



LINCS Catalog of Professional Development Offerings

The LINCS Professional Development Center Catalog of trainings lists all professional development offerings that are available. With the exception of the self-paced online courses, which are available in the [LINCS Learning Portal](#), most professional development offerings are available through state offices. Contact the LINCS PD Center with any state training requests at pdcenter@lincs.ed.gov.

The Catalog is organized by topic area. To quickly navigate to any topic area, click on the linked topic area below.

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The duration/length of time presented in this catalog for online courses is an estimate based on the amount of time required to click through, read, and thoughtfully process the content. However, many of the online courses include links to external sites for further exploration or information. The time required to explore those sites are not included in the time estimates as they will vary by user.

Assessment

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Code	Title	Format	Length	Description
AS02FF	Assessment Basics for Adult Education	In-Person Training Event	3.5 or 6 hrs	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.
AS02VF	Introduction to Assessment for Adult Basic Education	Online Course Facilitated	12 hrs	This online course is designed for teachers, program administrators, and professional development providers who want to understand the present landscape of assessment in Adult Basic Education. In this course, you will learn about the differences between and uses of diagnostic, formative, and summative assessment, identify your stakeholders, and consider which assessment type might best suit their needs. The course explores the importance of having students establish their own goals; and the alignment of assessments and instruction with student goals to meet students' needs. The intent of this course is to draw on participants' current understanding and practice of assessment, introduce new information, and provide opportunities for participants to reflect on and improve their own practice with assessment.
RG01FF	Assessment Strategies and Reading Profiles	In-Person Training Event	2 days (12 hrs)	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.
EL14BL	Formative Assessment in Adult ESL: Focus on Student Learning (ELL-U)	Study Circle	3, 1.5-hr sessions	Formative assessment focuses on student learning and the notion that instruction and assessment are reciprocal in nature. Study circle participants will explore ways to plan instruction with the end in mind to help adult ELLs demonstrate their skills in listening, speaking, reading and writing. Practitioners will examine formative assessment processes, and tools for their potential usefulness. Teachers will examine student work together and generate ideas for providing effective descriptive feedback as well as determining appropriate next steps in teaching. Effective ways to involve students in self-assessment will be a central focus. Participants will develop and implement a plan to explore a new formative assessment process in their own classroom and share this work with others in the study circle. The learning community will be designed so that everyone can learn from and provide feedback to one another during the action planning and implementation process.

Code	Title	Format	Length	Description
EL15BL	Formative Assessment to Ensure Lesson Objectives Are Met (ELL-U)	Study Circle	3, 1.5-hr sessions	This one session study circle will provide users who have completed the ELL-U online course EL29VS, with additional means of ensuring understanding of the course content, engaging in faculty and peer discussions, and continuing to gain knowledge and implementation strategies related to topics in the course. Participants should bring their questions and comments from the course to participate in a Question & Answer session with the study circle facilitator. Additionally, participants will extend their learning through in-depth discussion about the practical formative assessment strategies and techniques shared in the course, including learner self-assessment. Participants will reconvene for continued reflection in an online discussion forum to discuss strategies applied to integrate the development of learner self-assessment into their practice. <i>Prerequisite: ELL-U online course - Formative Assessment to Inform Quality Adult ESL Instruction</i>
EL29VS	Formative Assessment to Inform Quality Adult ESL Instruction (ELL-U)	Online Course Self-Paced	2 hrs	Participants will define formative assessment and explain its integral role in systematically planning and delivering adult ESL instruction, select and design a variety of formative assessment activities that engage learners in setting their own goals and monitoring their own progress, and will use appropriate oral and written feedback techniques that inform learners of their progress.
RG09FF	Teaching Adults to Read: Assessment Strategies and Reading Profiles	In-Person Training Event	3.5 or 6 hrs; computer lab with Internet access required or request participants to bring their own device	This session introduces, demonstrates, and provides practice in using the Assessment Strategies and Reading Profiles website, supported by LINCS and built on the National Center for the Study of Adult Learning and Literacy (NCSALL) Adult Reading Components Study. Participants learn how to navigate the website 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.
RG09VS	Teaching Adults to Read: Assessment Strategies and Reading Profiles	Online Course Self-Paced	2-4 hrs	This course introduces, demonstrates, and provides practice in using the Assessment Strategies and Reading Profiles website. Participants learn how to navigate the website 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. 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.
EB05VF (W), EB15VF (M)	Teaching Excellence in Adult Literacy (TEAL): Formative Assessment	Online Course Facilitated	6 hrs	Formative assessment refers to both the formal and informal processes that teachers and students use collaboratively to gather evidence of student learning for the purpose of improving learning. Formative assessment occurs while the learning is taking place, as opposed to a summative assessment that typically occurs at the end of a learning unit or course to determine what a student has learned. Formative assessment is a process, not a one-time event; it is assessment for learning, rather than assessment of learning, as with summative assessment. You will explore strategies for conducting informal and ongoing assessments of your adult education students' progress and use that information to adjust your teaching to ensure that all students learn.

