



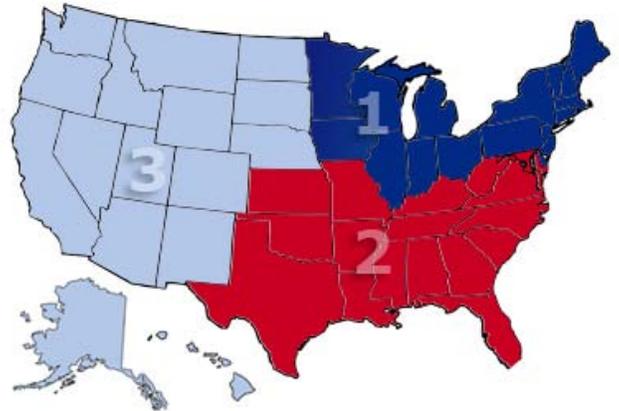
# LINCS Professional Development Catalog

## Coordinated by LINCS Regional Resource Centers

### Introduction

The LINCS program consists of three Regional Resource Centers (RRCs) and three Resource Collections with eleven Discussion Lists. LINCS disseminates high quality resources and provides professional development and technical assistance to support adult educators' participation in opportunities to learn about, discuss, and share ideas for using evidence-based resources instruction in their programs. LINCS staff are available to provide professional development and technical assistance upon request.

Regional Resource Center (RRC) staff members are available to talk with state-level organizations about their needs and how the LINCS can assist in providing professional development based on the results of the Adult Education Practitioner Professional Development Needs Assessment Survey and Adult Education Professional Development Mapping Survey. LINCS offers various opportunities for professional development, including trainings and presentations (some with follow-up activities to extend learning), online courses<sup>1</sup>, electronic discussion lists, and webinars. All current professional development offerings as well as additional services and resources are listed below.



Presenters can shorten ½-day trainings to 60–90 minute presentations and workshops for conferences. Ask the RRC staff about customizing trainings and presentations to meet your state's professional development needs.

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<sup>1</sup> Several facilitated, online courses are available through the RRCs. There will be limited, subsidized offerings of the online courses; however, additional offerings are possible for a fee that recovers the cost for hosting the course and paying the instructor.

## Description of Offerings

#	Topic	Type/Length	Title/Description
1	Assessment	Training 1/2 day to 1 day	<b>Assessment Basics for Adult Education</b> Participants explore the benefits and limitations of different types of assessment; quality in test design and administration; developing assessments for the classroom; and aligning student goals, curriculum, and assessment.
2	Assessment	Facilitated Online Course 12 hours; 1 CEU	<b>Assessment Basics for Adult Education</b> (developed by <i>LINCS</i> Assessment Special Collection and updated by <i>LINCS</i> ) This online course is designed for teachers, program administrators, professional development providers, and state adult literacy and basic education staff who want to understand fundamental assessment information necessary for quality in test use, administration, and design; alignment of goals, curriculum and assessment; and using alternative forms of assessment. The course surveys the currently most prominent tests and resources in use today. Participants study and explore the following points: fundamental assessment information and terminology, various assessment tools and frameworks, benefits and limitations of different types of assessments, quality in test design and administration, developing and using assessments for the classroom, the importance of aligning student goals, curriculum, and assessment. They share their own understanding and experiences with the group and subsequently are able to apply new learning and skill to their practice.
3	Assessment	Facilitated Online Course 15 hours	<b>Assessments Developed by Teachers and Students</b> (developed by <a href="http://www.ProfessionalStudiesAE.org">www.ProfessionalStudiesAE.org</a> ) This course in the assessment cluster takes all the knowledge you've gained in the What Every Teacher Should Know About Student Assessment into your classroom. By course's end, you will have expanded your assessment repertoire to include a variety tools to check student progress more closely along the day-to-day classroom journey, "push" your assessments beyond simple quizzes to more dynamic forms, and even involve your students more directly in assessment design.
4	Assessment	Self-Paced Online Course 15 hours	<b>Understanding and Using Published Reading Assessments with Adult Learners</b> (developed by <a href="http://www.ProfessionalStudiesAE.org">www.ProfessionalStudiesAE.org</a> ) Perhaps you've heard of published assessments with good reputations, such as the Tests for Adult Basic Education, for example, or the Diagnostic Assessment for Reading, but don't really know what they can or cannot do, or how best to use them. Well, here's your chance to look more deeply into these well-regarded tests. This course will also take you deeper into some of the national initiatives, such as the National Reporting System, that have shaped policy and planning over the past decade.

#	Topic	Type/Length	Title/Description
5	Assessment	Self-Paced Online Course 3–5 hours	<p><b>What Every Teacher Should Know About Assessment</b> (developed by <a href="http://www.ProfessionalStudiesAE.org">www.ProfessionalStudiesAE.org</a>)</p> <p>Standardized assessments are used everywhere in modern life, but few people really know how they are put together, how they should best be used, and what underlying principles govern their design. This course, the first in a cluster of assessment-related courses, is a layperson's guide to concepts such as reliability, validity, bias, and standard error of measurement. A basic knowledge of these concepts would not only equip you to better understand and deal with standardized assessments but also help you as a teacher to develop better in-class assessments.</p>
6	Authentic Materials/ Teacher- Student Collaboration	Training 60–75 min. or ½ day	<p><b>Engaging Students and Increasing Literacy: How Applying Research Can Help</b> This interactive session shares research on two dimensions of literacy practice (Purcell-Gates): authenticity of materials and degree of collaboration between teacher and students, shares examples, and invites participants to apply what they learn to their practice.</p>
7	Differentiated Instruction	Facilitated Online Course 30 hours	<p><b>Differentiated Instruction</b> (developed by New England Literacy Resource Center in cooperation with <i>LINCS</i>)</p> <p>Adult educators almost always face many different levels of learners in their classrooms, with all the attendant difficulties in teaching. In this facilitated, interactive course, you will learn how differentiated instruction can help produce effective teaching in your classes. You will learn to make the strong learning objectives required to keep multilevel instruction on target. Both research and specific strategies will be addressed. By the course end, you will produce your own lesson plan with effective learning objectives and differentiation suited to your own environment.</p>
8	Differentiated Instruction	Facilitated Online Course 40 hours	<p><b>Multiple Intelligences and Differentiated Instruction</b> (developed by New England Literacy Resource Center in cooperation with <i>LINCS</i>)</p> <p>This online course integrates the understanding of multiple intelligences (MI) theory with the power of differentiated instruction in this facilitated, eight-week course. Research conducted by the National Center for the Study of Adult Learning and Literacy shows that instructional practices inspired by Multiple Intelligences (MI) theory resulted in high levels of authentic instruction and student engagement. Participants learn how to apply MI theory and differentiate instruction for all levels of adult basic education and English for speakers of other languages. The facilitator guides participants as they develop their own MI-based lessons. During this eight-week course, participants engage in self-paced activities and readings, as well as asynchronous discussions and synchronous chats with the instructor and course participants.</p>

