

THE PADE INFORMER

Pennsylvania Association of Developmental Educators

Volume 29, Issue 1

Fall 2009

President's Message



Dear PADE Members,

As I speak with colleagues from across the state and reflect on this fall semester, a few themes emerge: Our classrooms are overflowing, our tutoring centers are busting at the seams, our schedules are filled with more meetings, and we hear the charge to “do more with less.” I’m sure we are all feeling the pinch of tightening budgets, staff and program reductions, and increased enrollments. However, I feel confident when I think about the professional standards we embrace as Developmental Educators in Pennsylvania. We are role models for our students who every day battle busy schedules, tight budgets, and challenging courses. Despite the obstacles, we must maintain positive attitudes and remember that we make a difference in the lives of our students.

In my first year as President, I want to develop our strengths to ensure that the organization moves forward professionally and technologically. Towards that end, the Strategic Planning Committee has met and begun work on a five-year strategic plan that reflects PADE’s mission

and sets forth specific goals, “to serve as the principal voice for developmental education; to enhance the status and understanding of developmental education; to provide for the professional growth and development of administrators, educators, counselors, and others involved with developmental education.” As the strategic plan is developed with linked activities, look for updates on the PADE website.

In keeping with the current “green movement,” we are planning to reduce mailings by posting *The PADE Informer* on the website and create user-friendly electronic forms for the PADE conference and membership. Finally, we hope to continue enhancing the website to make it a centerpiece for the organization.

Our organization is only as vibrant and active as its members, and there are a number of ways to become involved. A summary of the various committees are published in this issue, along with the chairs of those committees. Contact the chair for more information or to offer ideas for activities. In conclusion, during these difficult times in developmental education and higher education, I hope you will look to PADE for opportunities to share and network.

Best wishes for a successful academic year!

Elisa

Elisa Cohen

PADE President 2009-11

Have you checked our website lately?

www.pade-pa.org

Summary of PADE Committees

- ❖ **Awards:** This committee supervises the awards procedure, identification of award recipients, and presentation of awards. **Chair: Donna Dickinson;** donnadickinson@kings.edu
- ❖ **Cultural Diversity:** This committee addresses the needs, issues, and concerns of culturally diverse students and/or faculty. **Chair: Marie Ulmen;** mculmen@hacc.edu
- ❖ **Constitution and By-Laws/Policy Handbook:** This committee supervises changes to the Constitution and By-Laws. **Chair: Elisa Cohen;** escohen@hacc.edu
- ❖ **Finance:** The overall responsibility of this committee is supervising the financial transactions of the association. **Chair: Denise May;** mayd@bucks.edu
- ❖ **Membership:** This committee is responsible for maintaining the PADE membership. **Chair: Sandee Zelenak;** zelenaks@wccc.edu
- ❖ **Nomination and Elections:** This committee is responsible for implementing the procedures to fill all elected positions. **Chair: Marie Ulmen;** mculmen@hacc.edu
- ❖ **Political Action:** This committee recognizes the need for members to become politically involved in the political process at the state and national levels. **Chair: Jacintha Burke;** jacinthaburke@kings.edu
- ❖ **Publication/Newsletter/Website:** This committee supervises and coordinates the production of PADE publications, specifically *The PADE Informer* and the website. **Chair: Linda Mininger;** lhmining@hacc.edu
- ❖ **Research/Monograph/Papers:** This committee supervises the process and publications of the annual conference proceedings, monographs, and occasional papers. **Chair: Vacant**
- ❖ **Strategic Planning:** The committee provides an annual review and update of PADE's current strategic plan. **Chairs: Linda Dapcic-Angst and Pauline Chow;** ldapcic@racc.edu and opchow@hacc.edu
- ❖ **Conference Planning:** This committee oversees all preparations for the annual conference. **Chairs: Medea Rambish and Mary Ann Klicka;** mrambish@mc3.edu and klickam@bucks.edu

Any current member of PADE is welcome to participate on a committee. Please contact the chair of the committee for more information or to offer ideas and suggestions.

