

*Igniting Dreams!*

**Summer**

**Summit**

**2019**

**Program Agenda**

Best Western Ramkota  
Sioux Falls, SD  
July 10-12, 2019

# Tuesday, July 10, 2019

<b>Time</b>	<b>Session</b>	<b>Presenter</b>	<b>Room</b>
8:00-8:30 AM	Welcome and Housekeeping	John Anderson and PD Staff	Washington
8:30-9:30 AM	Keynote	TBA	Washington
9:30-9:45 AM	Break On Your Own		
9:45-11:00 AM	Distance Learning with Essential Education	Dan Griffith	Washington
9:45-11:00 AM	South Dakota Family Engagement Initiative	Kelsey Smith	Roosevelt
9:45-11:15 AM	Differentiated and Multi-level Instruction Workshop	Laura Smith-Hill	Lincoln
11:15-12:30 PM	The Better Mousetrap	Dan Griffith	Washington
11:30-12:30 PM	Career Pathways SESSION 1: Adult career pathway program development: Tools to meet the challenge!	Elizabeth Address	Lincoln
12:30-2:00 PM	Lunch on Your Own		
2:00-3:15 PM	Get Started with Google's Applied Digital Skills in your Classroom	Eddie Small	Washington
2:00-3:15 PM	Teaching the RLA Extended Response: a workshop for DOC teachers	Dave Baumeister	Roosevelt
2:00-3:15 PM	Career Pathways SESSION 1: Adult career pathway program development: Tools to meet the challenge! Continued	Elizabeth Address	Lincoln
3:15-3:30 PM	Break On Your Own		
3:30-5:00 PM	Get Started with Google's Applied Digital Skills in your Classroom --Continued	Eddie Small	Washington
3:30-5:00 PM		Stephanie Rittberger & Tracy Palecek	Roosevelt
3:30-5:00 PM	Career Pathways SESSION 1: Adult career pathway program development: Tools to meet the challenge! Continued	Elizabeth Address	Lincoln

# Thursday, July 11, 2019

## Vendor Day

Time	Topic	Presenter	Room
8:00-10:00 AM	GED New Scoring Tool for Extended Response - GEDTS	Thomas Ross	Washington
8:00-10:00 AM	Career Pathways SESSION 2: Designing quality career pathway courses: Resources at your fingertips!	Elizabeth Andress	Lincoln
10:00-10:30 AM	Break - Visit Vendors		
10:30-11:30 AM	GED New Scoring Tool for Extended Response - GEDTS -- Continued	Thomas Ross	Washington
10:30-11:30 AM	Career Pathways SESSION 2: Designing quality career pathway courses: Resources at your fingertips!	Elizabeth Andress	Lincoln
11:30-1:00 PM	SDALL Awards Luncheon - Ticketed Event		Washington
1:00-3:00 PM	Self-Determination	Juliana Taymans	Roosevelt
1:00-3:00 PM	GED Teaching Social Studies with Political Cartoons	Thomas Ross	Washington
1:00-2:00 PM	Career Pathways SESSION 2: Designing quality career pathway courses: Resources at your fingertips!	Elizabeth Andress	Lincoln
2:00-3:00 PM	Where Do We Start? Setting Beginning Learners on the Path to Digital Literacy	Susan Wetenkamp-Brandt	Lincoln
3:00-3:30 PM	Break - Visit Vendors		
3:30-5:00 PM	Written Expression Disabilities	Juliana Taymans	Roosevelt
3:30-5:00 PM	STAR Training Cohort - Current STAR Participants Only	Becki Lemke	Washington
3:30-5:00 PM	Where Do We Start? Setting Beginning Learners on the Path to Digital Literacy -- Continued	Susan Wetenkamp-Brandt	Lincoln

