



Laurie Askins <maaccecoordinator@gmail.com>

MAACCE Matters Newsletter, Fall 2016

MAACCE <noreply@maaccemd.org>
 Reply-To: MAACCE <noreply@maaccemd.org>
 To: maaccecoordinator@gmail.com

Wed, Oct 26, 2016 at 1:45 PM

Postcard Campaign, A Tribute to Patty Keeton, Teacher
 Questions that Lead to Deeper Learning, Important Notes, Meet
 the New Board Members

[View this email in your browser](#)

MAACCE MATTERS NEWSLETTER

Fall 2016**Volume 16, Issue 3**

Board of Directors

Shelley Alter, President
 Doug Weimer, Vice President
 James Younger, Secretary
 Heather Ritchie, Past President

Directors

Ellen Beattie
 Kimberly Bohnet
 Regina Boyce
 Chauncy Butcher
 Cynthia Campbell
 Melanie Chapman
 Debi Edick
 Barbara Edwards
 LeAnn Lorenz
 Herb Malveaux
 Mark Pettis
 Nettie Schubel
 Diana Siemer
 Jacqui Walpole

Notes from the President

Fall is always an exciting time of year, as it can be a great time for a new start. New semester, new goals, and for MAACCE, new board members bringing new ideas. In this issue of our newsletter, we share profiles of each member. Our new board members and our veterans have worked together to develop an exciting list of goals for this fiscal year. During our retreat, we discussed new ideas to improve your membership experience. You may have already noticed our weekly email newsletter, the MAACCE Mid-Week Update. Please take a look each week as we will bring you adult education news/information, job posting, conference news, and more. We are also making plans for a regional professional development and looking for additional ways to enhance your membership. Please feel free to share any suggestions/feedback with us at maacce@gmail.com.

We are finalizing our 2015-16 annual report this month, and I'd like to share some of the highlights of what MAACCE was able to accomplish. Together, we

MAACCE Coordinator
Laurie Askins

- Developed a brochure to help market MAACCE and adult education
- Gave out 13 awards and 3 scholarships
- Gathered with over 350 colleagues to learn even more about adult education
- Handed out 5,000 wristbands to celebrate AEFL week
- Held a regional professional development attended by educators from 13 different programs.

None of this would have been possible without your help. Thank you for your ideas, your hard work, and your dedication to the adult learners in Maryland.

As we head into the cooler months, keep in mind that there's always something new around the corner. Programs from across the state celebrated Adult Education and Family Literacy Week at the end of September. Some of your colleagues (including a MAACCE board member) are serving on the Task Force to Study the Adult High School Concept, created by HB 1406 (<https://www.dllr.state.md.us/aehs/>). Plans to implement WIOA are moving along, and every day adults in Maryland are gaining new skills and finding new opportunities because of the work you do. We would love to hear from you about what's changing in your programs and how MAACCE can help spread the news. We are always looking for member and student articles for the newsletter, or ideas for our annual conference. What will you be doing in the coming months?

Shelley Alter
MAACCE President



Attention: MAACCE is pursuing a Postcards to the Governor Campaign once again. The cards are in the works. We would like to know what each program can commit to - will you be able to actively solicit support from your learners, teachers, and stakeholders; and how many postcards will you send? This will help determine how many cards we should print. Please send an email to maacce@gmail.com with the number of postcards you would like and a good address if we have to mail them.



Patty Keeton (1949-2016)

A Tribute to Patty Keeton (1949-2016)

Adult Education Advocate, Leader, Innovator, and Friend

The following tribute shares the combined reflections of Patty's colleagues at Howard Community College.

Patty Keeton was a remarkable, inspiring human being. Her lifelong selfless personal and professional dedication to serving others is measured in many ways: by her impressive legacy of

accomplishments; by the personal influences she had on those who had the privilege of knowing and working with her; and by the countless Maryland citizens whose lives were touched because of her advocacy on their behalf.

