



# **Developmental Education Reforms: Moving Away from “One Size Fits All”**

**Susan Gabriel, ALP Director, CCBC**

**Great Plains Conference on Acceleration  
Butler Community College**





# Moving Away from “One Size Fits All” at the College Level

- Using multiple measures assessment and directed self-placement
  - The Write Class, Boise State, Heidi Estrem
    - Uses test scores, high school GPA, and in-depth advising, PLUS
      - self assessments: student write a essay about their reading and writing history
      - in-depth course information
        - statements from faculty about each course
        - student videos, talking about the courses

# Moving Away from “One Size Fits All” at the College Level

- Establishing intrusive academic advising and student success initiatives
- Bringing accreditation agencies up-to-date with current realities and reforms
- Offering accelerated options in all areas of developmental course work

# Moving Away from “One Size Fits All” at the Classroom Level

- **Meeting the students where they are**
- Employing the strategies of Culturally Responsive Teaching (CRT) <http://crt-cc.org/>
  - Trains faculty by engaging them in **self-reflective** processes that allow them to convey to others—students, in particular--**the need for self-reflection and self-awareness in life’s ever-changing cultural contexts**

“The Meanings of Culture and Race”

“Overcoming Stereotype Threat”

“Culture and Mindsets of Intelligence”

“Social Capital, Learning, and Caring”

# Moving Away from “One Size Fits All” at the Classroom Level

## – Creating “Courageous Classrooms”

- Diversity in our students means each of them has varied ways of understanding and experiencing the world.
- Am I aware of any bias that I hold?
- How do my beliefs shape the learning in my classes?
- What am I doing to mitigate my biases?

# Moving Away from “One Size Fits All” at the Classroom Level

- Utilizing strategies from research on adult learners: Malcolm Knowles, “androgogy”
  - Adults learn best when the focus is on them and they have control over their learning.
  - Adults need to know the reason for learning something.
  - Experience (including error) provides the basis for learning activities.
  - Adults learn best when they have involvement in the planning and evaluation of their instruction “letting the students have a say in course decisions.”
  - Adults are most interested in learning subjects having immediate relevance to their work and/or personal lives.
  - Adult learning is problem-centered rather content oriented.

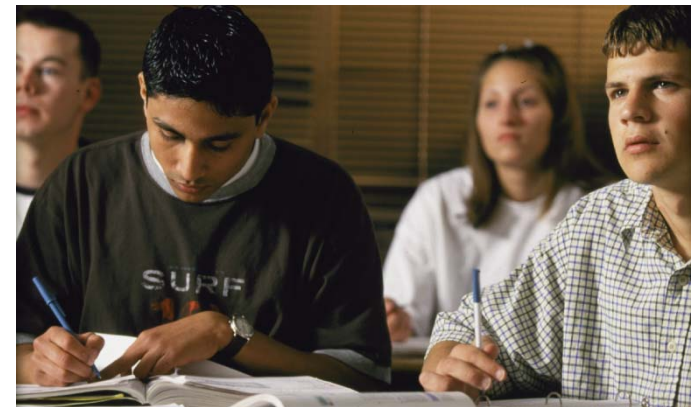
# Moving Away from “One Size Fits All” at the Classroom Level

- Taking advantage of the ALP model
  - small class size
  - customizing the design of the ALP class, based on the students
  - building a cohort and a community of learners
  - more time on task and more time together
  - addressing non-cognitive issues (life problems and affective issues)



# Why these reforms matter

---



**A L P**  
Accelerated Learning Program

# Your Thoughts and Questions