#	Topic	Type/Length	Title/Description
9	ESL	Facilitated Online Course 12 hrs.	<b>ESOL Basics</b> (developed by Virginia Adult Learning Resource Center; updated and offered by <i>LINCS</i> ) Do you need to know the basics of ESOL instruction and more? Delivered via the Internet, this six-week (12 hour) course is designed to familiarize the instructor with the characteristics of adult ESOL learners, how adults learn another language, effective methods of planning and teaching languages, and the importance instruction in all four language skills. Online activities, assessments, and the opportunity to share with other instructors via discussion board communication will keep you engaged.
10	ESL	Training 1–2 hrs.	<b>Using Focus-on-Form Grammar Activities with Adult English Language Learners</b> Adult English language learners often want to talk about and practice grammar. Teachers may wonder how useful this is. Presenters discuss the research base, demonstrate activities, and provide handouts, including sources from the LINCS collections, for focus on form instruction.
11	ESL	Training 60–75 min. or ½ day	<b>The Why and How of Teaching Pronunciation: Using Research to Support Your Practice</b> Presenters highlight the need to intentionally teach speaking and pronunciation to adults learning English. Using resources from the free, online expert-reviewed LINCS Resource Collection and our own experiences, we address research and issues regarding the acquisition and teaching of speaking skills. Handouts are provided.
12	ESL and Reading	Training Three, 2-day face-to-face workshops separated by 1 month w/ practice, blog, and assignments	<b>Best Practices for Teaching Reading to Adult Learners: Extended Professional Development</b> This extended professional development opportunity provides a cohort of practitioners, professional developers, and administrators the opportunity to extend their knowledge and practice about differentiated reading strategies. Over a series of face-to-face meetings and online assignments and interactions participants will explore, discuss, design, implement, and reflect on assessing students reading levels, identifying individual student’s reading needs, addressing these needs, implementing technology to extend learning and teaching, and understanding and applying current research to practice. This workshop is designed to move from awareness and understanding to knowing, using, and supporting others in teaching reading. This workshop addresses the needs of ABE and ESL students.
13	ESL and Reading	Training 2–4 hrs.	<b>Teaching the Four Components of Reading : Developing Reading Activities for Intermediate-Level and Advanced English Language Learners</b> This workshop addresses teaching reading to higher level readers transitioning to the workplace or secondary education. Presenters draw on research-based materials in the LINCS English Language Acquisition Collection. Participants will learn about the components of reading and how to teach and develop activities for each of these components. Other topics to be addressed are: teaching academic and higher order thinking skills, contextualizing activities, extending activities through technology, and differentiating between ESL and ABE students’ reading needs.

#	Topic	Type/Length	Title/Description
14	ESL and Reading	Training 2–4 hrs.	<p><b>Understanding and Teaching the Four Components of Reading for Emerging Readers</b></p> <p>This workshop addresses sociological and skill-based aspects of teaching reading to emergent readers. Presenters draw on current research-based materials in the English Language Acquisition topic area of the LINCS Workplace Competitiveness Collection. Participants will learn about the four components of reading and how to teach and develop activities for each of these components. Other topics to be addressed are: contextualizing reading activities, extending reading activities through technology, and differentiating instruction between ESL and ABE students' reading needs.</p>
15	ESL and Work	Training TBD	<p><b>Designing Curriculum for Work-Based ESL Classes</b></p> <p>Join a discussion on designing curriculum and content for work-based ESL classes. Using expert reviewed research-based LINCS resources we address tailoring your curriculum and contextualizing class materials to meet your immigrant students' and industries' employment needs. This session includes time for networking and sharing ideas and experiences with others in the field. Instrumental in building a network is learning what resources already exist around you—please bring examples that you have used successfully in your own programs (e.g., evaluation reports to employers, active learning activities, contextualized materials, curricula) to share with your colleagues. Share your expertise and learn from others.</p>
16	ESL and Work	Training 1 day, ½ day, or 60–75 min.	<p><b>Preparing Adult English Language Learners for the Workforce: Models and Resources</b></p> <p>This presentation addresses workforce-focused instruction in three venues –workplace, vocational classes, and adult English-as-a-second-language (ESL) classes. Topics include essential components, promising practices, strengths and challenges of each program, LINCS resources and issues facing the field. Participants have networking and program planning opportunities.</p>
17	ESL Resources	Training 60–75 min. or ½ day computer lab w/ Internet preferred	<p><b>Expanding your ESL Resources: Using the LINCS Resource Collections to Implement Best Practices</b></p> <p>This workshop offers a brief overview of the online LINCS Resource Collections, particularly targeting resources in the English Language Acquisition topic area. These expert-reviewed resources, such as curricula, teaching strategies and intergenerational activities, highlight current research and best practices. Participants have the opportunity to review available resources and discuss how these resources can practically inform family literacy activities, curriculum or program development.</p>
18	Family Literacy Authentic Materials and Reading Instruction	Training 60–75 min. or ½ day	<p><b>Shining Stars: Parent Involvement</b></p> <p>The session provides a brief overview of the National Institute for Literacy's publications for parents. Activities and discussion of how SS could be used to get parents involved in their child's literacy, how to use Shining Stars for adult reading instruction.</p>
19	Health Literacy	Presentation 75–90 min.	<p><b>Accessible Health Information for Beginning Students: Building Basic Skills While Improving Health Knowledge</b></p> <p>This presentation provides an overview of the dramatic connection between low literacy and poor health status and announces the development and availability of groundbreaking, research-based materials designed to simultaneously improve both literacy and health. These free resources now available online through LINCS.</p>

