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Notes from the President

July 2012

With the approach of September, it is time to begin anew the annual planning of goals and activities for MAACCE.

By all measures, the past year was a very successful year:

- Regional professional development activities were held
- Advocacy projects were carried out
- The website was upgraded
- The newsletter was published regularly with excellent content
- Membership increased
- A successful conference was held and reviewed highly by the participants
- Our financial status remains in good standing

As has become the tradition, I will be serving a second term as president. I look forward to a second term and plan to put the lessons that I learned in the past year to good use on behalf of you the members.

But I and the board need your assistance. It takes all of us working together in the effort to continue to provide quality services to the adult education community in Maryland. The thoughts, ideas, suggestions, time and energy of all our membership are needed in our effort.

Clearly one of my goals for the coming year is to encourage more participation by the membership and I hope you make more involvement in MAACCE one of your goals.

Here's to a new year of continued excellence and growth for MAACCE!

Randy
rshipe@dllr.state.md.us
maacce@gmail.com



MAACCE Conference 2012: Lighting the Path

Photographic Highlights



STUDENT AWARDS



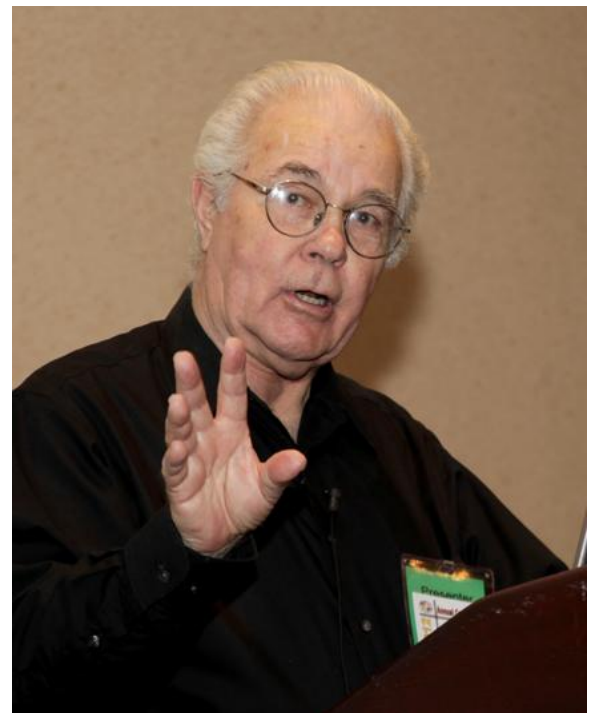


WORKSHOPS





KEYNOTES



PROFESSIONAL AWARDS





MAACCE 2013 Annual Conference

Thursday May 9 & Friday May 10, 2013

Crowne Plaza Timonium
2004 Greenspring Drive, Timonium, MD 21093

Contest Update

Thank you MAACCE Members for your participation in the MAACCE 2013 Annual Conference theme contest. We received a total of 33 creative ideas and will announce the winning theme in September. The winner will receive a \$50 gift card and be acknowledged in the 2013 program. If you missed the theme contest, you will get another chance to participate in a new contest for the conference logo! Please be on the lookout for MAACCE communications in September! Thanks again for your support and enjoy the rest of your summer.

Emma Ostendorp
MAACCE 2013 Annual Conference Chair

The Art of Teaching: Inspiring Adult Learners' Confidence

By Cynthia Macleay Campbell, Ed.D.

One night after class, a student confided to me that her husband told her that she was wasting her time coming to class and that she was not really learning anything. As her teacher, I knew quite the opposite was true. At the end of the term, her increased test score was one indicator of her learning gains. Hearing about that husband's discouraging words reminded me, yet again, that our students generally have a different experience with education than we have had. Consequently, they need our encouragement.

As we know, adult education students often come to our classes with a certain amount of hope, but also trepidation. Many of our students have had unhappy prior experience in school especially if they have learning differences. Students often deal with a lack of support or outright discouragement, such as the example above. As a result, students often have limited confidence in their ability to learn.

This may seem like an obvious point, but for most of us teachers, a classroom is a very comfortable place to be, and it is easy to forget that the same cannot be said for our students. For the students, it can feel like foreign and potentially hostile territory.

In my teaching, I try to help adult students build their confidence in learning with these practices:

First, I encourage the celebrating of mistakes! On the first day of class, I admit that I make mistakes a lot. Furthermore, mistakes are a part of learning, and I expect them to make mistakes. I actually encourage my students to point my mistakes out. When students discover a mistake on my part, I say "thank you" or "good catch" and smile. Sometimes, we all laugh together. I also encourage them when they make mistakes because that means they are learning.

Second, I try to help them understand that learning is an active verb. I intentionally model the art of saying "I don't know. Let's find out" and how I strategize how to find the answer. At a basic level, we do this in class with the use of dictionaries when I ask students to help me by looking something up. In all, I work to expand their vision of class beyond sitting in class, listening to the teaching, and taking tests to where they engage a question and use their developing skills to find answers.