# Friday, July 12, 2019

<b>Time</b>	<b>Topic</b>	<b>Presenter</b>	<b>Room</b>
8:00-10:00 AM	Explicit Instruction for Strategy Learning	Juliana Taymans	Roosevelt
8:00-10:00 AM	STAR Training Cohort - Current STAR Participants Only	Becki Lemke	Jefferson
8:00-9:30 AM	When Literacy is Digital: Finding Northstar Standards in the CCRS	Susan Wetenkamp-Brandt	Lincoln
9:45-10:45 AM	Go Open! Finding Open Educational Resources for Your Classroom	Susan Wetenkamp-Brandt	Lincoln
10:00-10:15 AM	Break On Your Own		
10:15-12:15 PM	Explicit Instruction for Strategy Learning -- Continued	Juliana Taymans	Roosevelt
10:15-12:15 PM	STAR Training Cohort - Current STAR Participants Only	Becki Lemke	Jefferson
11:00-12:15 PM	So You Think You Know Your Verb Tenses	Susan Wetenkamp-Brandt	Lincoln

# Wednesday Session Descriptions

## **Career Pathways SESSION 1: Adult career pathway program development: Tools to meet the challenge!**

**Presenter: Elizabeth Andress**

**Intended audience:** Primarily administrators; instructors also welcome

Upon completion of the workshop, participants will be able to define and explain a fully-realized adult career pathway program. They will be able to utilize resources and tools provided to improve engagement of employers in adult career pathway program development and implementation and increase adult career pathways (ACP) course enrollments using two or more of the strategies outlined. Participants will also set goals for ACP program development next steps in their own context

## **Differentiated and Multi-level Instruction Workshop**

**Presenter: Laura Smith Hill**

Every classroom is a multi-level classroom, and every group of learners is a multi-level group. The differentiation of instruction is something we do on a daily basis, but it is a craft we are continually honing! Last year Andrea Echelberger facilitated a session called Differentiated Instruction in ESL Classrooms. In this year's workshop, we will take time to review what we learned in her session and discuss the very practical, easily digestible article "Teaching in the Multilevel Classroom" by Melinda Roberts. In this interactive session, we will exchange research-based best practices, challenges and solutions with our ESL Track colleagues.

## **Distance Learning with Essential Education**

**Presenter: Dan Griffith**

This session will focus on how GED Academy and TABE 11/12 Academy can be used to help students reach their goals. Both programs provide a wealth of diagnostic tools while relying on the adaptive learning engine to take the pressure off of the teacher for individual curriculum design. Participants will learn how to make the most of the programs and will hear best practices used by programs across the country to access DL funding and bring exceptional education to remote areas.

## **Get Started with Google's Applied Digital Skills in your Classroom**

**Presenter: Eddie Small**

In this session, you will receive a deep dive professional development training on Google's Applied Digital Skills curriculum. Applied Digital Skills is a free, online and video-based curriculum that you can use in the classroom with your students to teach them the basic digital skills needed for today's evolving job market.

The curriculum has hundreds of hours of lessons that you can choose from, including how to send an email, make a resume, search for a job, plan an event and even create a business plan. It also includes free resources like student progress tracking and assignment submission. By the end of this session, you will be able to leverage the curriculum in the classroom with your students. Applied Digital Skills is entirely free and ready for you to make an account by signing up at [g.co/applieddigitalskills/coabe](http://g.co/applieddigitalskills/coabe).

Important Pre-Work: Please come to this session with a Google account. To make a new Google account for free, go to <https://accounts.google.com/signup>.

# Wednesday Session Descriptions

## **South Dakota Statewide Family Engagement Center Initiative**

### **Presenter: Kelsey Smith**

The South Dakota Statewide Family Engagement Center (SFEC) unites students, families, schools, and communities together by focusing on learner needs from “cradle to career.” SFEC strives to ensure that all learners—especially English Language Learners (ELL), economically disadvantaged learners and minority students—have the supports they need to achieve academic, career, and life goals.

Join this session to learn about the new SFEC grant and plans to support STAR reading, including money to host a family literacy activity!

West River Foundation is the fiscal agent in partnership with Black Hills Special Services Cooperative (BHSSC), the SD Department of Education, and the SD Parent Connection.