#	Topic	Type/Length	Title/Description
20	Health Literacy:	Training	<b>Introduction to Research-based Health Literacy Materials for Beginning Level ABE and ESL Students</b>
21	ABE and ESL	1/2 day	<b>Introduction to Research-based Health Literacy Materials for Intermediate Level ABE and ESL Students</b> This presentation introduces new research-based, online materials and instruction guide available through LINCS. Exciting, motivating, interactive and non-linear format ensures that participants can navigate the materials easily and that learners improve their health literacy while enhancing their basic skills. Hands-on activities using some of the topics covered in the materials will include online demonstration videos of the specific reading techniques used. Lessons specific to ESL students are included.
22	Health Literacy:	Training	<b>Research-based Health Literacy Materials for Beginning Level ABE and ESL Students</b>
23	ABE and ESL	1 day computer lab w/ Internet preferred	<b>Research-based Health Literacy Materials for Intermediate Level ABE and ESL Students</b> Attendees participate in a discussion of the importance of health literacy and its relevancy to their programs and students. The presenter demonstrates the online instruction guide and materials. Explanations as to what research-based literacy activities are used in the curriculum are given and attendees have the opportunity to discuss these activities and ask questions if they are unfamiliar with them. The presenter directs attendees through at least two sections of the health literacy materials, referring back and forth to the guide. Hot links to further explanatory information and actual instructor/learner teaching sessions, using the techniques or the topics, are also available and shared. The session ends with a group discussion of what health issues an instructor might want to work with next and an evaluation of the workshop itself. Ample time is allowed for questions and suggestions from attendees. Some examples of the health literacy content covered are: Health Professionals, Emergency Care, Self-care and Preventive Care, Physical Activity and Good Nutrition, Making and Keeping Appointments, Talking to Health Professionals, Medical Tests and Other Follow-up Care Instructions, Medical History Forms, Medications, and Paying for Health Services.
24	Health Literacy Resources	Training 1.25 hr. to 1 day computer lab with Internet access required	<b>Health Literacy in ABE/ESOL or: Health Literacy Resources and More</b> This training includes a discussion of the new broader scope of health literacy, how it fits with teaching language and literacy skills, and how to integrate it into your ABE/ESOL curriculum. We will explore a variety of free online health literacy resources that you can use in the classroom, or to help train teachers, build community awareness or form partnerships with local health agencies. We will also do some hands-on exploration of research-based health literacy curricula and some simple activities that will help empower students to take better care of their health. The full day includes more information about adult learning theory and teaching strategies as they relate to health literacy, more hands-on exploration of curricula and activities, and more in-depth exploration of partnership opportunities.
25	Health Literacy	Presentation	<b>Health Literacy Resources</b>
26	Resources	60–120 min.	<b>Health Literacy and ESOL</b> In this session we show you a variety of online Health Literacy resources (including some new ones!) and discuss how you can use them in the classroom, or to raise awareness, train staff, or form partnerships with local health agencies. We also assess your needs for new resources.

#	Topic	Type/Length	Title/Description
27	Learning Disabilities	Presentation tailored to customer needs 60-75 min. computer lab w/ Internet preferred	<b>Improving Learning Disabilities (LD) Services: Finding and Using Research-based Resources for Adults</b> Participants identify instructional or program planning needs in the areas of learning disabilities and serving the needs of adult learners with LD. They use a selection of research-based resources to identify and address concerns with using research to improve instructional practice or program management.
28	Learning Disabilities	Train-the-Trainer Institute 5 days	<b>Learning to Achieve: Research-Based Training on Serving Adults with Learning Disabilities</b> This five-day training program is designed to help adult education and vocational training practitioners, social workers, and other human service providers understand learning disabilities (LD) in adults and learn how to actively support adults with LD in educational and workplace settings. The training also prepares participants to share what they have learned with interested colleagues who did not attend the training
29	Learning Disabilities	Training 3–6 hrs. computer lab w/ Internet required	<b>Reading, Spelling, Writing, and Math Assistive Technology Solutions for Adult Education and Literacy Providers</b> The mission of this workshop is to explain the use of assistive technology for adult education and literacy programs. It will reflect how essential it can be for teachers and tutors in eliminating reading, writing, and math barriers of students with disabilities and those that fail to progress. Free accessibility tools already available on Microsoft Word and other free and low cost solutions will be shown. Demo software will be given away free to each participant.
30	Math and Numeracy	Facilitated Online Course 12 hours	<b>Algebra: Introducing Algebraic Reasoning</b> (developed by <a href="http://www.ProfessionalStudiesAE.org">www.ProfessionalStudiesAE.org</a> ) Research suggests that math topics, including algebra, should be taught at all levels, not just when a student is ready for GED preparation. In this course, you'll learn how to introduce algebraic reasoning to your students, and you'll experiment with strategies for teaching numeric patterns, relationships, and functions based on real-life situations. You'll also explore strategies to help students model quantitative relationships using graphs, tables, words, and equations.
31	Math and Numeracy	Training 1/2 day (min. 2 hours)	<b>The Components of Numeracy: Tools for Engaging Learners in Meaningful Math</b> This hands-on workshop explores ways to add context to the math content already being taught and to help learners develop reasoning and problem solving skills. Teachers learn to enhance instructional activities to meet learners' needs and explore strategies to increase their ability to apply the math content in a variety of real-life contexts.
32	Math and Numeracy	Facilitated Online Course 12 hours	<b>Foundations of Teaching Adult Numeracy</b> (developed by <a href="http://www.ProfessionalStudiesAE.org">www.ProfessionalStudiesAE.org</a> ) In this foundational course you'll learn how to keep students at the center of numeracy instruction. You'll explore the components of numeracy, how to address the needs of students with learning gaps, how students' styles of learning math and levels of math knowledge affect their math skills, and ways to build student's success in learning math. You'll plan classroom activities, test them with your students, and share your experiences with fellow teachers.