Code	Title	Format	Length	Description
CP01VS	Adult Career Pathways: Building Strategic Partnerships	Online Course Self-Paced	1.5 hrs	This course is intended for adult education program administrators interested in building new and strengthening existing partnerships essential for successful development and implementation of Adult Career Pathways programs and systems.
CP03VS	Adult Career Pathways: Designing Contextualized Instruction	Online Course Self-Paced	2.5 hrs	This course helps teachers understand contextualized instruction and its supporting research base and discover how to use the contextual model of instruction to develop Adult Career Pathways courses, and how to identify and overcome common challenges in developing contextualized instruction.
CP02VS	Adult Career Pathways: Developing Effective Bridge Programs	Online Course Self-Paced	2.5 hrs	This course can help teachers develop and implement effective Adult Career Pathways bridge programs designed to help adult learners master the basic skills they need to advance to the next level of education, training, or entry-level employment in career fields that are in local or regional demand.
CP05VS	Adult Career Pathways: Engaging Employers in Adult Career Pathways	Online Course Self-Paced	2 hrs	Participants will learn how to identify, engage, and sustain engagement of appropriate employers in the development of career pathways programs.
CP04VS	Adult Career Pathways: Integrating Career Counseling and Planning into Adult Education	Online Course Self-Paced	3 hrs	This course is intended for adult educators, administrators, coaches, case managers, transition specialists, career counselors, and others working with adult learners seeking to transition to the next step along a career pathway.
CP13FF– NEW!	Integrating Employability Skills: A Framework for All Educators	In-Person Training Event	3.5 hrs	As students strive to meet the demands of the 21st century, they are increasingly expected to master employability skills in addition to traditional academic skills. Integrating Employability Skills: A Framework for All Educators is a Professional Learning Module to support regional comprehensive centers, state educational agency staff, and state regional centers in building their knowledge and capacity to integrate and prioritize employability skills at the state and local levels. The module introduces participants to the Employability Skills Framework and explains why it is important for all students; connects employability skills with other education initiatives; and provides tools and strategies to prioritize employability skills at the state, employer, district, and individual teacher levels.
CP09VS– NEW! CP10VS– NEW! CP11VS– NEW! CP12VS– NEW!	Preparing English Learners for Work and Career Pathways (ESL Pro)	Online Course Self-Paced	8–12 hrs	This module contains four units, providing the concepts related to designing and implementing an adult English language acquisition program contextualized for career pathways. Estimated completion time for each unit is 2–3 hours. The Units are: (1) <i>Key Concepts</i> , (2) <i>Program Design</i> , (3) <i>Curriculum and Instruction</i> , and (4) <i>Evaluation and Assessment</i> . See individual Unit course descriptions for further detail.
CP09VS– NEW!	Preparing English Learners for Work and Career Pathways: Key Concepts (ESL Pro)	Online Course Self-Paced	2–3 hrs	This is Unit 1 in the module <i>Preparing English Learners for Work and Career Pathways</i> . Unit 1, <i>Key Concepts</i> , provides a broad overview for designing and implementing an adult English language acquisition program contextualized for career pathways. The purpose is to outline the rationale behind contextualized instruction.
CP10VS– NEW!	Preparing English Learners for Work and Career Pathways: Program Design (ESL Pro)	Online Course Self-Paced	2–3 hrs	This is Unit 2 in the module <i>Preparing English Learners for Work and Career Pathway</i> . Unit 2, <i>Program Design</i> , reviews different models of contextualization so educators can establish a career-oriented, English language acquisition design that is right for their program context.

Code	Title	Format	Length	Description
CP11VS– NEW!	Preparing English Learners for Work and Career Pathways: Curriculum and Instruction (ESL Pro)	Online Course Self-Paced	2–3 hrs	This is Unit 3 in the module <i>Preparing English Learners for Work and Career Pathways</i> . Unit 3, <i>Curriculum and Instruction</i> , describes the key steps for designing a contextualization instructional program for English language learners, and provides bright ideas for infusing instruction with career pathway content.
CP12VS– NEW!	Preparing English Learners for Work and Career Pathways: Evaluation and Assessment (ESL Pro)	Online Course Self-Paced	2–3 hrs	This is Unit 4 in the module <i>Preparing English Learners for Work and Career Pathways</i> . Unit 4, <i>Evaluation and Assessment</i> , reviews the key elements in program evaluation and provides ideas and tools for capturing learner progress and celebrating success.

College and Career Awareness

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Code	Title	Format	Length	Description
MN14FF– NEW!	First Steps in Preparing for College-Level Math: Math Strategies for Success	In-Person Training Event	3.5 hrs	The training supports participants in gaining instructional strategies that build on conceptual understanding and strengthen the mathematical foundation that adult learners will need to succeed in higher-level mathematics. This training builds on the <i>First Steps in Preparing for College-Level Math: Using Soft Skills for Success</i> training.
MN04FF– NEW!	First Steps in Preparing for College-Level Math: Using Soft Skills for Success	In-Person Training Event	3.5 hrs	The training supports participants in gaining skills and strategies for teaching “soft skills” to adult learners. The soft skills and strategies selected are specific to skills which are necessary for success in the college-level math classroom. This training is the foundation for the <i>First Steps in Preparing for College-Level Math: Math Strategies for Success</i> .
CP08WE	Integrating Career Awareness into the ABE and ESOL Classroom	Study Circle	3, 1.5-hr sessions	This study circle introduces practitioners to the career planning lessons and tools contained in the Integrating Career Awareness into the ABE and ESOL Classroom (ICA) curriculum guide and other career planning resources.
CP07BL	Study Circle on Self-Determination	Study Circle	3, 1.5-hr sessions	During this study circle, participants will examine self-determination theory and discuss its application to their situations and think about activities and practices for promoting self-determination with their students as they persist in adult education and plan for transitions.

College and Career Readiness – Standards in Action

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Code	Title	Format	Length	Description
TBD	Building an Effective Standards Implementation Plan	Coaching	Varies	Engage an expert-trainer who will help your state build an effective standards implementation plan or help revise an existing State plan. Services for this would include: <ul style="list-style-type: none"> An initial call to determine important contextual elements specific to your State in order to help determine your state’s process and speed of implementation. Contextual elements that would include, for example, issues related to budget, your State’s professional