Third, I show them that I value the knowledge they already have, and I have them teach me something. I often ask information questions of students. I may ask them to explain something related to their jobs or their culture. In asking them about TV shows, I found out the history behind the show *Ugly Betty*. Maybe you knew it originated in Mexico, but I didn't!

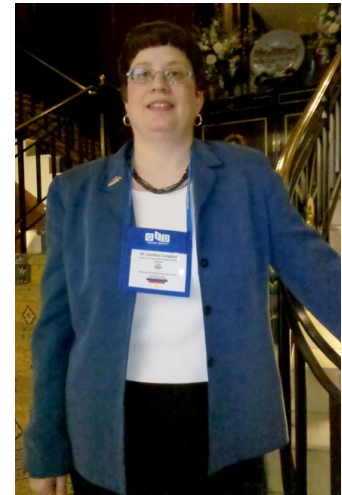
Fourth, I work to provide meaningful feedback. Students need positive feedback, but it needs to be more informative than “Good job!” Throughout the term as part of formative assessment, I will point out progress by saying something like “You could not have done that two months ago” or “You got that question right, tell me how you figured it out.” I also provide regular feedback through journals and homework. For this feedback, I generally use a green pen as red ink could be associated with negative experiences in their earlier schooling.

For summative assessment, I have end-of-term mini-conferences with students and provide each a written summary of their accomplishments I have seen over the term. This information supplements the test scores and helps them see their progress in a more holistic manner. Currently, I am working to develop a manageable system to help students assemble portfolios of their learning.

Encouraging adult students in their ability to learn is not an afterthought but an integral part of what I do because I may be one of the very few cheering them along.

These are just a few of my practices, and I hope to learn from you other teachers. What are some ways you encourage your adult learners? Please send me an e-mail at GoldApple@comcast.net or visit my blog at www.GoldAppleServices.com and leave a comment.

Cynthia Macleay Campbell, Ed.D. is a literacy instructor with Howard County Library Project Literacy in Columbia, MD where she teaches a ESL/ABE class with students working toward attaining a high school diploma. She also teaches one-on-one students on their skills for general literacy or preparing for the work in the External Diploma Program.



COABE 2012: A Follow-Up Report for the Zebley Grant

By Cynthia Macleay Campbell, Ed.D.

In April, I went to the Coalition for Adult Basic Education (COABE) national conference in Norfolk, Virginia, to present a workshop on Teacher Identity Among Avocational Teachers.” The morning I was leaving for the conference I received an email from Peggy Skaggs informing me that MAACCE was awarding me the Zebley Grant, which would greatly help me with the expenses of attending the conference. While there I tried to take notes of what I learned that might be helpful to other MAACCE members. Here are some highlights:

1. The National External Diploma Program (NEDP): As many people know, this program is transitioning from paper packets to online sections. I went to the presentation by CASAS on the changes, and we had some dialogue about the program being beta-tested here in Maryland. Although there are bugs to be worked out, this is how the NEDP will be conducted. While the CASAS representatives asserted at the conference that the entire program would be online by *this* fall, I understand that it will take longer. Nonetheless, change is coming.

What surprised me, however, is how many people do not know about the NEDP. An advantage of the NEDP approach to attaining a high school diploma, in my view, is that it is more of a learning portfolio approach with real world applicability that honors adult learning principles. I am proud that the State of Maryland offers both the GED and NEDP as methods for adults to attain the high school diploma.

2. The GED: The new computer test due to come out in 2014 occupied a lot of attention at the conference. The GED-sponsored workshops drew standing room only crowds, necessitating one workshop to be moved to a larger room. For the best information about the upcoming test, I would encourage people to sign up for updates from the GED people which includes a quarterly e-newsletter “The Community” at GEDtestingservice.com or for the “Assessment Alerts” at www.GEDtestingservice.com/assessment. Also, keep in mind that the GED will be on computer but not online. This misconception has encouraged some new scams.

3. The New Common Core Standards: The Common Core also received a certain amount of attention at COABE, but it will take some time to sort the implications out for adult education. Both GED and NEDP/CASAS will be responding to Common Core in the creation of their materials and assessments.

4. Technology: At COABE, there was quite a focus on technology, especially in reaction to the new GED and the changes to the NEDP. Some vendors are marketing instructional software to help adult learners attain computer skills. Meanwhile, others, like ELL-U, were there to highlight online professional development.

Clearly, technology is becoming a stronger concern. As we know, the basic ability to use computers is becoming more critical in both work and day-to-day living. However, I know that many programs struggle to integrate technology into their teaching programs. Limited resources and off-site teaching locations without Internet access are just two of the challenges I know about. Nevertheless, access for all of our students to appropriate technology and software is an issue that must be addressed as a critical part of literacy. Meeting this challenge well, I believe, calls for a collaborative effort among programs throughout the state.