#	Topic	Type/Length	Title/Description
33	Math and Numeracy	Facilitated Online Course 12 hours	<b>Data: Helping Students Interpret Statistical Representations</b> (developed by <a href="http://www.ProfessionalStudiesAE.org">www.ProfessionalStudiesAE.org</a> ) Data, or numerical information, can be described, represented, analyzed, and interpreted in various ways for various purposes. This course looks at some common uses (and misuses) of data. Learn about the measures of central tendency statistics, graphs, and probability. Through the course readings, activities, and discussions, you'll review basic concepts and explore strategies for introducing and teaching these concepts to your students.
34	Math and Numeracy	Facilitated Online Course 12 hours	<b>Geometry: Teaching About Shapes and Their Measures</b> (developed by <a href="http://www.ProfessionalStudiesAE.org">www.ProfessionalStudiesAE.org</a> ) Adult basic education students need foundational geometry and measurement skills not only to succeed in GED math, but also in the workplace. In this course, you will explore key topics in geometry, such as area, perimeter, and volume, and their importance in everyday life. You'll look at numerous instructional activities for teaching about angles, spatial relationships, similarity, and figure transformations on a coordinate graph.
35	Math and Numeracy	Facilitated Online Course 12 hours	<b>Number Sense: Teaching About Parts and Wholes</b> (developed by <a href="http://www.ProfessionalStudiesAE.org">www.ProfessionalStudiesAE.org</a> ) Teaching students how to use estimation, mental math, benchmarking, and calculators will enhance their conceptual understanding of numbers and what numbers represent. This course focuses on helping adult students develop number sense by addressing two key questions: When is it necessary to have an exact answer, and when is an estimate sufficient? When calculation is necessary, which tool is appropriate to use? You'll design math activities that are permeated with estimation, mental math, and reasonableness strategies.
36	Math and Numeracy	Facilitated Online Course 12 hours	<b>Teaching Reasoning and Problem Solving Strategies</b> (developed by <a href="http://www.ProfessionalStudiesAE.org">www.ProfessionalStudiesAE.org</a> ) Numerate adults do more than calculate figures. They think about the relationships between mathematical concepts and real-life situations. They look for patterns, make predictions, and evaluate their conclusions. They can form problems, represent them, and solve them. They apply critical thinking skills. This course examines mathematical reasoning and problem solving strategies and provides numerous teaching strategies and activities that you can apply to your teaching right away.
37	Math and Numeracy	Training 1/2 day to 1 day	<b>Solutions for Mathematically Challenged Learners</b> During this hands-on session, teachers learn how to individualize math instruction for students based on needs, learning styles, and possible learning disabilities by using manipulatives. Practical strategies and demonstrations address areas that are difficult for math-challenged learners.
38	Overview <i>LINCS</i>	Presentation 75–90 min.	<b>Overview of <i>LINCS</i> Resources</b> This presentation gives participants an overview of <i>LINCS</i> and highlights publications for educators related to reading and using research. Online resources are demonstrated.

#	Topic	Type/Length	Title/Description
39	Overview <i>LINCS</i> Resource Collections	Presentation 75–90 min.	<b>Pursuing High Quality Adult Literacy Resources: The <i>LINCS</i> Resource Collections</b> The <i>LINCS</i> Resource Collections focus on promoting and providing access to the highest quality instructional and program planning resources available. This interactive workshop introduces participants to the collections through a panel presentation, online search activities and participant discussion.
40	Overview <i>LINCS</i> Resource Collections	Presentation 75–90 min.	<b>The <i>LINCS</i> Basic Skills Resource Collection: Reading, Writing, Math and Numeracy, and Health Literacy</b> <b>The <i>LINCS</i> Program Management Resource Collection: Assessment, Learning Disabilities, and Program Improvement</b> <b>The <i>LINCS</i> Workforce Competitiveness Resource Collection: Workforce Basic Skills Education, English Language Acquisition, and Technology</b>
42			The focus of the workshop is on one of the new <i>LINCS</i> Resource Collection. The Resource Collections were developed to support practitioners in their efforts to strengthen programs and practices. Each collection contains resources within the three or four broad areas (see above). The workshop facilitators demonstrate the basic functions of the Web site and suggest ways in which the resources can be used to improve teaching and/or program management. Participants brainstorm additional ways to connect the resources to practice, including addressing specific needs relevant to their own work setting. Participants also have the opportunity to shape the future development of the collection by identifying needed resources not currently included in the collection.
43	Professional Development	Training 1/2 day	<b>Using the <i>LINCS</i> Discussion Lists as Professional Development</b> National online discussion lists provide a free opportunity for ongoing professional development with colleagues, researchers, nationally-recognized experts and leaders in the field. This hands-on session provides practitioners opportunities to customize their discussion list subscriptions for maximum benefit, and provides tools to assist them in using the lists as professional development.
44	Professional Development: Communities of Practice	Presentation or Training 60–75 min. or ½ day computer lab w/ Internet preferred	<b>Using Online Tools to Build Communities of Practice</b> Technology has changed what it means for learning communities to "be together." Digital tools are now part of teaching and learning. Join this interactive session to explore how to use a configuration of social media tools like Twitter, Ning, discussion lists, blogs, and Wikis to seamlessly sustain communities of practice.