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				<p>development system, CCR standards trainings that have already been delivered. (1-2 hours)</p> <ul style="list-style-type: none"> • A subsequent call to discuss evidence-based approaches to sustainability from the CCR SIA Sustainability Handbook regarding some promising ways to proceed. (1-2 hours) • Reviewing and providing feedback on your initial draft. (3-6 hours) • Reviewing your final draft. (3-6 hours)
<p>CS01FF-NEW!</p>	<p>College and Career Readiness Standards-in-Action Professional Development English Language Arts and Literacy Foundational Units 1-4</p>	<p>In-Person Training Event</p>	<p>7.5 hrs</p>	<p>Considered together, the four units make up a day-long training (seven hours plus breaks). Begin with Unit 1, and work through all four units in sequence. It is critical that you work through all four of the units and in sequence.</p> <ul style="list-style-type: none"> • Foundational Unit 1: Connecting the CCR Standards to the Key Advances (Length: 2 hours) The College and Career Readiness (CCR) Standards for Adult Education in English Language Arts (ELA)/Literacy embody three key advances in instruction inspired by the Common Core State Standards (CCSS). This unit provides an overview of all three advances: increasing text complexity, prioritizing evidence when reading and writing, and building knowledge. It introduces participants to the CCR Standards and articulates the connections between them, the key advances, and how they define college and career readiness. It also explores the fundamental elements, structure and meaning of the CCR standards. • Foundational Unit 2: Selecting Texts Worth Reading (Length: 2 hours) This unit will allow participants to investigate in depth Key Advance 1 embedded within the standards—the demand for greater complexity in the texts students read. A significant body of research links the ability to read complex text to significant gains in reading proficiency, making exposure to complex text a key component of college and career readiness. Participants will build a basic understanding of text complexity initially through a brief presentation on its quantitative and qualitative elements. They will learn how to determine levels of text complexity and become acquainted with tools to perform complexity analyses of texts. They also will examine the features of text that are the major sources of complexity and learn why they pose particular challenges to readers. • Foundational Unit 3: Identifying Questions Worth Answering (Length 1.5 hours) This unit focuses on the value of building students’ ability to draw evidence from texts and teachers’ ability to use text-based questions. It will allow participants to investigate in depth Key Advance 2: Drawing evidence from texts through sequences of text-dependent questions. Using the text they investigated previously in Unit 2, participants will analyze a set of questions tied to that text by various criteria. They will learn how to identify: 1) on-text-dependent questions from text-dependent questions and 2) text-dependent questions that are valuable and worth answering—questions that go beyond recall. Participants will learn the importance of text-dependent questions as a tool for developing students’ reading comprehension skills. This will help

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				<p>them make a direct link between text-dependent questions and the instructional scaffolding that such questions provide to students to successfully comprehend a text.</p> <ul style="list-style-type: none"> Foundational Unit 4: Creating High-Quality Writing Assignments (Length 1.5 hours) <p>This final unit targets the importance of Key Advance 3 by highlighting how students learn from what they read. In Part 1 of this unit (Identifying High-Quality Writing Prompts), participants will learn how to identify strong writing prompts that will help students collect and articulate their learning. Through a brief presentation, participants will build a basic understanding of the value of high-quality writing prompts. They will evaluate two writing prompts to determine which writing prompt is aligned to the CCR Standards and would produce a richer and deeper response from students. In Part 2 of the unit (Generating a High-Quality Writing Prompt), participants will build a writing prompt tied to Eleanor Roosevelt’s Speech to the Members of the American Civil Liberties Union. From a set of previously identified high-quality, text-dependent questions, participants will be asked to pay close attention to the questions that would require students to go most deeply into Roosevelt’s speech to develop an answer.</p> <p>In both parts, participants will use the ELA/Literacy Anchor Standards to guide them in identifying which CCR Standards students would need to employ when responding to the prompt they are creating. Unit 4 activities are designed to help participants connect the earlier work of Unit 2 (Key Advance 1: Text Complexity) and Unit 3 (Key Advance 2: Evidence) to this culminating activity.</p>
	<p>Training Your State’s Implementation Team to Build Their Capacity as Trainers</p>	<p>Coaching</p>	<p>Varies; see description for details</p>	<p>With respect to training on the CCR SIA professional development units, engage an expert-trainer to train your State’s implementation team to build their capacity to serve as table coaches for subsequent trainings in your State. There are two options:</p> <ul style="list-style-type: none"> Option One: Deliver training virtually to the implementation team members (4-6 hours) Option Two: Deliver training onsite to the implementation team members (12-16 hours) <p>The first option is efficient in terms of expert-trainer time and includes no additional costs for travel. The second option for in-person trainings allows for more in-depth discussions and exploration and the opportunity to build relationships with your soon-to-be table coaches and gauge their comfort level with the contents of the trainings.</p>

Code	Title	Format	Length	Description
CS02FF-NEW! CS03FF-NEW! CS04FF-NEW!	College and Career Readiness Standards-in-Action Professional Development English Language Arts and Literacy Advanced Units 1-3	Series of Three In-Person Training Events		<p>You can teach the advanced units in any order you choose. Learning the content in one unit does not depend on learning the content in the others. Unit 1 takes two days of training and Units 2 and 3 each take one day of training. Please note: States that are deeply involved in implementing CCR standards report that the training embedded in Foundational Units 1–4 has been an essential first step in helping adult educators become comfortable with the demands of the three key instructional advances.</p> <p>Note: A distinguishing feature of the advanced-level units (over the foundational) is that the work extends well beyond the initial training. Teams, made up of trained adult educators, will be asked to revise additional lessons in the curriculum resource over several months. You will want to set expectations for how many lessons in the curriculum resource(s) will be modified, over what period of time, and how the work will get done (for example, in person or virtually, in small or larger teams, using different levels of review).</p>
CS02FF-NEW!	Advanced ELA Unit 1 Aligning Curriculum Resources With Standards	In-Person Training Event	2 days (15 hrs)	<p>Once instructors clearly understand the intent and meaning of CCR standards, the next step is to work through how, over time, they will support students in meeting them. This work is at the heart of Advanced Unit 1. It builds on and extends the content of the foundational units. The method outlined in Advanced Unit 1 will empower adult educators in your state to answer two crucial questions:</p> <ul style="list-style-type: none"> • Are the curriculum resources we are using tightly aligned with CCR standards? • How can we modify curriculum resources currently in use to more tightly align with CCR standards? <p>PART 1 of Advanced Unit 1 begins with teaching adult educators how to discern what curriculum resources aligned with CCR standards look like. First, they will review the alignment and utility of a sample set of lessons from an adult education curriculum resource you choose using the ELA/Literacy Resource Alignment Tool. That tool is organized around the key advances and level-specific demands of the CCR standards. PART 2 of Advanced Unit 1 teaches adult educators how to begin to fill alignment gaps in the curriculum resource by selecting one lesson to improve, using the ELA/Literacy Lesson Revision Template. The result will be a lesson that exemplifies both the key advances and level-specific demands of the standards and can be seamlessly integrated into instructors' existing curriculum. PART 3 of Advanced Unit 1 focuses on organizing production teams who can continue the work subsequent to PART 1 and PART 2 training.</p>