Finally, I presented my workshop at COABE and then again at the MAACCE conference in May. Furthermore, I have been encouraged to write it up for a journal article. If you would like a copy of the presentation, you can find it at the COABE site at www.coabe.org/html/resourcerepository.html or coming soon to the MAACCE site at www.maaccemd.org. In conclusion, I really enjoyed attending COABE and having the opportunity to meet adult educators from across the country. So, thank you, MAACCE for the help making this experience possible!

MAACCE MATH MATTERS



Critical Thinking & Math

by Mr. J

At the beginning of every one of my math classes, the students enter the room to find several math questions on the board. These exercises are used for getting the student's mind focusing on math, to review recently taught concepts, and to stimulate their critical thinking skills. The questions usually start with being very easy and progress to more difficult and eventually quite challenging.

I also like to provide students with questions and worksheets that provide data and information in graphic form as this is so important in preparing them for GED questions of all types. For homework, especially over weekends, holidays, and semester breaks, I assign them worksheets that give them practice in a wide variety of math concepts as review and getting them used to moving through a test such as the GED math test that is all over the place with various type problems. The worksheet that follows is an example of such a group of questions that uses similar data to ask questions that involve a variety of math concepts and common themes found on the GED test. Feel free to use this worksheet in your class, adapt it as you wish, and share similar activities you may use in your teaching that I can share with other instructors.

Mr. Jay's Math Class Scores

	Exam 1 100 pts	Exam 2 50 pts	Exam 3 50 pts	Exam 4 75 pts	Exam 5 125 pts	Total Pts ()	Average Pts / poss pts	Grade
Joe P	84	45	49	70	120			(3)
May R	75	40	43	70	99			
Ann S	92	48	44	73	118	(1)		
Jim M	88	43	38	68	113			
Sue W	69	38	42	59	104		(2)	
Jon A	77	39	40	66	(6)			
	(4)			(5)				

This chart shows the scores recorded for the various students in Mr. Jay's math class. Look over the chart and answer the following questions based on this data. The scale below indicates the letter grade that will be earned according to the student's average. You may use a calculator. Round off all answers to the nearest whole number.

- A 93 – 100
- B 85 – 92
- C 72 – 84
- D 60 – 71
- E ≤ 59

1. What was the total number of points earned by Ann S? _____
 2. What was the average earned by Sue W? _____
 3. What grade was earned by Joe P? _____
 4. What was the average number of points earned on exam 1? _____
 5. What was the median score for exam 4? _____
 6. What is the minimum score Jon A must get on exam 5 to qualify for a B? _____
 7. What is the ratio of the lowest number of points gotten on exam 3 to the highest number of points? _____
 8. If Jon A gets a score of 112 on the 5th exam, what is the range of averages for the class? _____
 9. Which students achieved a B in the course? _____
 10. Based on a score of 112 on the 5th exam for Jon A, what is the overall average score for the class? _____
 11. How many extra credits points must Sue W get to earn a B in the class?

 12. If Mr. Jay increased all of the final averages by 8 %, what average would Jim M now have? _____
- Bonus: After the students had taken exam 4, what % of the total points possible still needed to be earned? _____

This mathematics article was written by Jay Willetts and is a regular feature in the MAACCE newsletter. Jay is often called upon to present informative math workshops for instructors and students on all levels of GED math. He has presented at the local, state and national levels, and authored numerous math worksheets and a GED Math Workbook.

Jay Willetts, Adult Education Math Specialist,
401-952-6724, mr.jgedrx@comcast.net

MAACCE

C/O Laurie Askins
St. Mary's County
Public Schools
PO Box 709
Leonardtown, MD 20650

E-MAIL:

lkaskins@smcps.org

We're on the web!

See us at:

www.maacemd.org

About Our Organization...

The Maryland Association for Adult, Community and Continuing Education is a non-profit organization providing leadership in Maryland for those interested in advancing education as a lifelong process. MAACCE provides a central forum for a wide variety of adult, community and continuing education groups and encourages organizations and agencies in Maryland to cooperate in a broad spectrum of educational programs and activities in support of the lifelong learning concept.

Join us on Facebook:

<https://www.facebook.com/pages/MAACCE/135869909789248>

MAACCE Matters is published quarterly coordinating with the seasons. If you would like to furnish an article or supply information for MAACCE members, contact Jay Willetts at jaywilletts@comcast.net

***Special announcement:**

To encourage our members to read the MAACCE Newsletter thoroughly and to reward those who do, each issue of the newsletter will pose a question concerning adult education and the clues will be hidden in that issue. Some clues may require a bit of research. ☺ The **first** MAACCE member that responds with the correct answer will be awarded with a **\$20 gift card**.

Question for this issue: *What adult literacy program won the **Partnership Award** as shown in one of the photos at this year's conference, and what program nominated them?*

Please respond to: jaywilletts@comcast.net

MAACCE Board Members and former winners are not eligible to participate.

Good Luck!