#	Topic	Type/Length	Title/Description
45	Professional Development: Evaluation	Facilitated Online Course 12 hours; 1 CEU	<p><b>The Path of Professional Development Evaluation</b> (developed by <i>LINCS</i>)</p> <p>This online course is designed for teachers, administrators, and other adult education staff who are responsible for developing professional development at the local or state level. It is appropriate for both novices and those with more experience in the field. The focus is on how to evaluate the quality and effectiveness of professional development activities, events, or programs. The course utilizes text, a discussion board, online readings, and an individual professional development project of the participant's choice. There are additional resources included for those wishing to pursue further, in-depth study of the topic. Participants study and explore the following topics: the fundamentals of evaluation, how evaluation fits into the "big picture" of professional development, the five levels of pd evaluation and implications for practice, pros and cons of the different data collection methods, how to construct an evaluation framework</p>
46	Professional Development: Reflective Methods	Presentation or Training 60–75 min. or ½ day	<p><b>Reflecting on Your Practice: How Reflection Informs and Shapes Teacher Practice</b></p> <p>This presentation addresses how ABE, GED, or ESL teachers can understand and use their own research to inform classroom practice. We highlight reflective methods of professional development, the free, online <i>LINCS</i> resource collections; reflective methods currently used in the field; and discuss a relevant professional development plan.</p>
47		Archived Webinar 2 hours w/ pre-reading	<p>Archived webinar available at <a href="https://jsi.webex.com/jsi/ldr.php?AT=pb&amp;SP=MC&amp;rID=52232782&amp;rKey=d8ff0ec61e60068f">https://jsi.webex.com/jsi/ldr.php?AT=pb&amp;SP=MC&amp;rID=52232782&amp;rKey=d8ff0ec61e60068f</a>)</p>
48	Program Management	Presentation 60–75 min. computer lab w/ Internets preferred	<p><b>Planning for Program Improvement: <i>LINCS</i> Resources at Your Service</b></p> <p>Presenters will demonstrate how the <i>LINCS</i> Program Management Resource Collection can provide high quality, applicable resources to address various program issues, including analyzing student assessment data, planning professional development, and improving services based on program evaluation. Participants will have the opportunity to identify relevant resources that address their specific program needs.</p>
49	Reading	Training 2–4 hrs. computer lab w/ Internet required	<p><b>Assisting Struggling Readers: Using Research-based Resources to Support Adult Learners</b></p> <p>This workshop helps practitioners understand reading research and how to use that research to assess and teach struggling adult readers. There is a brief overview of reading assessment using the Assessment Strategies and Reading Profiles resource. Participants will learn what the research says for each reading component, engage in instructional strategies based on that research and link these ideas to their own practice. A text selection is used to tie the strategies together and demonstrate how they might be embedded in content. Participants will have the opportunity to examine and discuss resources in small groups. Participants will also discuss how their current practice matches the research. Provisions can be made to discuss the research and instruction for students with learning disabilities and students who are English language learners.</p>

#	Topic	Type/Length	Title/Description
50	Reading	Facilitated Online Course 24 hours	<p><b>Study Circle: Research-based Adult Reading Instruction</b> (developed by National Center for Study of Adult Learning and Literacy in cooperation with <i>LINCS</i>) The Research-based Adult Reading Instruction Study Circle is designed to engage practitioners of adult basic education (ABE), adult secondary education (ASE), and English-for-speakers-of-other-languages (ESOL) in discussing theories and concepts related to reading instruction. Questions about what research says about teaching adults how to read are particularly relevant as programs and teachers struggle with choosing the most effective ways to develop adults' reading skills. During this eight-week course, participants work on team projects, engage in self-paced activities and readings, as well as asynchronous discussions and synchronous chats with the facilitator and course participants.</p>
51	Reading	Training 3 days	<p><b>Teaching Adults to Read: A Research-based Practices Workshop</b> This 3-day workshop presents research-based practices for adult reading assessment and instruction in order to increase participants' awareness, knowledge, and use of research-based practices for reading assessment and instruction. Its goal is to bring together the research on adult literacy instruction and the recommendations for instruction based on this research from two resources, the book, <i>Applying Research in Reading Instruction for Adults: First Steps for Teachers</i>, and the Web site, <i>Assessment Strategies and Reading Profiles: Research-based Assessment Practices for the Adult Education Classroom</i>. Participants learn about teaching specific aspects of reading—alphabetics, fluency, vocabulary, and comprehension. Portions* of the Teaching Adults to Read workshops lend themselves to ½-day trainings and/or workshops and presentations (see below).</p>
52	Reading	Presentation 75–90 min.	<p><b>Teaching Adults to Read: Research on Reading Instruction and Assessment*</b> Participants gain an understanding of how their practices should relate to the existing research on reading assessment and instruction. The session focuses on key findings from the research review conducted by the Adult Literacy Research Working Group and summarized in <i>Teaching Adults to Read: A Summary of Scientifically Based Research Principles</i>, and the results of the Adult Reading Components Study, conducted by the National Center for the Study of Adult Learning and Literacy (NCSALL). The four components of reading—alphabetics, fluency, vocabulary, and comprehension—are introduced.</p>
53	Reading Assessment	Training 2 days	<p><b>Assessment Strategies and Reading Profiles (ASRP) (<a href="http://lincs.ed.gov/readingprofiles">http://lincs.ed.gov/readingprofiles</a>)</b> Assessment Strategies and Reading Profiles (ASRP) provides research-based assessment strategies to improve reading instruction for Adult Basic Education (ABE) and Adult Secondary Education (ASE) learners. ASRP provides many resources for the practitioner including diagnostic and other types of assessments, accompanied by suggestions for instruction. This workshop explores the tools on the ASRP Web site.</p>

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54	Reading Assessment	Facilitated Online Course 15 hours	<p><b>Principles of Diagnostic Assessment and Teaching in Adult Reading Instruction</b> (developed by www.ProfessionalStudiesAE.org)</p> <p>Although diagnostic assessment in reading shares features with other reading assessment used in adult basic education, its purposes are narrow and specific: to find out a learner's strengths and needs in order to inform instruction. What do we mean by a learner's strengths and needs? How can we determine them? How can knowing about those strengths and needs inform instruction? These are the questions that you will explore in this course.</p>
55	Reading Assessment	Training 1 day or ½ day computer lab w/ Internet required	<p><b>Teaching Adults to Read: Assessment Strategies and Reading Profiles*</b></p> <p>This session introduces, demonstrates, and provides practice in using the Assessment Strategies and Reading Profiles Web site, supported by the National Institute for Literacy and built on NCSALL's Adult Reading Components Study. Participants learn how to navigate the Web site and use the Match-an-ASRP-Profile feature to access reading profiles that they can use to assess their individual students' reading strengths and weaknesses and target instructional needs. In this hands-on session, participants review the research and assessment tools and learn how to use the site and the profiles to plan reading instruction for individuals and groups of students in the classroom setting.</p>
56	Reading Components	Training 1/2 day or 1 day	<p><b>Teaching Adults to Read: Components of Reading*</b></p> <p>What is it? Why is it important (the research)? Who needs it (assessment results)? What kind of instruction? The answers to these four questions are explored for each component of reading. <i>Applying Research in Reading Instruction for Adults: First Steps for Teachers</i> is used as a resource.</p>
57	Reading Components	Training 1/2 day	<p><b>Teaching Adults to Read: Alphabetics*</b></p> <p>Participants learn about alphabetics research conducted with adults and some important research with children, which supports and extends the research with adults. They practice using assessments for phonemic awareness, word recognition, and word analysis. Finally, participants develop an understanding of how structured reading programs are important to use with learners who limited reading skills and plan instruction for intermediate-level readers who have "gaps" in their decoding skills.</p>
58	Reading Components	Training 1/2 day	<p><b>Teaching Adults to Read: Comprehension*</b></p> <p>After learning about the research on comprehension, participants use <i>Applying Research in Reading Instruction for Adults: First Steps for Teachers</i> to learn about and practice methods for teaching reading comprehension to their adult students.</p>
59	Reading Components	Training 1/2 day	<p><b>Teaching Adults to Read: Fluency*</b></p> <p>This session opens with an instructional practice, "repeated readings," that improves fluency. The research indicates that teaching fluency increases reading achievement. Participants look at other aspects of the research and practice using tools for measuring fluency. They also discuss the characteristics of fluent reading and practice two approaches to guided repeated oral reading.</p>