Board of Directors 2009-20010



First Row: Tara Diehl, Jacintha Burke, Pauline Chow

Second Row: Karen Bingham, Elisa Cohen (President), Mary Ann Klicka, Donna Dickinson, Marie Ulmen (Secretary)

Back Row: Michael Wityk, Linda Dapcic Angst, Linda Mininger (Vice President), Medea Rambish, Linda Enseki, Ron Williams

Not pictured: Renee Starr, Joe Croskey, Joan Monroe, Sandee Zelenak, Christine Kiehart, Sherry Eichert, Denise May, and Nancy Smith

2009-10 Board Meetings

Friday, September 18, 2009
At 10:30 AM
Toftrees Conference Center, State College

Friday, November 13, 2009
At 10:30 AM
Harrisburg Area Community College

Friday, February 5, 2010
At 10:30 AM
Toftrees Conference Center, State College

Wednesday, March 3, 2010
At 6:00 PM
PADE State Conference
The Hershey Hotel

Friday, April 23, 2010
At 10:30 AM
Harrisburg Area Community College



*"Helping under-prepared students prepare, prepared students advance,
advanced students excel."*

Call to Conference

Pennsylvania Association for Developmental Educators announces
PADE 2010

CUTTING EDGE
STRATEGIES IN DEVELOPMENTAL EDUCATION

Conference Information

March 4-5, 2010

Hotel Hershey
100 Hotel Road
Hershey, PA 17033

Reservations:

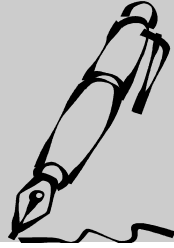
800.533.3131 or 717.533.2171

Hotel room rate is \$139 if made by February 2, 2010

Please visit the PADE website, www.pade-pa.org, to find the most up-to-date information about the Conference, including a link to the Hotel and applications for Awards.

We look forward to seeing you there!

PADE Regional Conferences



Southeastern Region *by Medea Rambish**

The 2009 Developmental Educator's Summit was held at Delaware County Community College on October 26, 2009. The PADE workshop for the southeastern and Philadelphia regions merged with the Summit this year. The Summit is an Achieving the Dream: Community Colleges Count initiative that is hosted by three regional community colleges each year.



The keynote speaker, Donna McKusik, Dean of Developmental Education & Special Academic Programs at Community College of Baltimore County, spoke about teaching today's at risk college students. Sessions highlighted best practices in different subject and specialty areas, with participants being asked to bring handouts of their best lessons and practices to share with the group. The sessions were informal and great dialog and exchanges were abundant in each session.

** Medea Rambish is PADE's Southeastern Regional Representative. Medea is the Director of Developmental Education and Learning Assistance at Montgomery County Community College. She can be reached at mrambish@mc3.edu or 215-641-6637.*

Northeast Region *by Jacintha Burke**

The Northeast Region hosted over thirty professionals at the fall workshop on Friday, October 9, at King's College. The topic for the 2009 Workshop was *Advising the First Year, High-Risk Students*. Dr. Jack H. Truschel, Ed.D., Psy.D., Professor in the Department of Academic Enrichment and Learning and the Director of Advising at East Stroudsburg University presented the keynote. Dr. Truschel is a Certified Learning Center Professional – Level 4 and has been actively involved in advising, tutoring and learning center operations. He is one of the founders and the Past President of the Association for the Tutoring Profession (ATP). He also has served on the Board of Directors of the International Foundation for the Tutoring Profession. Dr. Truschel has been nominated as a Fellow of the Council Learning Assistance and Developmental Education Associations (CLADEA) and was inducted at the NCLCA Annual Conference in October, 2009.

Dr. Truschel presentation was entitled, "Appreciating Advising and Appreciative Advising." Dr. Truschel reaffirmed the importance of the teaching role in the advising process. He discussed the student-centered concept of Appreciative Advising which focuses students on their best qualities and leverages those qualities to enhance the student. This approach focuses on what has worked in the past, what is currently working, and what is going well.