## **Teaching the RLA Extended Response**

### **Presenter: Dave Baumeister**

This session is designed mainly for other teachers in corrections. It probably has benefits to everyone teaching RLA, but it will specifically be addressing the challenges of corrections. However, any teachers who have programs that are more concerned with completions than “maximum scoring results,” might want to sit in on this session. This will deal with how to teach the extended response portion of the RLA test in a two-week period. Dave Baumeister of the South Dakota State Penitentiary has found that teaching specific parts of the writing process over a short time works better than trying to follow the “long road” of teaching a variety of writing styles – or the opposite of not teaching writing at all. In his four years with the DOC, Baumeister has learned that many of the GED instructors don’t really teach the writing aspect of the test, as, at a maximum, it only garners 12 points. But Baumeister has had excellent success with his students (almost none of whom would have scored points in writing, based on GED Ready results) earning two, four, six points or eight points to push up their scores, just by learning a few tricks on how to deal with the writing. Also, he is hoping for time at the end to have a round-table discussion about how this might help different programs, and, more importantly, what other programs already do to work with the Extended Response.

## **The Better Mousetrap**

### **Presenter: Dan Griffith**

Essential Education is driven to create the best adult education learning materials. Over the last 5 years we have built a variety of learning tools that are simply a “better mousetrap” than the re-packaged K-12 materials typical of adult ed publishing. From our adaptive learning technology to our newest Virtual Tutor and TABE 11/12 materials, exceptional materials are at your fingertips. This session will provide an overview of the materials available. Participants will receive free samples and can sign up for demo accounts to try things out for themselves.

## **Woksape: How Professional Wisdom is Transforming Learning Environments and Workplaces for Students**

### **Presenters: Stephanie Rittberger and Tracy Palecek**

Adult educators, community-based organizations, and specialty trainers are creating training trauma informed practices for educational settings and workplaces. These trauma informed locales gain competency in issues surrounding poverty, brain-based research around traumatic events, and focused cultural components. Specific foundational training is meant to facilitate and support learners struggling in adult education classrooms and promote successful transitions to the workforce. These training components are beginning to lead to improved classroom management styles, retention, and resources to aid with situations so individuals will thrive as they balance improving educational skills and move toward career pathways leading to economic sustainability. There is a strong focus on intermediate level learners from Lakota, Nakota, or Dakota backgrounds. We are finding, while there is a very specific focus, practices are applicable to other students experiencing trauma. We are also finding training components could be modified and replicated for students from other cultural backgrounds.

# Thursday Session Descriptions

## **Career Pathways SESSION 2: Designing quality career pathway courses: Resources at your fingertips!**

**Presenter: Elizabeth Andress**

**Intended audience:** Primarily instructors; administrators also welcome

Upon completion of the workshop(s), participants will be able to find and utilize existing adult career pathways (ACP) curricula from the ATLAS online resource library relevant to their ACP course design needs. They will be able to describe the steps in backwards course design, define measurable course objectives and describe the connection between well-defined objectives and quality assessments. Participants will have the opportunity to create a student-friendly ACP course syllabus.

## **GED New Scoring Tool for the Extended Response**

**Presenter: Thomas Ross**

This tool was designed to help teachers better understand how their students' responses to the RLA Extended Response (ER) task might be scored on the 2014 GED® test. The tool breaks down each dimension (or bulleted skill descriptor) in the RLA MultiTrait Extended Response Scoring Rubric into several sub-dimensions that trained scorers may consider when determining a trait score for a test-taker's response.

## **GED Teaching Social Studies with Political Cartoons and GED Stump the SRM**

**Presenter: Thomas Ross**

The Social Studies with Political Cartoons is a new session that will officially be launched at the GED Conference the week following Summer Summit. This is followed by an open Q and A for GEDTS folks at conferences

## **Self-Determination**

**Presenter: Juliana Taymans**

Self-determination is the development of personal characteristics, knowledge and skills needed to take responsibility for and control of one's actions. Self-determination is connected to positive adult outcomes, is teachable, and is valued by individuals with learning challenges and their family members, employers and teachers. This session will provide examples and resources to promote self-determination for adult learners.

## **STAR Training Cohort - Current STAR Participants Only**

**Presenter: Becki Lemke**

STudent Achievement in Reading (STAR) is a comprehensive reading reform initiative for implementing evidence-based reading instruction for intermediate-level adult learners. This is the second and final face-to-face training for participants in the cohort. STAR participants must attend this session.

