



UNIVERSITY OF THE  
DISTRICT OF  
COLUMBIA  
1851

**DC Office of the State Superintendent of Education (OSSE) and University  
of the District of Columbia (UDC)**

**MINI-PROFESSIONAL DEVELOPMENT INSTITUTE 2022**

**JUNE 6 – 8, 2022**

***Help Students Succeed and Get the Outcomes You Need:  
Managing the Learning Environment for Student Persistence  
in Education, Training and Workforce Programs***

The Office of the State Superintendent of Education, Adult and Family Education (OSSE AFE), in collaboration with the University of the District of Columbia (UDC), will host a Mini-Professional Development Institute for adult education providers, training providers, workforce development providers, partner agencies and other stakeholders from Monday, June 6 to Wednesday, June 8, 2022. There are two, 1-hour sessions scheduled on each day. All sessions will be hosted online.

This mini-professional development (PD) institute will provide a foundation of evidence-based strategies and tools that educators, trainers, and workforce providers can utilize to help District residents persist on their learning and career paths so that they can achieve their academic, professional and personal goals. Participants will gain strategies that can be put into practice to strengthen instruction and related support services to help District residents persist in their adult education, workforce training, integrated education and training programs so that they may transition to fulfilling careers in high-demand industries with family sustaining wages.

Topics include:

1. Supporting Student Persistence: Exploring Classroom Strategies
2. Supporting Student Persistence: Exploring Program Strategies
3. Help Your Learners Go Their Own Way with Differentiation
4. Leveraging Technology-Rich Instruction to Support Differentiation
5. Moving Forward by Designing Backward
6. Addressing the Impact of Chronic Stress on Learning

You will be able to access video recordings of all sessions on the [OSSE webpage](#) approximately one week after the conclusion of the Mini-Professional Development Institute. Past Mini-Professional Development Institute recordings and handouts are posted [here](#).



**Registration is not required.** To participate, click on the link provided for each session in the Schedule of Events. For additional information, contact [osse.afeta@dc.gov](mailto:osse.afeta@dc.gov).


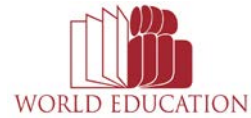
**MINI-PROFESSIONAL DEVELOPMENT INSTITUTE 2022**  
**Schedule of Events**

**MONDAY, JUNE 6, 2022**

**Registration is not required.**

**To participate, please click on the specific link for each webinar next to the description.**

<p><b>Session 1</b></p> <p><b>10-11 a.m.</b></p> <p><b>Webinar Link:</b>  <a href="https://bit.ly/1_StudentPersistenceClassroom">bit.ly/1_StudentPersistenceClassroom</a></p>	<p><b>Supporting Student Persistence: Exploring Classroom Strategies</b></p> <p>Evidence shows that when classroom materials are relevant to learners’ lives, they are more likely to persist. When classroom practices and texts promote student agency and leadership, students are better able to overcome barriers to participation. In this workshop, participants will learn about strategies and materials that can be used and/or adapted to develop these persistence drivers in the classroom.</p> <p><u>Learning Objectives</u></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Access two to three ready-to-use materials that promote persistence by being relevant to students’ lives; and</li> <li>• Identify two to three classroom practices that promote persistence by supporting student leadership.</li> </ul>	
<p><b>Co-Presenter(s):</b></p>	<ul style="list-style-type: none"> <li>• Cynthia Peters, Editor/Production Coordinator, World Education</li> </ul>	
<p><b>Session 2</b></p> <p><b>2-3 p.m.</b></p> <p><b>Webinar Link:</b>  <a href="https://bit.ly/2_StudentPersistenceProgram">bit.ly/2_StudentPersistenceProgram</a></p>	<p><b>Supporting Student Persistence: Exploring Program Strategies</b></p> <p>Research shows that programs can support student persistence by reducing turbulence and creating a sense of community and belonging among students. In this session, participants will learn about specific strategies that program staff can use to foster these drivers of persistence while paying special attention to the importance of digital literacy and access to digital tools as key to students being able to persist in their education, training and/or workforce program(s).</p> <p><u>Learning Objectives</u></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Access and adapt a digital literacy survey that programs, staff and/or instructors can use to assess the digital needs of students during the intake process;</li> <li>• Consider ways to use data to better understand and address students’ needs; and</li> <li>• Consider several strategies that support students' sense of community and belonging.</li> </ul>	
<p><b>Co-Presenter(s):</b></p>	<ul style="list-style-type: none"> <li>• Cynthia Peters, Editor/Production Coordinator, World Education</li> </ul>	

