



Conference on Acceleration in Developmental Education (CADE):
2019 Mid-Atlantic Teaching & Learning Summit



Friday, November 8, 2019 8:30-2:45 PM

The Community College of Baltimore County Catonsville Campus

Student Services (SSRV) 004

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Summit Chairs' Welcome

Welcome to the first ever Conference on Acceleration in Developmental Education (CADE) Mid-Atlantic Summit in Baltimore! We are very excited to be hosting the CADE Mid-Atlantic Summit at The Community College of Baltimore County, where Peter Adams, Professor Emeritus, came up with the idea of the Accelerated Learning Program (ALP). The goal of the CADE Summit is to bring together faculty and staff engaged in the work of acceleration in the Mid-Atlantic region to foster a strong and growing community of practitioners. Developmental Education reform efforts continue to influence our classroom Best Practices, so it's important that we bring our Mid-Atlantic community together to foster continuous collaborative approaches to our teaching and institutional structures in order to best serve our students. We look forward to growing and learning from each of you at the 2019 CADE Mid-Atlantic Summit!

Haleh Azimi & Elsbeth Mantler

Accelerated Learning Program Co-Directors and Summit Chairs

A special thank you to Dr. Monica Walker, CCBC's Dean of Developmental Education and Special Programs, for sponsoring breakfast and lunch for the 2019 CADE Mid-Atlantic Summit!



Plenary Speaker



After 36 years of teaching at the Community College of Baltimore County, Peter Adams retired in 2014. Over the years, his responsibilities at CCBC have included coordinating the writing program, chairing the college's committee on general education, and chairing the English Department. In 1993, a longitudinal study he conducted revealed that only 33% of the students who were placed in the basic writing class one level down from first-year composition ever passed composition. Over the next decade or so, Peter developed, first, the concept of mainstreaming basic writers into first-year composition and, later, the model for redesign of basic writing now known as the Accelerated Learning Program (ALP). A Community College Research Center study in 2012 revealed that 74% of students who enrolled in ALP were successful in first-year composition,

more than double the success rate under the traditional program. As of fall of 2017, CCBC has integrated reading and writing into ALP and scaled it up to almost 100%.

For the past eight years Peter has travelled extensively around the country presenting on ALP to individual schools and to state-wide gatherings, and he has conducted faculty development workshops for schools that have decided to adapt the ALP model. As of fall of 2017 more than 300 schools are offering sections of ALP, and 7 states have made large scale adoptions.

Peter has argued widely that higher education has not provided the resources or the priority needed to make developmental education the success it could be. He observes that the current structure of developmental education in America has resulted in the most marginalized students being taught by the most marginalized faculty in the most underfunded institutions.



The 2019 CADE Mid-Atlantic Summit

Schedule at a Glance

Friday, November 8, 2019

Time	Event	Location
8:30-9:00	Conference Check-In & Breakfast	SSRV 004
9:00-9:10	Welcome & Introductions	SSRV 004
9:10-10:10	Plenary Speaker: Professor Peter Adams	SSRV 004
10:30-11:30	Session One	See detailed agenda
11:45-12:45	Session Two	See detailed agenda
1:00-1:45	Lunch	SSRV 004
1:45-2:45	Featured Panel	SSRV 004



Session & Time	Event	Location
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Session One
10:30-11:30

Title: Placement Reform: A Path to Equity, Agency, and Access

HTEC 120

In recent years, community colleges and educational researchers across the country have investigated a student's initial placement as a crucial site for reflection and reform. Many colleges have moved away from high-stakes, standardized testing in favor of implementing multiple measures to improve placement accuracy. English faculty from the Community College of Baltimore County will share their college's recent placement reform efforts which encompass a variety of multiple options for placement including expanded High School GPA. They will also share progress on a current pilot that features Self-Directed Placement as a means of placement in English and Academic Literacy classes for the spring of 2020. The workshop will be interactive and will invite participants to share their institutions' work in placement reform. It will serve as an opportunity to share new ideas about this complex issue that has real-world implications for college equity, retention, and completion rates.

Presenters: Liz Hart, Instructor, English and Academic Literacy, Community College of Baltimore County
Dr. Kris Messer, Assistant Professor, English and Academic Literacy, Community College of Baltimore County

Session One
10:30-11:30

Title: Implementing Data Supported Best Practices for ALP at Your Institution

HTEC 213

Tennessee's state policy A-100 moved all thirteen Tennessee community colleges towards an accelerated, co-requisite model for English, Reading, and Mathematics. We now have the first few years of data from this move with respect per individual institution. By pointing to student success data and making the links of implementation at all the schools, best practices emerge and are recorded. The pedagogical, curricular, and structural best practices differ based on population and



demographics, but several truths speak throughout. This break out session will help those who are implementing ALP type models look at best practices and work through what may be best for their institution. By acknowledging that implementation is not a “one size fits all” solution, we can best navigate how to support some of the most at risks students on campus.