The afternoon session entitled *Career & Academic Advising: A Shared Vision for Student Success*, presented by Ms. Jamie Guilford, Employer/Corporate Relations Coordinator at King's College. The presentation discussed the essential role of career development staff early in a student's academic career. Career advising is an opportunity to teach the individual student to look beyond a job description or a career perspective to identifying genuine individual strengths that will be building blocks to a successful and fulfilling life.

**Jacintha Burke is PADE's Northeastern Regional Representative. Jacintha is the Director of the Academic Skills Center at King's College. She can be reached at JacinthaBurke@kings.edu*

PADE Scholarship Winners: The Lancaster Campus of HACC



Each semester the Lancaster Campus of HACC recognizes our “Rising Star” and “Shooting Star” students who are enrolled in developmental level courses based on their academic achievements and sincere commitment to education. Students participating in this program, with a 4.0 GPA during the Spring 2009 semester, were invited to apply for the PADE Scholarships by describing in a short essay their personal and educational goals. The Committee then selected three students to receive the scholarship funds:

Maritza Sakic – Maritza and her family emigrated from Peru, where she worked as a Speech Pathologist. She currently works fulltime for the IU13, and her goal is to become a licensed Speech Pathologist in the state of PA as well as to be a good role model for her two daughters.

Leanna Bass – Leanna is a young mother of three small children. She is a Lancaster County native and her goal is to become a nurse. She stated in her essay that she views education as the means to having a career over just working at a job.

Nadina Feakins – Nadina’s goal is to become a paralegal and would like to work for an Immigration Law Firm to help others, like herself, succeed in this country. Nadina is a very dedicated student and is employed fulltime.

The \$500 Scholarship was divided equally among our three, very deserving recipients.

Thank you, everyone, for contributing to the student scholarship awards program each year at the annual PADE Conference. Without your support these scholarships would not be possible.

Sincerely,
Lisa Herr and the Rising Stars Program Committee
Harrisburg Area Community College – Lancaster Campus

NADE Adjunct Scholarship

NADE supports adjunct faculty in endeavors to expand their knowledge of developmental education through professional development activities such as attending conferences. All faculty are vital to student academic success.

Purpose:

This scholarship is intended to assist in defraying expenses to the NADE conference.

Definition of an Adjunct Instructor:

An instructor who is employed on a part-time basis with an institution of higher education

Criteria for Evaluation:

- One year as a NADE member
- Current employment as an educator in a Developmental Education program
- Two to three years experience as an educator in a Developmental Education program
- Two letters of support from supervisors or colleagues

Special Feature:

- Fee waiver for the basic conference registration
- Award up to five per year
- Application deadline is **December 15**

Directions for Application:

- Verification of NADE membership
- Name of employing institution
- Title of teaching position(s)
- Two letters of support from supervisors or colleagues
- One to two paragraphs explaining how the applicant would share information obtained from NADE with colleagues

Research Corner – Dr. Sandra Eckard, English Department, East Stroudsburg University

Listening Closely: Storytelling with At-Risk Students

As developmental educators, we know that our students' anxieties, motivations, and behaviors often have more to do with their prior experiences than the current classroom's tasks. In order to better understand our students, we need to listen to their stories—for often unrelated stories could reveal quite a bit about why they are struggling. In addition, we can also create a more comfortable climate for students by sharing stories in return. In my recently published book, *The Ties That Bind: Storytelling as a Teaching Technique in Composition Classrooms and Writing Centers* (2009), I present not only research but case studies showing how the talk we share with our students can greatly impact their success, and comfort, in the classroom.