#	Topic	Type/Length	Title/Description
60	Reading Components	Self-Paced Online Course 3–4 hrs	<b>Teaching Adults to Read: Fluency</b> This session opens with an instructional practice, “repeated readings,” that improves fluency. The research indicates that teaching fluency increases reading achievement. Participants look at other aspects of the research and practice using tools for measuring fluency. They also discuss the characteristics of fluent reading and practice two approaches to guided repeated oral reading.
61	Reading Components	Training 1/2 day	<b>Teaching Adults to Read: Vocabulary*</b> The research on vocabulary is limited both for adults and in K–12; a few trends provide some direction. Two basic formats for assessing vocabulary knowledge are reviewed and discussed for the purpose of informing instruction. Participants learn about approaches for identifying vocabulary words that should be taught and practice making instructional decisions about vocabulary.
62	Teaching Tools	Facilitated Online Course 12 hours: 1 CEU	<b>21st Century Teaching: Taking Advantage of Context and Technology</b> (developed by Tennessee Adult Education; updated by <i>LINCS</i> ) As a 21st century adult educator, you face instructional challenges more global than ever before. You might prepare adults with the basic literacy and critical thinking skills they need to compete in the 21st century workforce, or to enter postsecondary education and training. Perhaps you help adults learn in the digital age, using existing and new technologies in creative ways. Or maybe you teach a linguistically diverse classroom of students, increasing political literacy and civic participation among our nation’s adults. Given the various contexts in which you teach, join us to gain resources, ideas, and lesson plans you can use now to meet these challenges. The purpose of this course is to help you relate subject matter content to real world applications that makes learning meaningful and relevant for your students.
63	Technology	Training ½ day	<b>Building the Bridge Between Social Network Analysis and Communities of Practice: A Synopsis</b> Social network analysis (SNA) involves theorizing, model building and empirical research focused on uncovering the patterning of links among individuals. This presentation will examine several aspects of SNA and the array of sophisticated data mining applications that it provides for social media sites as well as communities of practice.
64	Technology	Presentation or Training 90 min. or ½ day	<b>Enhancing Learner Critical Thinking on the Use of Social Media: Numeracy Instructional Strategies</b> Visiting social sites is now the 4th most popular online activity. This presentation will cover critical reasoning and problem solving skills as well as instructional strategies for three aspects (platforms/sites, user profiles, and usage pros/cons) of social media that adult education practitioners can incorporate into the curriculum. Participants will utilize session resources to develop multi-level numeracy lessons.
65	Technology	Presentation or Training 90 min. or ½ day	<b>Social Media and the Workforce: What are the Implications</b> Social media has changed society at a global level. The integration of social media tools into the workplace presents many opportunities, challenges, and ethical dilemmas for an employer as well as the employee. Participants will explore the power of ubiquitous social media tools (Twitter, Facebook, LinkedIn, etc.) as employment strategies as well as examine how adult education practitioners can enhance career-building outcomes and workforce credentials for learners.

#	Topic	Type/Length	Title/Description
66	Technology Digital Divide	Training 1/2 day	<p><b>Bridging the Digital Divide in the Adult Education Classroom: Cultural Challenges and Instructional Opportunities</b></p> <p>Some adult learners are marginalized from Internet access due to cultural or disability factors. This "Digital Divide" has implications and consequences for marginalized groups as information technology skills become increasingly important. This session discusses barriers and challenges to access faced by adult learners and options to adult education practitioners.</p>
67	Technology in Classroom	Facilitated Online Course 12 hours; 1 CEU	<p><b>Bridging the Technology Gap: Web 2.0 &amp; Cloud Computing in the Classroom</b> (developed by <i>LINCS</i>)</p> <p>We will explore the world of Web 2.0 &amp; Cloud computing, meshing it with education, adult basic education to be exact. We are not just going to discuss and explain these technology concepts; we are going to build them using existing education knowledge. Along the way we will have a rich and rewarding talk about what you find, what your students may find, and what we find as a group. Included in this dialog will be instructors who have created and used the technology. We will build on their experience along with your existing knowledge to create a platform from which you will continue to explore and develop technology for your students.</p>
68	Technology in Classroom	Training 1 day or ½ day computer lab w/ Internet required	<p><b>Emerging Technologies in the Adult Education Classroom</b></p> <p>This session provides hands-on opportunity to explore the availability and use of emerging technologies (Web 2.0, assistive technology etc) in the adult education classroom. The session highlights several resources related to these technologies and how they can be used by the participants in their instruction.</p>
69	Technology in Classroom	Facilitated Online Course 12 hours; 1 CEU	<p><b>Integration of Technology into the Adult Education Classroom</b> (developed by <i>LINCS</i>)</p> <p>Have you ever tried to blindly put a puzzle together without knowing what the final picture looks like? This may be what is happening to you when you are trying to integrate computer technology into your classroom. This course provides quick access to educational resources, lesson plans, activities, tools for evaluating educational software, information about purchasing educational software, and knowledge to help you utilize a variety of software applications and Web-based activities in the classroom. Emerging technology for education is overviewed and many Internet resources are introduced with examples of how these resources are now being used in the classroom. Online activities, discussion boards and assessments keep you engaged.</p>
70	Technology in Classroom	Archived Webinar 2 hours	<p><b>Using Cell Phones in Instruction</b></p> <p>Do you own a cell phone and want to explore ways of using it in the ABE/ESL classroom? In this webinar, you will learn about features you didn't even know you had. Edit photos, use texting as a learning tool, discover audio capabilities, and learn how to apply all these features to your classroom. <i>Prerequisite:</i> Ownership of, or access to, a cell phone with texting capability. Archived webinar available 1/22/2011.</p>

