



OFFICE OF CAREER AND TECHNICAL EDUCATION

Session Title: Motivational Strategies for Adult Learners

Teachers of adults have a different purpose than those of students in grades K-12. It is essential to understand the principles of how adults learn. Effective learning is more than merely the results of good teaching but also the responsibility of the instructor to be deliberate in their instruction to put in place processes or actions to enhance the adult learner. A learning environment that includes active interactions among faculty, students, and student peers enhances it. Effective learning is achieved through the use of creative strategies designed not to entertain but to inform and stimulate.

The best ways we can bring about effective learning are by recognizing students as individuals, with unique, personal ways of knowing and learning, by creating learning situations that recognize diversity, and by providing empowering experiences in which students are challenged to think.

Session Title: Differentiated Instruction I

In a differentiated classroom the teacher assumes that different learners have differing needs. Therefore, the teacher proactively plans a variety of ways to “get at” and express learning. The teacher is aware of the different options that are available based on her knowledge of varied learners needs; the chances are greater that the learning experiences will provide an appropriate fit for many learners. In contrast instead of planning a single approach for everyone the teacher actively adjust the plans when it becomes apparent that the lesson is not working for several learners for whom it was intended.

The outcomes of this session are:

- Participants will become aware of what differentiated instruction is, why it is appropriate for all learners
- Participants will become aware of the 5 approaches of differentiation
- Participants will become aware of differentiate instruction strategies that can be used in a mixed ability classroom

Session Title: Introduction to the Literacy Design Collaborative

The goal of the *Literacy Design Collaborative (LDC)* framework is to develop ongoing quality assignments and tools that can be embedded across all instructional areas in order that ELA, science, social studies, and CTE teachers can all help their students meet the literacy standards within the CCSS.

The outcomes of this session are:

- Participants will use the LDC template task fill-in-the-blank “shells”
 - Participants will understand the LDC teaching task design requirements and process
 - Participants will develop a full teaching task to implement in their classroom
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