This book analyzes one writing classroom for a semester, closely observing and categories all of the “talk” that happens between students, their instructor, and any outside writing tutors. The purpose of the study was to try to figure out what students “said” when they talked about their writing—and how personal narratives that they tell or hear during the class impact their perceptions of their own writing abilities. What I learned from this study is that most of the teachable moments happened outside of strict lecture time; the learning—and their perception of their learning—was greatly influenced by the stories that they heard from the instructor and the stories that they told about their own writing successes and failures.

I found that three types of stories were told throughout the semester: autobiographical, memoir, and fictive. Autobiographical stories are stories based on lived experiences, while memoir stories focus on the lives of others, sometimes friends or other writers. Lastly, fictive stories focus on media as a source—such as television, books, or film. The most common type of story, for both teacher and student, were autobiographical stories, reaffirming the need to share our own writing struggles. The experiences that we have as writers practicing the art of writing help shape how we feel about the writing process, which can be especially valuable when working with developmental learners. Sharing our experiences can help encourage our students to keep working.

As a result, the instructor told the majority of the stories—moving within all three categories (autobiographical, memoir, fictive). On average, the instructor told five stories each class session for 94% of the total number of stories. In the reflection stage, he remarked that he tried to make the learning personal, but

he had no idea that he told stories every class session. In addition to class lectures, he also told stories frequently in conferences. Although the time frame for conferences is naturally shorter than a full class session, he averaged one story per conference.

In addition to the types of stories, this study also focuses on how the stories were used by the teller. I found nine categories, or purposes, for storytelling:

- to empathize
- to enthuse
- to establish rapport
- to fill silences
- to foreshadow upcoming events or topics
- to illustrate or explain
- to model
- to spotlight or bring attention to something important
- to soothe or calm

The most common type of story—one that would be especially important in a developmental classroom—empathizes with the writer. As numerous studies have shown, the writing classroom, especially for the at-risk learner, can overflow with past writing experiences, anxiety, and frustration. Many times, students feel disjointed from others in the environment, especially the professor that students see as an “expert” in the field. Stories that empathize can help anxious writers feel more comfortable and help focus on similarities, rather than differences, between the members of the class (Cooper, 1993; Collins & Cooper, 1997). In other words, stories of empathy help soothe and connect the members of the community.

The primary stories that students tell center on their own lived experiences—especially to explain their confusion or lack of success. Stories usually began with something related to a problem area, like this one: “When I was reading this [assignment], all I could think of was the first paper, you know? I would, like, freeze...” Although a few students told stories in front of the entire class, the majority of student stories can be found in conference or tutoring sessions. This research shows, then, that it is important to include as much one-to-one time as possible so that we can hear what our students are stressing over or concerned with.

This text also addresses how to become a better storyteller. The first step, then, in being able to tell stories is being able to connect stories to a purpose. What is your goal? What do you want to achieve in a particular day or lesson? In order to tell a story that has meaning, first decide on the outcome. As a result, I present strategies on how to include stories in warm-ups and in lesson plan writing, with several examples for getting started as a storyteller.

In *The Energy to Teach* (2001), Graves asserts that finding inspiration and motivation involves sharing and reaching towards others—students, co-workers, administrators, and parents. In order to create enthusiasm and build energy between the members of a learning community, you need to start with discovery and faith—faith in your strengths and in your students. By incorporating “the discovery quotient in your classroom,” you can help students share ideas and explore their own beliefs (p. 40). Prompting discovery involves all the students and their natural curiosity; the teacher’s role is to create an environment for them to explore themselves and real-life questions (pp. 40-41). Storytelling is a natural way to create this discovery environment.

As an instructor who works with at-risk students, it isn’t just creating an effective environment for your own stories; in addition to being a storyteller, you also need to be a story *listener*. One of the best ways of enticing others to tell stories (Lipman, 1995, pp. 32-34). Then, really *listen* to what your students tell you. On the surface, it might sound just like the one million excuses you’ve heard for why the paper isn’t done. However, by honing your storytelling skills, you might just hear more: the words of a frightened writer or the anxiety that bubbles just beneath the surface of a hostile façade. In the crush of a semester, we need to use every tool in our toolbox to be the best educator we can be. No matter what subject we teach, we work with human beings. And listening to what they say—really listening—can be one of the best tools in our arsenal.