#	Topic	Type/Length	Title/Description
71	Technology in Classroom	Training 1 day computer lab w/ Internet required	<b>Technology Integration</b> Confused about all the new social networking and media tools? Learn how other adult educators are using Facebook, Twitter, and Wiggio. Find out how to choose between blogs, wikis and discussion boards. Then, set up your own account in each of these tools and start experimenting with the help of experts! Participants will be able to identify features of four or more social media tools, categorize existing models of using social media tools in adult education, and discuss and analyze benefits and challenges when using social media tools in adult education.
72	Technology: Project-Based Learning	Presentation or Training 60–75 min. or ½ day computer lab w/ Internet preferred	<b>Building Web Sites as a Project-based Learning Activity</b> Project-based learning emphasizes real-life problem solving and, according to research, supports certain key characteristics of adult learning, especially when technology is used. A Web site project can be used to enrich and strengthen English language learning, real-life information technology skills, as well as “soft” skills such as and teamwork. This session provides practical ideas for using these concepts in your classroom.
73	Transitions to Postsecondary Education	Facilitated Online Course 24 hours	<b>College Readiness for Adults: Beyond Academic Preparation!</b> (developed by the National College Transition Network) The overall objective of this course is to assist educators, counselors, administrators and postsecondary partners to better prepare their students for postsecondary education. You will identify, organize, and reflect on the broad array of readiness skills and abilities that adults need to be successful in postsecondary education and training. Then you will consider how to change our practice to incorporate what we have learned.
74	Transitions to Postsecondary Education	Facilitated Online Course 18 hours	<b>Integrating Career Awareness into the ABE and ESOL Classroom</b> (developed by National College Transition Network in cooperation with <i>LINCS</i> ) The purpose of this course is to prepare you—instructors and counselors—to implement the <i>Integrating Career Awareness into the ABE and ESOL Classroom</i> (ICA) curriculum within your existing curriculum. The hands-on activities will increase your level of comfort and familiarity with the curriculum and the related content areas. During the course, you will develop a scope and sequence of lessons tailored to the level of your students and the number of instructional hours and weeks available for you to work with them on the curriculum. You will also gather information about local and online resources that you can incorporate into the lessons, e.g., career exploration websites, one stop services, potential guest speakers, and so on.

#	Topic	Type/Length	Title/Description
75	Transitions to Postsecondary Education	Facilitated Online Course 24 hours	<b>Research-based Strategies and Models for Adult Transitions to Postsecondary Education</b> (developed by National College Transition Network) This online course is designed to engage adult education teachers, counselors, administrators, and postsecondary partners interested in devising strategies and/or program components to prepare learners for postsecondary education and training. Participants read and discuss the research on the changing workforce and examine the reasons why adult learners need to go beyond the GED and English language study to advance their earning potential. Participants also learn about the challenges facing adult students in postsecondary education and investigate strategies and program models that support adult transitions to postsecondary education. Throughout the course, participants gather local and regional data on the labor market, educational needs, and academic programs and support services offered by area colleges to guide future program development and planning.
76	Transitions to Postsecondary Education	Presentation or Training 60–75 min. or ½ day computer lab w/ Internet preferred	<b>LINCS Resource Collections: Online Transitions Resources</b> The <i>LINCS</i> Resource Collections are subject-oriented collections of high quality instructional resources for use by adult education and literacy educators, informed by research, especially scientifically-based and other rigorous research. This session will provide an overview of these online collections, highlighting vetted, online resources dealing with transitions topics across content areas. The workshop facilitators will demonstrate how to navigate the site and suggest ways in which the site resources can be used by practitioners in their work settings.
77	Transitions to Postsecondary Education: Math	Facilitated Online Course 24 hours	<b>Introduction to College Transition Math</b> (developed by National College Transition Network in cooperation with <i>LINCS</i> ) Through the readings and activities in this course, you will reflect on your own and your students' math backgrounds, examine and experience the college placement test your students take, try out math activities and exercises you can use in your classrooms, and explore the math knowledge and skills you will want to present to your own college transition students.
78	Transitions to Postsecondary Education: Math	Training 1/2 day	<b>Preparing Students for College-Level Math</b> This workshop explores various strategies to prepare adult education students for success in college level mathematics. Math anxiety, math journals, goal setting, college placement exams, and math labs are some of the topics that are discussed in the session.
79		Archived Webinar 2 hours	Archived webinar available 3/5/2011.
80	Transitions to Work	Presentation or Training tailored to customer needs 60–75 min. or ½ day computer lab w/ Internet preferred	<b>Successful Transitions to Work</b> Participants explore research-based online resources in the <i>LINCS</i> Resource Collections that help adults successfully transition to work or further training opportunities. The resources address three specific areas of transitions: adults with learning disabilities, adults learning English, and adults whose goal is to move from GED to work.

