the session or just come and receive a CD and lessons for your next class.

☐ Updates from Albany – the 2008-2009 GED Test Session

Presented by Kimberly Malcolm, NYSED GED Testing Office

In addition to discussing Special Accommodations for testing, Kim has lots of “News” to share with us. She’ll discuss the “new test administration handbook and the “new” TAF form for AHSEP Eligibility; as well as share Regional and statewide data and answer your questions and answers.

☐ Technology and GED Instruction Across the Content Areas

Presented by James Lowe

Myths - A Little R-n-R (Research and Rationals) -

Strategies for the Practitioner. Incorporating technology into your GED Classroom can address different learning styles, increase creativity and retention, and tap into student experience and future goals.

A Holistic Approach to GED and Workforce Development

Presented by Paul Clayton, PE Clayton & Associates

Part 2 (you must attend both am and pm sessions)

☐ GED Students and Learning Disabilities: What You Need to Know

Presented by June J. Crawford (same as the am session)

Teaching GED students who have learning disabilities can be a challenge for any teacher, and the challenge continues when the student is not allowed accommodations on the GED tests. This session will make recommendations for classroom adaptations and will offer suggestions for making certain the student has the appropriate documentation so s/he will be eligible for the accommodations on the GED tests.

Teaching GED Essay Writing – a Successful Model for “Reluctant Learners”

Presented by Michele Kasperek and Andrea Schneider

Part 2 (you must attend both am and pm sessions)

☐ Learning Strategies for GED Teachers

Presented by Pat Mahan and Nancy Grouse, HSL Services

This interactive workshop will provide learning strategies to apply in your GED instruction in all subject areas. These will assist you in preparing your students for the GED test. Many of these can be applied by your students to assist them in mastering the content covered in the exam.

3:30 – 4:00

Turn in Evaluations, pick up door prizes and certificates of attendance

FRIDAY, OCT 3

Please note: You may consider this Day 2 of GED Day Camp, or you may register for these workshops individually. Both are appropriate for GED and ABE educators and practitioners. Lunch is included. Each is \$15.00 per person.

8:30 – 9:00

Registration, Continental Breakfast

9:00 – 3:00

Choose ONE



What Teachers Need to Know About Reading Research and Applying It In the Classroom - see page 9

OR

Building Better Writers - see page 8

WNY Professional Development Consortium
Workshop Registration Form

777 Maryvale Drive, Room 145
Cheektowaga, NY 14225

Phone #: (716) 631-1236

Fax #: (716) 631-0657

PLEASE PRINT

*WORKSHOP:

*DATE OF WORKSHOP:

*WORKSHOP SITE/TIME:

*YOUR NAME:

(print your name as you would like it to appear on your participation certificate. Certificates will be issued to those who attend the entire workshop)

YOUR JOB:

*YOUR AGENCY:

*WORK ADDRESS:

(street)

(city)

* *(zipcode)*

*E-MAIL ADDRESS:

*HOME ADDRESS (Optional):

(street)

(city)

* *(zipcode)*

*PHONE + EXT.(DAY):

*EVENING (HOME):

*FAX:

ADDRESSES with ZIP CODES AND PHONE NUMBERS with AREA CODES ARE IMPORTANT

- CHECK ENCLOSED (WORKSHOP FEE):
- BILL MY AGENCY
- PURCHASE ORDER WILL BE FORWARDED

PLEASE SEND ME A MAP TO THE TRAINING SITE

COMPLETE THIS FORM AND RETURN IT WITH YOUR CHECK OR MONEY ORDER PAYABLE TO:

LITERACY NEW YORK

777 Maryvale Drive, Room 145, Cheektowaga, NY 14225. Questions? Call (716) 631-1236. There are no refunds for workshop fees, although paid reservations may be transferred.

◆ **Note: No-shows will be billed the full registration fee.**

◆ *Further registrations from programs with outstanding balances will not be accepted.*

PLEASE USE ONE FORM AND A SEPARATE CHECK FOR EACH PROGRAM
YOU WISH TO ATTEND.
MAKE COPIES AS NEEDED.

No confirmation will be sent. * You will hear from us: *

- 1) if the workshop is filled to capacity and we are placing you on a waiting list
- 2) if you need more information than is listed in the course description
- 3) if the workshop is canceled or needs to be rescheduled

WNY Professional Development Consortium
(West RAEN)



**WNY Professional
Development Consortium**

777 Maryvale Drive, Room 145
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(WEST RAEN)

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Ann Marie Przybyl, Director

**Find us on the web
at www.wnypdc.org**



Do We have Your Registration for GED Day Camp ?