Patty's accomplishments at the state, national, and local levels were far-reaching, reflecting her commitment to education throughout her entire career: as a public school teacher, adult education instructor, administrator, Continuing Education and Workforce Development Vice-President, and advocate for adult education in Maryland and nationally.

In Annapolis, she was tireless in her efforts to raise legislators' awareness of the importance and impact of adult education and workforce policies and funding. Her persistence affected adult literacy policy and resulted in increased funding for the network of adult education programs throughout the state.

Patty was a leader in Maryland during the time adult education programs transitioned to CASAS testing. She was a certified trainer and was recognized nationally and statewide for her expertise in all aspects of CASAS. As a former president and member of the Maryland Community College Association for Continuing Education and Training, she was a strong advocate for adult education.

Patty was nationally recognized as an expert on literacy and workforce development. She assisted with drafting the 1991 National Adult Literacy Act. She also served as chairwoman of the National Association for Adult Education Legislative Committee.

She was a visionary, risk taker, and an innovative leader. Nothing was too challenging—mobile health devices, a statewide business training network, major government contracts, the 3-D printer hub at Howard Community College. She never let the unknown stop her. She gave a lot and got results.

On the local level, Patty was the sole recipient of the prestigious Audrey Robbins Humanitarian Award (1984) which "...honors ordinary, yet extraordinary people and groups whose efforts and legacies have transformed Howard County residents' lives." Among her many other awards and achievements at the local level, she was also recognized by the Howard County Chamber of Commerce as the BRAC Business Person of the Year in 2009.

Any tribute to Patty would be incomplete without recognizing the tremendous personal impact she had on the careers and lives of those who knew and worked with her.

She brought out the best in each person who knew her and treated everyone with equal importance and genuine respect. She recognized people's potential even when they might not have recognized it in themselves, encouraging and supporting them to reach beyond what they thought was possible.

She had the gift of being able to work with and relate to individuals from all backgrounds-- from

state leaders and legislators to basic skills students. She embraced all people, and they, in turn, responded positively to her because they sensed her sincerity and respect.

The openness of her manner as well as of her office door showed that she was accessible and welcoming to all for any reason. With an open mind and caring heart, a ready smile, or a sympathetic ear, Patty listened. She celebrated the successes of others as well as shared concern and sadness when people she knew were experiencing difficult times or losses.

As serious as she could be, Patty could also be a happy good sport. If a situation called for some fun, Patty would wholeheartedly participate with a sparkle in her eyes, a contagious, energizing spirit, and a ready laugh.

Patty Keeton touched lives and made a difference. Her legacy is grand. It falls to us to continue her mission: inspiring, encouraging, educating, and empowering others to reach their full potential and to be catalysts for positive changes in themselves and in their communities.

The outpouring of condolence messages to her college “family” alone is a testament to how far-reaching Patty’s significance was to others. Over 40 messages were received from a wide range of officials including representatives from every community college in Maryland, Howard County government officials, state agency leaders, U.S. Secretary of Labor Tom Perez, and many others.

A scholarship fund has been established in Patty’s name. All donations to the Patty Keeton Fund will be used for scholarships for non-credit students. Contributions can be made by calling the Howard Community College Foundation Office at [443-518-1970](tel:443-518-1970) or online at howardcc.edu/donate

Thank you, MAACCE members, for all you did to make AEFL Week a great time of celebration and awareness building! Check out the fruits of our labor at www.MAACCEmd.org and watch for a special edition of MAACCE Matters in the next few weeks!

Teacher Questions That Lead to Deeper Learning

Mary Ann Corley, Ph.D.
Independent Adult Literacy Consultant and
Professional Development Specialist

Asking good questions is central to learning and sometimes can be more important than getting the answers, particularly when the questions encourage students to think critically. When teachers ask higher-order questions that give students opportunities to develop deep explanations, they help students develop important critical thinking skills. By modeling good questioning and encouraging students to ask questions of themselves, teachers can help students improve their learning.