Code	Title	Format	Length	Description
CS03FF-NEW!	Advanced ELA Unit 2 Focusing on Assignments and Student Work	In-Person Training Event	1 day (7.5 hrs)	The methods and materials embedded in Advanced Unit 2 introduce teacher-friendly tools to facilitate effective standards-based instruction that: 1) delve into the instructional and institutional implications of level-specific CCR standards and 2) help shape the approach adult educators will take in teaching the standards—and in sustainably implementing standards-based education. The CCR Student Work Protocol outlined in this unit is designed to evaluate the quality of assignments and their alignment with the CCR standards. It guides instructors through a collaborative process of reviewing assignments, the accompanying lessons, and resulting student work. The Student Work Protocol makes it possible to examine the topics being studied and to determine not only which CCR standards are being taught, but also which are being learned. The CCR Student Work Protocol also provides instructors with the foundational information they need to conduct a Lesson Study, a form of teacher inquiry, used to improve teaching and learning, in which a lesson that accompanies an assignment is refined and tailored to the demonstrated needs of students.
CS04FF-NEW!	Advanced ELA Unit 3 Observing the College and Career Readiness Standards-in-Action	In-Person Training Event	1 day (7.5 hrs)	<p>The CCR Classroom Observation System—and the effective teaching and learning practices at its heart—enables directors or coordinators and other instructional leaders to recognize the components of good standards-based instruction. It is designed to assess how well instructors are teaching to CCR standards and employing effective standards-based instructional strategies. This includes the extent to which lesson content, instructional practices, and classroom assessments are effective and consistent with the demands of CCR standards. Through this training, participants will explore the relationship between the key instructional advances for English language arts (ELA)/literacy and the elements of the CCR Classroom Observation Tool.</p> <p>In particular, by reviewing videotaped lessons, trainees will learn how to recognize instructor and student actions that are indicative of CCR standards-aligned lessons. They will learn how to capture evidence from observations to generate highly specific data on those core actions. They will learn to use an uncomplicated reporting system that permits easy aggregation and disaggregation of information collected from observations of numerous instructors. These data can be shared in easy-to-read charts and acted on by program staff to determine what professional supports and training instructors most need. Using the observation system can not only shape professional development, but also determine (through follow-up observations) whether professional development and other initiatives have actually effected changes in instruction.</p>
CS05FF-NEW!	College and Career Readiness Standards-in-Action Professional Development Mathematical Foundational Units 1 – 4	In-Person Training Event	6.5 hrs	<p>Considered together, the four units make up a day-long training (six hours plus breaks). Begin with Unit 1, and work through all four units in sequence. It is critical that you work through all four of the units and in sequence.</p> <ul style="list-style-type: none"> Foundational Unit 1: Focusing on the Major Work of the Levels (Length 1.5 hours) <p>Foundational Unit 1 will allow participants to investigate in depth Key Advance 1—focus—within the five adult education levels (A, B, C, D, and E) of the CCR Standards. At each level, the standards focus on a targeted set of content and, within each level, certain content is prioritized. Focus is absolutely critical if instructional time is to be used effectively, efficiently, and productively to prepare students for college and careers. In this training, participants will learn to identify topics that are and are not major topics for the various levels. During the hands-on activity for this unit, participants first will read descriptions that summarize the major work of each CCR adult education</p>

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				<p>level. These descriptions define the most critical concepts and skills for preparing students for college and careers. Then participants will review a set of lesson topics listed by level to determine which of the topics are likely to address the major work of that level. During this activity, small- and whole-group discussions are crucial to building clear and common understanding among participants of the major work of each level.</p> <ul style="list-style-type: none"> <p>Foundational Unit 2: Thinking Across levels to Connect Learning (Length 1.5 hours)</p> <p>This unit is the second in a series of four. It will allow participants to apply what they have learned from Unit 1, during which they explored the importance of focusing on the major work within a level. In this unit, participants will think about linking key mathematical concepts across levels. The activity will provide participants an opportunity to closely read several CCR Standards for Mathematics and then think deeply about how the content progresses across the levels and reflects coherence through their sequencing. Participants will investigate three key progressions present in the CCR Standards: the first dedicated to building fluency with operations, the second dedicated to expressions and equations, and the third focused on real-life applications. Standards within each of the three progressions will be provided to participants on like-colored cards. Participants will be asked to identify which progression (i.e., fluency with operations, expressions and equations, and real-life applications) aligns with each of the three color-coded sets of cards. Then they will organize the cards within each color group by level, from Level A through Level E. By carefully building the learning trajectory within and across levels, participants will learn how the CCR Standards support students' new understandings based on previously learned concepts and skills.</p> <p>Foundational Unit 3: Engaging the Three Components of Rigor (Length: 1 hour)</p> <p>Foundational Unit 3 prepares participants to relate rigor to the focus concepts of each standards level and to the progressions in content across the levels. Participants also learn the importance of the three components of rigor in teaching students to go beyond merely producing correct answers to being able to address and apply mathematical concepts using different perspectives. This unit will allow participants to investigate the three components of rigor. It will teach participants how to recognize each component of rigor from the language of the standards, and how to make important connections among these components in instruction. Participants will search selected CCR Standards for clues concerning which of the components of rigor seem to be expected. The goal for participants is to discern the full meaning of each standard. Understanding the demands of a standard will allow them to confirm that the requirements of the standard have been met.</p> <p>Foundational Unit 4: Connecting Standards for Mathematical Practices (Length: 2 hours)</p> <p>Foundational Unit 4 provides participants an opportunity to delve deeply into the Standards for Mathematical Practice and to think about ways in which connections can be made between the Standards for Mathematical Practice and the content of the CCR Standards for Adult Education. In particular, those CCR content standards that set the expectation for “understanding” provide great</p>