Presenter: Joshua Hite, Division Director, English and Humanities, Hagerstown Community College

Session One
10:30-11:30

Title: A Framework within a Framework: Addressing Reading Outcomes within the ALP Model

HTEC 214

To include the student learning outcomes for the reading component of our linked developmental courses, we have introduced the following reading outcomes into the ALP model: the comprehension of literal and implied meaning, summary writing, paraphrase, annotation and vocabulary for ESL and non-ESL students. Therefore, the expansion of ALP to address these reading strategies has become the focus of the present study. The ideas of Sharon Hayes et al. (CADE, 2015) and Brown et al. (2014) have been incorporated to create weekly low-stakes learning opportunities that reinforce reading strategies within the ALP model. Sharon Hayes and her colleagues (CADE, 2015) have demonstrated how we can “rethink developmental reading” and Brown et al. (2014) have shown that “dynamic testing” in the form of short-essay tests or quizzes supports cognitive learning. This presentation will show the outcome of combining these two pedagogical methods seamlessly into a viable framework within the ALP model.

Presenter: Dr. Francie Woodford, Associate Professor, English, Community College of Philadelphia

Session Two
11:45-12:45

Title: Accelerating Policies, Practices and Pedagogy to Support Linguistic Diversity

HTEC 120

What does Acceleration mean in the context of linguistic diversity? This session applies the philosophical



principles of acceleration to consider how community college policies, practices and pedagogy impact multilingual students. Presenters will facilitate a conversation designed to rethink definitions of linguistic diversity and explore how language ideologies inform our work in higher education, often disadvantaging multilingual students in the process. A linguistically informed approach is advocated, which supports accelerating work across all areas of our institutions to empower multilingual students by increasing access, student agency and support, and foster a greater appreciation for linguistic diversity throughout the college community. Through engaged discussion, participants will deepen their understanding of linguistically informed approaches and consider how to apply them in their own contexts. Specific strategies to support linguistic diversity inside and outside of the classroom will be provided.

Presenter: Dr. Christa de Kleine, Professor of Education/TESOL, Notre Dame of Maryland University
Dr. Rachele Lawton, Chair, Academic Literacy and Languages, Professor, English Speakers of other Languages, Community College of Baltimore County

Session Two
11:45-12:45

Title: Checking Assumptions and Perspectives to Promote Student Equity

HTEC 213

This workshop will help participants notice how assumptions and perspectives may become barriers to promoting student equity. Creating and fostering positive experiences of acceptance and inclusion and helping people of all group identities feel safe, appreciated, and valued involves active practice. Participants will deepen their understanding of the importance of equity and inclusion by sharing experiences, practices, and ideas to create and sustain acceptance and inclusion at the individual level and within their work groups.

Presenter: Antione D. Tomlin, M.A.
Assistant Professor, Academic Literacies & Coordinator of Academic Literacies Lab Engagement Coach, Anne Arundel Community College





Session Two
11:45-12:45

Title: KPIs and Root Cause Analysis for Increasing Success Rate in Acceleration Math Classes

HTEC 214

In order to increase success rates in accelerated math classes, we have to identify the key performance indicators (KPIs) and do a root cause analysis that will guide us to explore solutions. This presentation will discuss the KPIs for student success rates, how to perform a root cause analysis for those identified KPIs, finding solutions, how to plan the implementation of the solutions, and data analysis.

Presenters: Radhakrishnan Palaniswamy, Instructor, Mathematics, Community College of Baltimore County
Aduagna Kebede, Associate Professor, Mathematics, Community College of Baltimore County

1:45-2:45

Featured Panel

SSRV 004

This panel will begin with a discussion centered on developmental education reform in the Mid-Atlantic region. It will then open to a question and answer portion. The panel is comprised of experts within the field throughout the region.

Panelists: Peter Adams, Christa de Kleine, Joshua Hite, Antione Tomlin, and Francie Woodford



Conference on Acceleration in Developmental Education (CADE)



Annapolis, Maryland

June 15-17, 2020

Details on the ALP website: <http://alp-deved.org>

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