TUESDAY, JUNE 7, 2022		
<b>Registration is not required.</b>		
<b>To participate, please click on the specific link for each webinar next to the description.</b>		
<b>Session 3</b>  <b>10-11 a.m.</b>  <b>Webinar Link:</b> <a href="https://bit.ly/3_Differentiation">bit.ly/3_Differentiation</a>	<b>Help Your Learners Go Their Own Way with Differentiation</b>  <p>In this high-energy session, experienced teachers share ideas for how to differentiate instruction in online and/or in-person classes using the Universal Design for Learning principles. Participants will have an opportunity to apply what they learn by tweaking a sample lesson activity to make it appropriate at a variety of levels. The presenters will share specific strategies for differentiating, including using scaffolds, differentiating products, and materials that come at a variety of levels. Participants are encouraged to attend <i>Session 4 - Leveraging Technology-Rich Instruction to Support Differentiation</i> which takes a deeper dive into the Universal Design for Learning principles and how to apply them in technology-rich instructional scenarios.</p> <p><u>Learning Objectives</u>  Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the rationale behind using differentiation strategies;</li> <li>• Identify at least three strategies for differentiation; and</li> <li>• Locate resources for differentiating instruction.</li> </ul>	
<b>Co-Presenter(s):</b>	<ul style="list-style-type: none"> <li>• Stephanie Sommers, Adult Diploma Coordinator &amp; Writing Curriculum Lead, Minneapolis Adult Education</li> <li>• Heather Turngren, Teacher and Distance Learning Coordinator, Minneapolis Adult Education</li> </ul>	
<b>Session 4</b>  <b>2-3 p.m.</b>  <b>Webinar Link:</b> <a href="https://bit.ly/4_Technology_RichInstruction">bit.ly/4_Technology_RichInstruction</a>	<b>Leveraging Technology-Rich Instruction to Support Differentiation</b>  <p>This session builds upon <i>Session 3 - Help Your Learners Go Their Own Way with Differentiation</i>, illustrating how technology-rich instruction can support differentiation through the use of Universal Design for Learning principles. Participants will learn how to leverage different technologies, digital resources, student self-selection and station-rotation blended learning to support differentiation in their instruction and facilitation. Participants will apply what they learn by workshopping ideas to design station-rotation class activities.</p> <p><u>Learning Objectives</u>  Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Explain station-rotation blended learning;</li> <li>• Identify three technologies that can be used to support differentiation; and</li> <li>• Plan differentiated activities for station-rotation.</li> </ul>	
<b>Co-Presenter(s):</b>	<ul style="list-style-type: none"> <li>• Jen Vanek, Director of Digital Learning and Research, World Education</li> <li>• Heather Turngren, Teacher and Distance Learning Coordinator, Minneapolis Adult Education</li> </ul>	

WEDNESDAY, JUNE 8, 2022		
<b>Registration is not required.</b> <b>To participate, please click on the specific link for each webinar next to the description.</b>		
<b>Session 5</b>  <b>10-11 a.m.</b>  <b>Webinar Link:</b> <a href="https://bit.ly/5_DesigningBackward">bit.ly/5_DesigningBackward</a>	<b>Moving Forward by Designing Backward</b>  This session introduces the concept of backward design in order to structure instruction by thinking about what you want learners to know and be able to do at the end of a lesson or unit. In this engaging and interactive session, participants will have the opportunity to try out the <i>Understanding by Design</i> model made famous by Grant Wiggins and Jay McTighe. The presenters will facilitate activities in which participants explore the process and plan how they will implement the model in their own setting. Participants will leave this session having collaborated in the development of a mini-lesson that uses backward design.  <u>Learning Objectives</u> Participants will be able to: <ul style="list-style-type: none"> <li>• Describe the three stages of backward design;</li> <li>• Explore how to apply the design principles; and</li> <li>• Locate some resources for using backward design.</li> </ul>	
<b>Co-presenter(s):</b>	<ul style="list-style-type: none"> <li>• Stephanie Sommers, Adult Education Instructor, Minneapolis Adult Education</li> <li>• Heather Turngren, Teacher and Distance Learning Coordinator, Minneapolis Adult Education</li> </ul>	
<b>Session 6</b>  <b>2-3 p.m.</b>  <b>Webinar Link:</b> <a href="https://bit.ly/6_ImpactofStress">bit.ly/6_ImpactofStress</a>	<b>Addressing the Impact of Chronic Stress on Learning</b>  Chronic stress gets in the way of learning, but there are tools we can use in our programs to address and mitigate those effects. In this workshop, the presenter will share specific strategies that instructors and program staff can roll out immediately, as well as over a longer period of time to address chronic stress.  <u>Learning Objectives</u> Participants will be able to: <ul style="list-style-type: none"> <li>• Identify ways that chronic stress interferes with learning;</li> <li>• Access two to three short-term stress-reducing strategies; and</li> <li>• Access two to three longer-term stress-reducing strategies.</li> </ul>	
<b>Co-presenter(s):</b>	<ul style="list-style-type: none"> <li>• Cynthia Peters, Editor/Production Coordinator, World Education</li> </ul>	