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				<p>opportunity for forging these connections and for identifying ways that the Standards for Mathematical Practice can be used to reinforce those areas that merit focus. In this unit, participants will focus on how to integrate the Standards for Mathematical Practice into lessons related to specific content to enrich student learning.</p>
<p>CS06FF-NEW! CS07FF-NEW! CS08FF-NEW!</p>	<p>College and Career Readiness Standards-in-Action Professional Development Mathematics Advanced Units 1 – 3</p>	<p>Series of Three In-Person Training Events</p>		<p>You can teach the advanced units in any order you choose. Learning the content in one unit does not depend on learning the content in the others. Unit 1 takes two days of training and Units 2 and 3 each take one day of training. Please note: States that are deeply involved in implementing CCR standards report that the training embedded in Foundational Units 1–4 has been an essential first step in helping adult educators become comfortable with the demands of the instructional advances.</p>
<p>CS06FF-NEW!</p>	<p>Advanced Mathematics Unit 1 Aligning Curriculum Resources with Standards</p>	<p>In-Person Training Event</p>	<p>2 days (15 hrs)</p>	<p>Once instructors clearly understand the intent and meaning of CCR standards for mathematics, the next step is to work through how, over time, they will support students in meeting them. This work is at the heart of Advanced Unit 1. It builds on and extends the content of the foundational units. The method outlined in Advanced Unit 1 will empower adult educators in your state to answer two crucial questions:</p> <ul style="list-style-type: none"> • Are the curriculum resources we are using tightly aligned with CCR standards? • How can we modify curriculum resources currently in use to more tightly align with CCR standards? <p>PART 1 of Advanced Unit 1 begins with teaching adult educators how to discern what curriculum resources aligned with CCR standards look like. First, they will review the alignment and utility of a sample set of lessons from an adult education curriculum resource you choose using the Mathematics Resource Alignment Tool. That tool is organized around the key advances and level-specific demands of the CCR standards. PART 2 of Advanced Unit 1 teaches adult educators how to begin to fill alignment gaps in the curriculum resource by selecting one lesson to improve, using the Mathematics Lesson Revision Template. The result will be a lesson that exemplifies both the key advances and level-specific demands of the standards and can be seamlessly integrated into instructors' existing curriculum. PART 3 of Advanced Unit 1 focuses on organizing production teams who can continue the work subsequent to PART 1 and PART 2 training.</p> <p>Note: A distinguishing feature of the advanced-level units (over the foundational) is that the work extends well beyond the initial training. Teams, made up of trained adult educators, will be asked to revise additional lessons in the curriculum resource over several months. You will want to set expectations for how many lessons in the curriculum resource(s) will be modified, over what period of time, and how the work will get done (for example, in person or virtually, in small or larger teams, using different levels of review).</p>

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CS07FF-NEW!	Advanced Mathematics Unit 2 Focusing on Assignments and Student Work	In-Person Training Event	1 day (7.5 hrs)	The methods and materials embedded in Advanced Unit 2 introduce teacher-friendly tools to facilitate effective standards-based instruction that: 1) delve into the instructional and institutional implications of level-specific CCR standards and 2) help shape the approach adult educators will take in teaching the standards—and in sustainably implementing standards-based education. The CCR Student Work Protocol outlined in this unit is designed to evaluate the quality of assignments and their alignment with the CCR standards. It guides instructors through a collaborative process of reviewing assignments, the accompanying lessons, and resulting student work. The Student Work Protocol makes it possible to examine the topics being studied and to determine not only which CCR standards are being taught, but also which are being learned. The CCR Student Work Protocol also provides instructors with the foundational information they need to conduct a Lesson Study, a form of teacher inquiry, used to improve teaching and learning, in which a lesson that accompanies an assignment is refined and tailored to the demonstrated needs of students.
CS08FF-NEW!	Advanced Mathematics Unit 3 Observing College and Career Readiness Standards-in-Action	In-Person Training Event	1 day (7.5 hrs)	<p>The CCR Classroom Observation System—and the effective teaching and learning practices at its heart—enables directors or coordinators and other instructional leaders to recognize the components of good standards-based instruction. It is designed to assess how well instructors are teaching to CCR standards and employing effective standards-based instructional strategies. This includes the extent to which lesson content, instructional practices, and classroom assessments are effective and consistent with the demands of CCR standards. Through this training, participants will explore the relationship between the key instructional advances for mathematics and the elements of the CCR Classroom Observation Tool.</p> <p>In particular, by reviewing videotaped lessons, trainees will learn how to recognize instructor and student actions that are indicative of CCR standards-aligned lessons. They will learn how to capture evidence from observations to generate highly specific data on those core actions. They will learn to use an uncomplicated reporting system that permits easy aggregation and disaggregation of information collected from observations of numerous instructors. These data can be shared in easy-to-read charts and acted on by program staff to determine what professional supports and training instructors most need. Using the observation system can not only shape professional development, but also determine (through follow-up observations) whether professional development and other initiatives have actually effected changes in instruction.</p>

Correctional Education

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CE01WE-NEW!	Reentry Education Framework and Online Tool Kit	Webinar	1.5 hrs	This webinar will provide an overview of the U.S. Department of Education’s Reentry Education Framework and online Tool Kit, which are designed to help correctional education providers create a seamless path for their students by connecting education services offered in correctional facilities with those in the community.