## **Where Do We Start? Setting Beginning Learners on the Path to Digital Literacy**

**Presenter: Susan Wetenkamp-Brandt**

The body of knowledge and skills learners need to master to become digitally literate is large, complex, and continually evolving. When working with beginners, particularly those with limited English and literacy skills, where do we begin? What are the key skills and concepts that will set learners on the path to digital literacy? In this session, we'll explore these ideas and pair them with practical classroom activities and routines teachers can incorporate into their language and literacy instruction.

## **Written Expression Disabilities**

**Presenter: Juliana Taymans**

This session focuses on learning disabilities (LD) that affect written expression. It reviews the two types of written expression disabilities and their associated characteristics and identifies appropriate accommodations for those who struggle with writing. The session also includes review and practice of research-based instructional strategies for individuals with LD that affect written expression.

# Friday Session Descriptions

## **Explicit Instruction for Strategy Learning**

**Presenter: Juliana Taymans**

This session covers how explicit instruction can be used to help adults with learning disabilities (LD) develop strategies to learn. Topics include defining the concept of a strategy, the key principles of explicit instruction, and how explicit instruction for strategy learning can be used as an instructional tool. After examining explicit instruction, this module covers important concepts in preparing and modeling a strategy.

## **Go Open! Finding Open Educational Resources for Your Classroom**

**Presenter: Susan Wetenkamp-Brandt**

Do you need FREE teaching resources such as: digital textbooks, math exercises, lesson plans, or complete curricula? How about videos, digital interactives, or printable worksheets? All this is available to you as part of the growing world of Open Educational Resources (OER). You'll leave this session with links to materials you can use in your classroom.

## **So You Think You Know Your Verb Tenses**

**Presenter: Susan Wetenkamp-Brandt**

Can you tell the difference between the present progressive and the present perfect? Is present progressive the same thing as present continuous, or not? Why does English have two completely different ways to mark past tense? If questions like these perk up your ears, come talk English grammar with us! If your learners ask you questions about English verb tenses, and you feel inadequately prepared to answer them, then this is the session for you! We'll take a comprehensive look at the English tense and aspect system, so the next time a student asks you what the past participle of "think" is, you'll be ready!

## **STAR Training Cohort - Current STAR Participants Only - Continued from Thursday**

**Presenter: Becki Lemke**

## **When Literacy is Digital: Finding Northstar Standards in the CCRS**

**Presenter: Susan Wetenkamp-Brandt**

If you're focused on CCRS implementation, you might think you don't have time to worry about digital literacy. CCRS is big enough already! But a closer look at your blue book will reveal that digital literacy is woven all through the CCRS Reading, Writing, Speaking and Listening Standards. In this session, we'll look at how the Northstar Digital Literacy Standards bring definition to the big ideas outlined in CCRS, and explore practical classroom ideas for digital literacy instruction aligned to CCRS.

# Presenter Information

**John Anderson** has worked the past eight years for the South Dakota Department of Labor as a Program Specialist working with WIOA Title II Adult Basic Education and Literacy Programs.

**Elizabeth (Liz) Andress** has 18 years of experience in ABE as an instructor, curriculum writer and trainer. She currently serves as an adult career pathways consultant, designing and facilitating professional development for Minnesota's ABE professionals. Minnesota's work has been recognized nationally in the COABE Journal.

**Dave Baumeister** says that he loves teaching. While he is just completing his fourth year teaching adult education with the DOC, he has been a classroom teacher since 1980. Except for the 12 years he was in the newspaper business, he has taught people from the ages of five to 61 over the past 39 years. Baumeister, a published writer, mainly taught high school during his years in education, spending most of his time teaching writing, grammar literature and coaching debate at Sioux Falls O'Gorman High School. From 2001 to 2012, he owned the Yankton County Observer, at that time one of the largest newspapers in the state, where he and his staff won hundreds of awards for many different types of writing, design, advertising, photography and public service.

**Dan Griffith** is a former high school dropout who got his GED in 1984. He has taught at the middle school, high school and community college levels after earning his B.S. in Mathematics Education from Northern Arizona University. Dan has spent over 20 years in educational publishing and over 6 with Essential Education. He serves as a reserve deputy in his home county and enjoys hiking with his dogs, working in the garden and learning Greek in his spare time.