The traditional teacher-led question-and-answer approach consists of the teacher initiating a question, the student responding with an answer, and the teacher evaluating the student's response or giving feedback. Although this model can be an effective way to check for students' factual knowledge or recall, it typically does not encourage higher-order thinking because these questions often expect one right answer. Studies of classroom instruction (Gall, 1970; Hare & Pulliam, 1980) confirm that only 20 percent of questions posed by teachers require more than simple factual recall, clearly pointing to a need for more teachers to become familiar with and use higher-order questions to encourage deeper learning.

Questions typically are classified by the level of cognitive demand required to answer them. The best known system for categorizing the cognitive level of questions is Bloom's taxonomy (1956), in which six levels of cognitive demand move from the lowest-order processes to the highest. Both higher- and lower-order questions are useful and have their place in the teaching-learning process, but they serve different purposes. Lower-order questions ask students to recall and comprehend material that was previously read or taught, whereas higher-order questions ask students to use information previously learned to create or support an answer with logically reasoned evidence. Lower-order questions most often begin with the question stems *who, what, when, and where*; higher-order questions often start with question stems such as *Why, What caused, How did it occur, What if, How does it compare, or What is the evidence for*.

A more recent classification system is Webb's Depth of Knowledge (1997), which describes four levels of cognitive demand that reflect the complexity of activities necessary to successfully perform a task. The four levels move from the surface level of recall to the deeper levels of strategic thinking and, finally, extended thinking, which requires the integration of knowledge and skills from multiple sources.

The following are sample questions that teachers can ask to encourage deeper student thinking and learning.

Questions that ask for more evidence: *How do you know that? What data is that claim based on?*

Questions that ask for clarification: *Can you put that another way? What do you mean by that?*

Linking or extension questions: *Is there any connection between what you've just said and _____? How does your comment fit with _____ earlier comment?*

Hypothetical questions: *What might have happened if _____?*

Cause and effect questions: *What is likely to be the effect of _____?*

Summary and synthesis questions: *What are the one or two most important ideas that emerged from this discussion? What remains unresolved or contentious about this topic?*

To ensure that they are asking questions that go beyond recall, teachers can plan their questions before teaching each lesson. This will ensure that students field and respond to questions at each of the cognitive levels.

Citations

Bloom, B. S. (1987). Taxonomy of educational objectives. Book 1: Cognitive domain. New York: Longman.

Gall, M. D. (1970). The use of questions in teaching. *Review of Educational Research*, 40, 707–721.

Hare, V., & Pulliam, C. (1980). College students' metacognitive awareness of reading behaviors: Yearbook of the National Reading Conference. Washington, DC: National Reading Conference.

Webb, N. (1997). Research Monograph Number 6: "Criteria for alignment of expectations and assessments on mathematics and science education. Washington, D.C.: CCSSO.

Important Notes and Updates

COABE Call for Presenters

Call for presenters is now open! [Submit your presentation for COABE 2017 today!](#) The deadline to submit a proposal is October 31, 2016.

Save the Date

MAACCE Regional Professional Development @ LIFT Baltimore, Saturday, December 10. More information to come!

Ability to Benefit Webinar

[Join a webinar on Thursday, Oct. 27 from 3:00-4:30 pm Eastern Time](#), hosted by the U.S. Department of Education on administering the ATB provisions under the HEA. The webinar will share guidance from the Department and present strategies for developing and strengthening local career pathways programs. Additionally, postsecondary institutions will share lessons learned and promising practices from ATB program implementation. Visit the [OCTAE Blog](#) for more information.

INTRODUCING THE NEW BOARD MEMBERS



Kim Bohnet, Ed.D., Director of Community Programs, Howard Community College

I came to adult education via a windy path of human resources training & development, international community development, and academic program administration. For the past five years, I have had the privilege of serving as the grant and ABE/ASE program administrator at Howard Community College and working with the talented team of staff and instructors there. MAACCE membership has been valuable to me as I've learned the ins and outs of adult education in Maryland, and I look forward to being able to contribute my skill set to the organization and membership.



