

Best Practices for Developmental Education

The Kentucky Association for Developmental Education (KADE) is committed to providing high quality programs and services for all students entering post-secondary institutions. KADE focuses on providing developmental educators encouragement, best practices in the classroom, feedback on current state policies that affect the students we teach, content areas and placement assessment and placement issues. Our goal is to offer and preserve educational opportunity for each postsecondary learner.

Hazard Community and Technical College Principles of Developmental Education:

1. Accept students where they are and move them as far as they can go.
2. Assume that all students have the potential for growth
3. Facilitate the transfer of knowledge to new learning situations.
4. Increase cognitive self-awareness.
5. Encourage students to gradually accept responsibility for their own learning.
6. Recognize that learning goes beyond cognitive development and includes affective development.

Program Components:

1. Assessment is mandatory for all entering students.
2. Placement in courses is mandatory based on assessment.
3. A systematic plan is in place for the evaluation of developmental education courses and services.
4. Formative evaluation is used by developmental educators to refine and improve courses and services.
5. Professional development for developmental educators is consistently supported.
6. Tutoring is provided to developmental students in all basic skills subjects.
7. Tutors working with developmental students are required to participate in training activities.
8. Developmental instructors are regularly involved in their professional associations.
5. Adjunct faculty are treated as an important resource for developmental education.
6. Student performance is systematically monitored by faculty and advisors.
7. A written philosophy statement guides the provision of developmental education courses and services.
8. Classrooms and laboratories are well integrated.

Instructional Practices:

1. Learning communities are provided for developmental students.
2. A wide variety of instructional methods are used in developmental courses.
3. Students are tested frequently in developmental courses.
4. Technology is used primarily as a supplement for instruction in developmental courses.
5. Feedback is provided on a regular basis in developmental courses.
6. Mastery learning is a common characteristic of developmental courses.
7. Systematic efforts are made to link the content of developmental courses to the rest of the curriculum.
8. Instructional strategies are regularly shared among developmental instructors in some systematic way.
9. Critical thinking is taught in all developmental courses.
10. Learning strategies are either embedded in developmental courses or taught as a separate course.
11. Developmental instructors use active learning techniques in their courses.
12. Developmental instructors utilize Classroom Assessment Techniques in their courses.

Boylan, Hunter. *What Works: Research-Based Best Practices in Developmental Education*. Continuous Quality Improvement Network with the NCDE, Appalachian State University, NC. 2002. Pages 107-110.

Definition of Developmental Education:

Developmental education is a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum. Developmental education is sensitive and responsive to the individual differences and special needs among learners. Developmental education programs and services commonly address academic preparedness, diagnostic assessment and placement, development of general and discipline-specific learning strategies, and affective barriers to learning. (National Association for Developmental Education).

Goals of Developmental Education at HCTC:

1. To develop in each learner the skills and attitudes necessary for the attainment of academic career and life goals.
2. To ensure proper placement by assessing each learner's level of preparedness for college course work.
3. To maintain academic standards by enabling learners to acquire competencies needed for success in mainstream college courses.

Professional development opportunities:

- Kentucky Association for Developmental Education (KADE)
- National Association for Developmental Education (NADE)
- International Reading Association (IRA)
- Kentucky Mathematical Association for Two-Year Colleges (KYMATC)
- American Mathematical Association for Two-Year Colleges (AMATYC)
- Student Support Services
- International Writing Centers Association (IWCA)
- Ashland Teaching and Learning Conference
- KCTCS New Horizons Conference
- CPE conferences
- Kellogg Institute
- National Conference on Teaching English (NCTE)
- Kentucky Conference on Teaching English (KCTE)
- Kentucky Council of Teachers of Mathematics (KCTM)
- National Council of Teachers of Mathematics (NCTM)
- College Reading and Learning Association (CRLA)

Recommended Readings:

- Erickson, B., Peters, C., & Strommer, D. (2006). Teaching first-year college students. 2nd ed. San Francisco: Jossey-Bass.
- Boylan, H. (2002). What works: Research-based best practices in developmental education. Boone, NC: Continuous Quality Improvement Network with the NCDE, Appalachian State University. [Chapter 3 "Instruction."]
- Nilson, L. (2003). Teaching at its best: a research-based resource for college instructors. 2nd ed. Bolton, MA: Ankar Publishing Co.
- Smilkstein, R. (2003). We're born to learn: using the brain's natural learning process to create today's curriculum. Thousand Oaks, CA: Corwin Press.