**Becki Lemke** has been the Education Coordinator for Cornerstones since 1999. She is a nationally certified trainer, a certified teacher, and a member of South Dakota's professional development team. Becki serves as Past President of the South Dakota Association for Lifelong Learning and has been a member of the STAR National Project Team since 2007. She developed South Dakota's Adult Education Instructor Development Program and is the author of numerous local, regional, and national training programs. Becki is a Certified Manager in Program Improvement, and serves as the data management specialist for Cornerstones.

**Tracy Palecek**

**Stephanie Rittberger**

**Thomas Ross** has over 15 years of experience with adult learners and over 10 years of professional development and test content experience with K-12 and adult education. Prior to joining GED Testing Service, Mr. Ross spent the last three years working with educators and content specialists on a professional development program in the state of Georgia.

Currently serving as the CTE Innovation Coach for Central Nine Career Center in Greenwood, Indiana, **Eddie Small** has had direct involvement in school systems as an Technology Integration Specialist and a Communications Program Instructor for the past 11 years. Eddie uses his knowledge and experience in classroom video and audio production to provide authentic learning with a focus on immediate impact. His work gives him the wisdom needed to create customized live streaming studios, professional development through technology, and blended-learning opportunities. Eddie has also been recognized as a Google Certified Trainer, Google For Education Certified Innovator as well as a GSuite for Education Administrator. You can follow him on Twitter @smallindiana

# Presenter Information

**Kelsey Smith** is the Director of Development and Grants Management for Black Hills Special Services Cooperative, an education cooperative based in Sturgis serving 12 school districts in western South Dakota. She also leads the College and Career Readiness pillar for the South Dakota Statewide Family Engagement Center.

Smith spent a little over eight years in Pierre as a Policy Advisor to Governor Dennis Daugaard, assisting in a variety of areas including legislation, governors' associations, tourism, workforce and labor, and health and human services. She also managed First Lady Linda Daugaard's initiatives promoting literacy and reducing South Dakota's infant mortality rate.

Kelsey graduated college from the University of South Dakota with bachelor's degrees in Political Science and Spanish in 2010, and a Master's degree in Public Administration in 2016. She enjoys reading, sports, and spending time outside, especially with her husband, Chase, and their 9 month old, Cooper, on their ranch outside of Sturgis.

**Laura Smith-Hill** serves as Education Program Coordinator for the Lutheran Social Services of South Dakota Center for New Americans (LSS-CNA), where she has worked for the past 18 years. In addition to program coordination and supervising instructors, she teaches English language classes 8 hours per week. As a member of the South Dakota Adult Education and Literacy Professional Development Team for English Language Acquisition, Laura facilitates the English Language Instructor Development Program for adult EL instructors with the SD Department of Labor and Regulation. She is certified to teach the English language to adults through the Cambridge CELTA program and holds a degree in English. She has 21 years of experience teaching English language acquisition and 9 years of experience in Adult English Language program administration. Laura is passionate about applying and sharing research-based best practices that prepare adult English learners to achieve their goals.

**Juliana Taymans, Ph.D.** is a professor of special education and director of the special education and transition services program at George Washington University. She teaches master's courses focused on literacy and instructional strategies for adolescents and adults with disabilities as well as doctoral courses in recent research trends in disability studies. She serves as a researcher and developer for OCTAE's Learning to Achieve initiative. Juliana was a guest editor for the *Journal of Learning Disabilities* special issue that focused on adults with learning disabilities in adult education.

**Susan Wetenkamp-Brandt** is the Educational Technology Manager for the literacy council, providing digital literacy and distance learning expertise and leadership to adult educators throughout Minnesota. She has worked in the field of digital literacy for adults for over 12 years, beginning with the Adult Basic Education (ABE) program at Minneapolis Public Schools, where she taught basic computer skills to adult learners of all levels. Since coming to the literacy council in 2007, she has focused on improving and expanding the use and instruction of technology in ABE through teacher professional development and training. Although her professional career in education started in 2002, Susan had earlier discovered a passion for adult education as a volunteer tutor working one-to-one with immigrant and refugee English learners. Her volunteer work inspired her to leave her career in the insurance industry and study English as a Second Language at the University of Minnesota. She also has a B.A. in English and German from Bemidji State University. Outside of work, she enjoys spending time with her husband and son, gardening, and baking.