The Ties That Bind presents sample stories to illustrate each of the story types and purposes; in addition, it offers concrete tips for becoming a better storyteller and story listener based on primary and library research. Although designed for writing teachers and writing center administrators, this text can be very meaningful for educators at any level to become even more effective teachers. I would be happy to answer questions and hear your own stories of working with at-risk learners, so please feel free to email me at seckard@po-box.esu.edu.

References

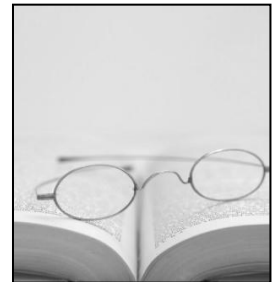
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- Graves, D. (2001). *The energy to teach*. Portsmouth, NH: Heinemann.
- Lipman, D. (1995). *The storytelling coach: How to listen, praise, and bring out people’s best*. Little Rock, AR: August House.

About the Author

Dr. Sandra Eckard is an Assistant Professor of English at East Stroudsburg University, where she teaches developmental writing as well as other composition courses. In addition, she works with English Education undergraduate and graduate students and directs the Writing Studio that she created at ESU. She was previously an active board member of DEAM, Maryland’s extension of NADE, and is happy to have become a member of PADE now that she resides in the Poconos. Her research interests and conference presentations focus on working with at-risk writers, designing effective writing pedagogy, and constructing writing center environments. *The Ties that Bind* (2009) is her first book and is available at Amazon.com.

Are you looking to publish?

We welcome your own research, as well as readings and articles that you have found interesting and worth sharing. We believe that this is a great way to keep the membership informed on the best practices in the field and to engage into discussions in this field of education. For further information, please contact Joseph Croskey at jcroskey@clarion.edu



New Editor for *The Informer*

Please welcome **Joseph Croskey** as the new editor for *The Informer* starting Spring 2010. Joseph is a new PADE Board member. He is the Director of ACT 101/EOP in the Academic Enrichment Department at Clarion University of PA. He can be reached at:

Ralston Hall 114
840 Wood Street
Clarion PA 16214
814-393-1878 or 2249
jcroskey@clarion.edu

**"Make the most of yourself, for that is all there is of you."
Ralph Waldo Emerson**

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Joseph Croskey
Ralston Hall 114
840 Wood Street
Clarion PA 16214
814-393-1878 or 2249
jcroskey@clarion.edu

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UPCOMING CONFERENCES

Pennsylvania Association of Developmental Educators 2010 Conference: “Cutting Edge: Strategies in Developmental Education.” March 4-5, 2010. Hotel Hershey, PA. www.pade-pa.org

National Association of Developmental Educators, 34th annual conference: “Discovering Success.” March 10-13, 2010. Columbus, OH. <http://cfcc.edu/ncade/nade2010/>

The 2010 On Course National Conference. April 9-10, 2010. Raleigh, NC. www.oncourseworkshop.com

New York College Learning Skills Association. 33rd Annual Symposium on Developmental Education. April 11-13, 2010. www.nycls.org

Kellogg Institute: Training and Certification of Developmental Educators. June 26-July 23, 2010. (31st Anniversary). Appalachian State University, Boone, NC. <http://www.ncde.appstate.edu/kellogg.htm>

The PADE Informer

This is your newsletter! What would you like to see in it? To submit an article or book review, please contact the editor, Joseph Croskey, at jcroskey@clarion.edu. All submissions should be sent as plain Word files.

Do you have an idea you would like to discuss? Feel free to call Joseph at (814)393-1878 or 2249

Deadline for *The PADE Informer* - Spring 2010 issue is March 31, 2010.

Many thanks to all who submitted articles, photos and suggestions for this and future issues of the newsletter.