Regina Boyce, MPA, Director, Community Services, Strong City Baltimore

In 2015, I was hired by the CEO of Strong City Baltimore to oversee their Adult Learning Center and 29th Street Community Center. Ten months into the position, I've learned quickly but desire to know more, especially as it relates to ensuring that the Adult Learning Center is providing the best adult education, with all the resource available, to our learners so that they are well rounded, productive citizens and self-sufficient individuals. I am a valuable asset to the board given my past work with the Baltimore City Council, current work with Waverly Main Streets, and current leadership role at Strong City Baltimore.



Melanie Chapman, Director of Adult Basic Education, Allegany College of Maryland

I believe that education is the key to creating successful communities. My experiences working in adult education for over a decade have given me a firsthand knowledge that when we help individuals develop into lifelong learners, they become confident, independent members of society. My experience in adult education, coupled with my background in business, gives me a valuable perspective on program implementation of career pathways and occupational training for adult educational programs. I look forward to the opportunity to represent the needs of western Maryland in the mission of MAACCE to 'encourage organizations and agencies to cooperate in a broad spectrum of educational programs and activities in support of the lifelong learning concept'.



Debi Edick, Program Coordinator, Linkages to Learning, Montgomery County

I am fairly new to the world of adult ESOL, but I have worked with Linkages to Learning, a public/private partnership among Montgomery County DHHS, MCPS, and local nonprofit agencies, for over 10 years. I see firsthand the need for affordable and accessible adult educational programs. Our ESOL program focuses on family literacy. We believe parents who can speak the language will be more engaged in their children's education, able to communicate with neighbors, expand employment opportunities, and continue their own education. I bring to the MAACCE Board a passion and excitement for adult education.



Herb Malveaux, Librarian Supervisor, Enoch Pratt Free Library Baltimore

I am the Branch Manager and Regional Manager at the Enoch Pratt Free Library. I have been a librarian in public, special, and academic libraries for more than 25 years, including 6 years as a Correctional Education Librarian for the State of Maryland. I believe I can expand the organization's reach into libraries, one of the



Mark K. Pettis, M.Ed., CMPI, Executive Director, LIFT

I am the executive director of Learning Is For Tomorrow (LIFT), a community-based nonprofit organization and have been working in adult literacy for over twenty years. I have also been an adjunct faculty member in the education department at Towson University for 17 years. Although LIFT provides literacy services to

community's focal points for adult literacy and continuing adult education. I have been a leader in achieving partnerships between educational institutions and community businesses in support of programs in literacy and adult education.

adults with a variety of learning levels, we focus on adults with learning challenges/learning disabilities including folks who are Deaf Hard-of-hearing and those who are Blind/Low-vision. With a background in Speech Language Pathology/Audiology/Reading and nonprofit management, I believe I will bring knowledge and experience to the MAACCE board that will support the needs of learners with unique challenges and of all the learners we serve.



Nettie Schubel, Director, NEDP South Baltimore Learning Center

I began my career in adult education in 1985 as a part-time NEDP advisor/assessor. The positions that I have held are instructional specialist and lead advisor/assessor in the NEDP. I also had the privilege of coordinating educational services for the refugee resettlement program in Hagerstown in 2007, which exposed me to a whole new facet of adult education. When the full-time position with the NEDP came up in Baltimore, it was like a full circle for me. This ever-changing field of adult education has allowed me to collaborate with many innovative and dedicated educators who were more than willing to share their "best practices" as well as their insight regarding the adult learner. I look forward to the opportunity to serve in an organization that is a true advocate for all adult learners.

MAACCE Matters is published quarterly coordinating with the seasons. If you would like to furnish an article or supply information for MAACCE members, contact maacce@gmail.com



Copyright © 2016 MAACCE, All rights reserved.

Our mailing address is:

MAACCE
P.O. Box 709
Leonardtown, MD 20650

Want to change how you receive these emails?

You can [update your preferences](#) or [unsubscribe from this list](#)



This email was sent to maaccecoordinator@gmail.com
[why did I get this?](#) [unsubscribe from this list](#) [update subscription preferences](#)
MAACCE · P.O. Box 709 · Leonardtown, MD 20650 · USA

MailChimp