Differentiated Instruction

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Code	Title	Format	Length	Description
EB09VS	Differentiated Instruction and Lesson Planning	Online Course Self-Paced	5 hrs	Many adult education classrooms contain students whose ages, native languages, educational backgrounds and academic skills vary widely, which poses many teaching challenges for instructors. Research shows that differentiated instruction (DI) is one of the most effective approaches for helping students learn. This course walks participants through the steps of planning a differentiated lesson, including how to write effective learning objectives, choose among approaches to differentiation (content, process, product), and design assessments. In completing the course, participants will produce their own differentiated lesson plans that are suited to their instructional content and environment.
EB03VF (W), EB13VF (M)	Teaching Excellence in Adult Literacy (TEAL): Differentiated Instruction	Online Course Facilitated	6 hrs	Differentiated instruction is an approach that enables instructors to plan strategically to meet the needs of every learner. The approach encompasses the planning and delivery of instruction, classroom management techniques, and expectations of learners' performance that take into consideration learners' diversity and varied levels of readiness, interests, and learning profiles.

Engagement and Motivation

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Code	Title	Format	Length	Description
EB19VS	Motivating Adult Learners to Persist	Online Course Self-Paced	3-3.5 hrs	This course examines additional principles and strategies addressed in the National Research Council's Improving Adult Literacy Instruction: Supporting Learning and Motivation. This course supports teachers' understanding of strategies that motivate adult learners to persist including using and inspiring learners' interests, building learners' self-efficacy, using incentives and motivation, providing choice and autonomy, and using digital media to promote persistence. Teachers also receive guidance in making focused classroom observations of how these strategies are implemented. For those in an induction program, it should be taken during the Learning step of the Teacher Induction Pathway.
PM04WE	Motivating Adult Learners: Self-Efficacy, Goal Setting, and the Learning Environment	Webinar	1.5 hrs	This webinar will provide an overview of a LINCS study circle that focuses on adult learner motivation. Research highlights will be discussed and participants will have an opportunity to share strategies they use to enhance learners' motivation.
PM01BL	Motivation in the Adult Education Classroom	Study Circle	3, 1.5-hr sessions	This study circle is designed to provide an opportunity for teachers to review the research found in the recent National Academy of Sciences (NAS) publication, Improving Adult Literacy Instruction: Options for Practice and Research and are based on research described in the chapter on Motivation, Engagement, and Persistence. The series of three webinars—Self-Efficacy, Goal Setting and Expectations, and The Learning Environment—will provide participants with an opportunity to review and discuss the latest research and best practices; collaborate and exchange ideas with other participants; try out new ideas and activities in the classroom; and receive guidance and feedback from the facilitator. Outcomes will be practical, proven strategies that can be implemented to enhance program, classroom, and student outcomes.

Code	Title	Format	Length	Description
EL21BL	Supporting ESL Learner Persistence (ELL-U)	Study Circle	3, 2-hr sessions; 1st session in person	This study circle is a follow-up to the ELL-U Supporting ESL Learner Persistence In-person training event that ends with practitioners self-assessing their program's persistence practices. Building from this, participants will identify one-two promising persistence strategies to explore over the course of three months. They will be guided in drafting a plan, observing changes, analyzing the contributing factors, and drawing conclusions about the strategies and their next steps. In addition, participants will read and discuss articles relevant to ESL persistence.
EL06FF	Supporting ESL Learner Persistence (ELL-U)	In-Person Training Event	5.75 hrs	This session will explore ESL learner persistence strategies that arise from the persistence research and from the promising practices emerging in local programs. Organized around six "drivers" of persistence, we will focus on program and classroom strategies that build students' sense of community, competence, purpose, relevance, and agency.
EB07VF (W), EB17VF (M)	Teaching Excellence in Adult Literacy (TEAL): Student-Centered Learning: Keys to Motivation and Persistence	Online Course Facilitated	6 hrs	Student-centered learning (SCL) is an instructional approach that focuses on student needs, allowing students to influence the content, activities, materials, and pace of learning according to their interests and needs. In student-centered instruction, the student is placed at the center of the teaching-learning dynamic so that information transmission is secondary to students' needs, abilities, interests, and learning preferences. In this way, the teacher in a student-centered classroom becomes a facilitator of learning rather than a transmitter of knowledge. This course provides an overview of SCL as well as strategies for moving toward student-centeredness in adult classrooms.

English Language Learning

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Code	Title	Format	Length	Description
EL28WE	Asthma: The Soap Opera (ELL-U)	Field Trip	video w/ discussion	This field trip takes participants to visit <i>We Are New York</i> , a site that hosts a television show for language learning. Field Trip participants watch the video "Asthma: The Soap Opera" and review one of several lesson plans created for use with the video in the ESL classroom. Participants will then discuss the video and lesson plans with other club members who went on the field trip. Field trip participants will learn ways that teachers use the video to teach grammar, pronunciation, and fluency and includes a special focus on vocabulary.
EL27WE	Building Literacy with Adult Emergent Readers (ELL-U)	Field Trip	video w/ discussion	This field trip will take participants to visit the classroom of Andrea Echelberger in Saint Paul, Minnesota through the New American Horizons video series <i>Teaching ESL to Adult</i> . Andrea works with a Whole-Part-Whole approach to teaching literacy, using a learner-generated story of a shared experience and demonstrating activities to develop beginning literacy skills. Participants will then discuss the video and instructional strategies with other field trip participants.