#	Topic	Type/Length	Title/Description
81	Understanding Research and Evidence-based Practices	Training 1 day or ½ day	<p><b>Evidence-based Practice: A Workshop for Training Adult Basic Education, TANF and One-Stop Practitioners and Program Administrators</b></p> <p>The goal of this workshop is to help teachers and administrators understand the meaning of evidence-based practice and develop strategies for continuously accessing, understanding, judging and using research in their classrooms and programs. By the end of this interactive workshop, participants will be able to discuss their own attitudes about research and its connection to practice and policy, define some basic concepts and terminology about research design and methodology, describe the connection between evidence-based practice and program/classroom improvement, describe what empirical evidence looks like and how it can be integrated with professional wisdom to make decisions about instruction and services for adult students, implement a plan for improving reading instruction in their programs utilizing evidence-based practices, and cite strategies they can use to continuously access, understand, judge and use research to make decisions about practice in their classrooms or programs. The ½ -day workshop does not include time for extensive discussion, as many activities, and the creation of plan for improving reading instruction by the participants.</p>
82	Understanding Research and Evidence-based Practices	Presentation or Training 60–75 min. or ½ day computer lab w/ Internet preferred	<p><b>Understanding and Applying Research in the Classroom</b></p> <p>Are you willing to seek out information and use what we know from research when making instructional decisions? What is your stance toward research? How do you recognize effective research? We'll explore these questions and share online resources for understanding the stages of scientific investigation in this session.</p>
83	Understanding Research and Evidence-based Practices	Self-Paced Online Course 30–60 min.	<p><b>Understanding and Applying Research in the Classroom: A Guide for Today's Educators</b></p> <p>This self-paced online course introduces users to information about scientific research and its relevance to educational decision making. It is important for teachers to recognize credible information about instructional strategies in order to make informed decisions about which teaching methods to use in their classroom. This course increases educators' awareness of education research methods and the characteristics of credible scientific research. It helps educators develop the ability to determine which research findings can be applied in their educational practice and are most likely to have a positive impact. This course is based on the National Institute for Literacy's publication, <i>What is Scientifically Based Research? Using Research and Reason in Education</i>.</p>
84	Universal Design	Archived Webinar 2 hours	<p><b>Universal Design in Learning</b></p> <p>Watch this webinar to learn about Universal Design in Learning (UDL). What is UDL? What does the latest research show about how learning works? Watch some videos of examples of "universally designed" education and brainstorm ways you can incorporate universal design into your own practice.</p> <p><a href="https://jsi.webex.com/jsi/lsr.php?AT=pb&amp;SP=MC&amp;rID=55723912&amp;rKey=d9eab08bf0d331e0">https://jsi.webex.com/jsi/lsr.php?AT=pb&amp;SP=MC&amp;rID=55723912&amp;rKey=d9eab08bf0d331e0</a></p>

#	Topic	Type/Length	Title/Description
85	Writing	Training 3–5 hrs. computer lab w/ Internet preferred	<b>Beyond the Five-Paragraph Essay: Using <i>LINCS</i> Resources to Help Students Become Mature Writers</b> Participants will learn about the free, on-line research and research based writing resources from LINCS and how they can use these resources to inform their instruction and guide their students to become more mature writers. Two aspects of effective instruction, authenticity and scaffolding, will also be discussed. Hands-on practice with research-based strategies and an opportunity for on-going assistance are a part of this workshop.

Archived webinars

Online courses

## Additional Information About Resources and Services

- **America’s Literacy Directory:** An updated version of the directory is available at [www.literacydirectory.org/](http://www.literacydirectory.org/). State organizations can coordinate with the Institute to have access to state-specific data and can use the America’s Literacy Directory database as their primary state directory.
- **Assessment Strategies and Reading Profiles: Assessment Strategies and Reading Profiles (ASRP) Web site:** Users enter a student’s grade equivalent reading scores on a few critical skills—word recognition, spelling, word meaning, oral reading rate, and silent reading comprehension. Input of the student’s scores (reading profile) is then matched to one of the several distinctive reading profile groups derived from the Adult Reading Component Study (ARCS). This interactive Match-an-ASRP-Profile feature highlights the strengths and weaknesses of students with this reading profile. The Web site, <http://lincs.ed.gov/readingprofiles>, also has information on assessment and instruction of reading components, downloadable tests and word lists, references, and links to research.

- **LINCS Resource Collections and Discussion Lists**

The *LINCS* Resource Collections are online, subject-oriented collections of high quality instructional resources, including multimedia resources and informed by research, especially scientifically based and other rigorous research, for use by adult education and literacy educators. Workshops are also available on the collections, collectively or individually. Visit the Collections today!

The online Discussion Lists give thousands of literacy stakeholders on-going professional development opportunities where participants can discuss the literacy field’s critical issues; share resources, experiences, and ideas; ask questions of subject experts; and keep up-to-date on literacy issues. Each Discussion List is moderated by an individual with significant expertise in the topic area. Join today!

The **Program Management Resource Collection** includes resources on **assessment, learning disabilities, program improvement, and transitions** and discussion lists on . . .

- Adult Literacy Professional Development
- Assessment
- Learning Disabilities
- Transitions to Post Secondary Education

The **Workforce Competitiveness Resource Collection** includes resources on **workforce basic skills education, English language acquisition, and technology** and discussion lists on . . .

- Adult English Language Acquisition
- Technology & Distance Learning
- Workforce Competitiveness

The **Basic Skills Resource Collection** includes resources on **reading, writing, mathematics & numeracy, and health literacy** and discussion lists on . . .

- Reading & Writing Skills
- Math & Numeracy
- Health Literacy
- Diversity & Literacy

- **Publications:** Full text documents are available at: <http://lincs.ed.gov/lincs/publications.html>.

### How do I access the Resource Collections?

Go to <http://lincs.ed.gov/lincs>

Select the “**Resource Collection**” link in the navigation bar to the left.

### How do I join a Discussion List?

Go to <http://lincs.ed.gov/lincs>

Select the “**Discussion List**” link in the navigation bar to the left and fill out and submit the short form.

Respond to the confirmation e-mail to validate your subscription.

- **Webcasts:** *LINCS* periodically sponsors webcasts on topics related to its research. The webcasts are archived on the Web site after the event. Recent webcasts include:
  - *Getting Reading Results in the Classroom: What Research Tells Us*  
<http://lincs.ed.gov/webcasts/readingresults/10read>
  - *Achieving Student Success: Transitions to Post-secondary Education:*  
<http://lincs.ed.gov/webcasts/10Transitions>
  - *Literacy for All: Advocacy, Libraries, and Literacy Summit:*  
<http://lincs.ed.gov/nifl/webcasts/literacyforall09/webcast0407.html>
  - *Advancing Health Literacy: Meeting the Needs of Adult Learners:*  
<http://lincs.ed.gov/nifl/webcasts/health08/webcast0916.html>
  - *From Assessment to Practice: Research-Based Approaches to Teaching Reading to Adults:*  
<http://lincs.ed.gov/nifl/webcasts/assesspractice/webcast0928.html>
  - *From Assessment to Practice: Research-Based Approaches to Teaching Reading to Adults Part 2: Specific Instructional Strategies for Fluency and Vocabulary:*  
<http://lincs.ed.gov/nifl/webcasts/assesspractice2/webcast0111.html>

Information on future webcasts will be distributed over *LINCS* discussion lists. Current information is always available at <http://lincs.ed.gov>.