Code	Title	Format	Length	Description
EL01FF	Cooperative Learning – A Team Approach (ELL-U)	In-Person Training Event	4.25 hrs	Cooperative learning is a teaching and learning strategy in which small mixed-ability teams of learners work together to complete a task. Each member of the team learns all of the materials, while at the same time helping other team members. All team members contribute to the success of the whole group, which fosters rapport among students. Cooperative learning can be used with English language learners at all levels and in multilevel classes. The use of cooperative learning structures not only facilitates classroom management, but cooperative learning activities translate into more active learning time for students. In this workshop, we will explore several cooperative learning structures, such as “numbered heads together,” “round robin/round table,” and jigsaw.
EL10BL	Cultural Competence in the Adult ELL Classroom: A Funds of Knowledge Approach (ELL-U)	Study Circle	3, 1.5-hr sessions	This study circle builds on the increased understanding of culture developed in the ELL-U online course EL31VS. It explores in greater depth how a “funds of knowledge” approach can enhance the language learning experience of adult ELLs by helping them to build on what is cognitively familiar. Participants will explore the unique funds of knowledge that adult ELLs bring to the classroom from their homes and communities. Participants may conduct ethnographic exploration through visits to homes, neighborhoods or places of business; they may choose to learn more about community life in the countries from which their students have emigrated; or they may engage in interviews and discussions with their students and members of their students’ families and communities. Participants will discuss and analyze with other teachers what they have learned about the rich life experiences and funds of knowledge their adult students bring to the language learning process. They will also design learning activities that tap into this knowledge, and create plans to apply this approach to their teaching practice. <i>Prerequisite ELL-U online course - The Role of Culture in the Education of Adult English Language Learners</i>
EL34FF	Designing Curriculum for Work-Based ESL Classes	In-Person Training Event	3 hrs	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.
EL11WE	Developing Oral Proficiency in Adults Learning English (ELL-U)	Study Circle	3, 1.5-hr sessions	What does classroom-based research say about the kinds of interactions, corrective feedback techniques, and instructional activities that are effective in helping adults learn to communicate orally in English? Participants in this study circle will read and discuss recent research in these areas while working together to consider practical applications in their own classes. Study circle activities will encourage teachers to examine the quantity and quality of student talk in their classrooms. This reflective process will help teachers understand how simple adjustments to patterns of classroom interaction can result in significant improvements in students’ oral proficiency.

Code	Title	Format	Length	Description
EL02FF	Developing Oral Proficiency in Adults Learning English (ELL-U)	In-Person Training Event	6 hrs	What is oral language proficiency and how can we develop it in the adult ESL classroom? Participants in this workshop will be able to describe components of oral proficiency and identify resources to improve learners' listening and speaking ability, based on insights from second language acquisition research. Participants will discuss and practice communicative activities designed to facilitate the development of learners' listening comprehension, language complexity, and communication skills. Finally, participants will design instructional activities to use in their specific instructional contexts.
EL12WE	Diagnostic Reading Assessment for Intermediate English Language Learners (ELL-U)	Study Circle	3, 1.5-hr sessions	The study group will begin with a discussion of the diversity of reading strengths and needs among intermediate (GLE 3-9) ELLs (including those placed in ESL classes and those in ABE classes), and the rationale behind components-based reading assessments and reading profiles. A brief and practical approach to individual assessment will be presented that is based on the "simple view of reading" – in other words, vocabulary + word recognition = up to 80% of comprehension. Part of Session I will be devoted to familiarizing participants with the features and resources of the LINCS Assessment Strategies & Reading Profiles (ASRP) website. To apply learning from Sessions I and II participants will assess an intermediate ELL from their program using assessments available on the LINCS ASRP website, beginning with the background questionnaire and the Davidson-Bruce Word Meaning Test and concluding with the Quick Adult Reading Inventory (QARI) Word Reading Test and Sylvia Greene's Informal Word Analysis Inventory. Participants will have opportunities to present their test results and receive feedback from the study group leader and other members. Session III will give participants the opportunity to discuss what implications flow from their assessments for placement, appropriate instructional approaches, and materials.
EL13BL	Exploring Learner-Centered Practice Through Mini-Inquiry Projects (Teacher Research) (ELL-U)	Study Circle	3, 1.5-hr sessions	This study circle is a follow-up to ELL-U's Learner-centered Practice in Adult ESL training event, which focused on learner centered principles and practices in adult ESL. Building on Weinstein's learner-centered principles, participants will identify an area to explore in their classrooms over the period of three months. Through this study circle, participants will deepen their understanding of effective learner-centered approaches and learn how to use teacher inquiry to test promising learner-centered strategies that actively engage learners. Through Allwright and Hanks' exploratory practice lens, participants will also consider the role of adult ELLs as practitioners of learning in classroom-based inquiry.
EL14BL	Formative Assessment in Adult ESL: Focus on Student Learning (ELL-U)	Study Circle	3, 1.5-hr sessions	Formative assessment focuses on student learning and the notion that instruction and assessment are reciprocal in nature. Study circle participants will explore ways to plan instruction with the end in mind to help adult ELLs demonstrate their skills in listening, speaking, reading and writing. Practitioners will examine formative assessment processes and tools for their potential usefulness. Teachers will examine student work together and generate ideas for providing effective descriptive feedback as well as determining appropriate next steps in teaching. Effective ways to involve students in self-assessment will be a central focus. Participants will develop and implement a plan to explore a new formative assessment process in their own classroom and share this work with others in the study circle. The learning community will be designed so that everyone can learn from and provide feedback to one another during the action planning and implementation process.

Code	Title	Format	Length	Description
EL15BL	Formative Assessment to Ensure Lesson Objectives Are Met (ELL-U)	Study Circle	3, 1.5-hr sessions	This one session study circle will provide users who have completed the ELL-U online course EL29VS, with additional means of ensuring understanding of the course content, engaging in faculty and peer discussions, and continuing to gain knowledge and implementation strategies related to topics in the course. Participants should bring their questions and comments from the course to participate in a Question & Answer session with the study circle facilitator. Additionally, participants will extend their learning through in-depth discussion about the practical formative assessment strategies and techniques shared in the course, including learner self-assessment. Participants will reconvene for continued reflection in an online discussion forum to discuss strategies applied to integrate the development of learner self-assessment into their practice. <i>Prerequisite: ELL-U online course - Formative Assessment to Inform Quality Adult ESL Instruction</i>
EL29VS	Formative Assessment to Inform Quality Adult ESL Instruction (ELL-U)	Online Course Self-Paced	2 hrs	Participants will define formative assessment and explain its integral role in systematically planning and delivering adult ESL instruction, select and design a variety of formative assessment activities that engage learners in setting their own goals and monitoring their own progress, and will use appropriate oral and written feedback techniques that inform learners of their progress.
TL11VS– NEW! TL12VS– NEW! TL13VS– NEW! TL14VS– NEW!	Integrating Digital Literacy into Adult English Language Instruction (ESL Pro)	Online Course Self-Paced	8–12 hrs	This module contains four units, designed for teachers and administrators interested in integrating digital literacy in their classes and programs for adult English Language Learners. Estimated completion time for each unit is 2–3 hours. The units are: (1) <i>Digital Literacy in the Lives of English Learners</i> , (2) <i>Information and Communication Technologies for Language Learning</i> , (3) <i>Digital Information Literacy</i> , and (4) <i>Problem Solving in Technology Rich Environments</i> . See individual Unit course descriptions for further detail.
TL11VS– NEW!	Integrating Digital Literacy into Adult English Language Instruction: Digital Literacy In the Lives of English Learners (ESL Pro)	Online Course Self-Paced	2–3 hrs	This is Unit 1 in the module <i>Integrating Digital Literacy into Adult English Language Instruction</i> . Unit 1, <i>Digital Literacy in the Lives of English Learners</i> , is an overview for instructors and administrators about framing digital literacy as a critical component for language skill development. Teachers can learn how to integrate digital literacy instruction and learning activities into all aspects of adult English language acquisition instruction.
TL12VS– NEW!	Integrating Digital Literacy into Adult English Language Instruction: Information and Communication Technologies for Language Learning (ESL Pro)	Online Course Self-Paced	2–3 hrs	This is Unit 2 in the module <i>Integrating Digital Literacy into Adult English Language Instruction</i> . Unit 2, <i>Information and Communication Technologies for Language Learning</i> , focuses on how to use information and communication technologies to enhance opportunities for adult English language learners to increase their English language acquisition and to increase their digital literacy skills at the same time.
TL13VS– NEW!	Integrating Digital Literacy into Adult English Language Instruction: Digital Information Literacy (ESL Pro)	Online Course Self-Paced	2–3 hrs	This is Unit 3 in the module <i>Integrating Digital Literacy into Adult English Language Instruction</i> . Unit 3, <i>Digital Information Literacy</i> , looks at digital information literacy and how to help students learn how to find, understand, and critically evaluate information on the Internet. It describes how to integrate activities that focus on searching the Internet, analyzing search results, evaluating those results, and reading the information critically. A variety of video and web-based resources are included.

Code	Title	Format	Length	Description
TL14VS– NEW!	Integrating Digital Literacy into Adult English Language Instruction: Problem Solving in Technology Rich Environments (ESL Pro)	Online Course Self-Paced	2–3 hrs	This is Unit 4 in the module <i>Integrating Digital Literacy into Adult English Language Instruction</i> . Unit 4, <i>Problem Solving in Technology Rich Environments</i> , incorporates a wide range of digital literacies into problem solving in technology-rich environments and is for teachers who have already been integrating digital literacy into their practice and want to take it further.
EL17WE	Learner-Centered Practice in Adult ESL (ELL-U)	Study Circle	3, 1.5-hr sessions	Participants in this study circle will explore various ways to implement learner-centered practices in their teaching including through conducting needs assessments, drawing upon students' stories, and engaging learners in meaningful and authentic language tasks and projects. Practitioners will be invited to grapple with common dilemmas that arise in classrooms around this issue. They will also choose an area related to the topic to explore in their practice.
EL03FF	Learner-Centered Practice in Adult ESL (ELL-U)	In-Person Training Event	5 hrs	Teachers of adult English language learners (ELLs) often hear they should strive to be learner-centered. But what does learner-centeredness actually look like, and how can busy teachers implement such a practice? In this highly interactive workshop, participants will explore various ways to implement learner-centered practices in their teaching including through conducting needs assessments, drawing upon students' stories, and engaging learners in meaningful and authentic language tasks and projects. Practitioners will be invited to grapple with common dilemmas that arise in classrooms around this issue. They will also choose an area related to the topic to explore in their practice. The presenters will model learner-centered practice by drawing upon the many experiences of participants.
EL25WE	Learning for LIFE: An ESL Literacy Handbook (ELL-U)	Book Group	2–3 chapters discussed every 2 wks; 11 sessions	<i>Learning for LIFE: An ESL Literacy Handbook</i> by Bow Valley College provides teaching strategies, sample materials, theories, instructional methods and techniques appropriate for teachers working with Learners with Interrupted Formal Education (LIFE). The text also addresses assessment, development of thematic units, and learner needs, goals, and outcomes. Through rich and meaningful discussions with colleagues and ELL-U faculty, teachers will bring theory and practice together to deepen their knowledge and improve their ability to support adult emergent readers to reach their language and literacy goals. (The text is available for download at no cost.)
EL36VS– NEW! EL37VS– NEW! EL38VS– NEW! EL39VS– NEW!	Meeting the Language Needs of Today's Adult English Language Learner (ESL Pro)	Online Course Self-Paced	8–12 hrs	This module contains four units, addressing the increasingly complex language and critical thinking skills adult English language learners (ELLs) need to succeed in today's world. Estimated completion time for each unit is 2–3 hours. The units are: (1) <i>Increasing Rigor for English Language Acquisition</i> , (2) <i>Language for English Language Acquisition</i> , (3) <i>Strategies for English Language Acquisition</i> , and (4) <i>Critical Thinking for English Language Acquisition</i> . See individual Unit course descriptions for further detail.
EL36VS– NEW!	Meeting the Language Needs of Today's Adult English Language Learner: Increasing Rigor for English Language Acquisition (ESL Pro)	Online Course Self-Paced	2–3 hrs	This is Unit 1 in the module <i>Meeting the Language Needs of Today's Adult English Language Learner</i> . Unit 1, <i>Increasing Rigor for English Language Acquisition</i> , focuses on the rationale for increasing the rigor of adult English language acquisition instruction in any type of class at any level.

Code	Title	Format	Length	Description
EL37VS– NEW!	Meeting the Language Needs of Today’s Adult English Language Learner: Language for English Language Acquisition (ESL Pro)	Online Course Self-Paced	2–3 hrs	This is Unit 2 in the module <i>Meeting the Language Needs of Today’s Adult English Language Learner</i> . Unit 2, <i>Language for English Language Acquisition</i> , focuses on the academic and professional language that adult English language learners need for engaging in academic and professional conversations, accessing and understanding more complex written and oral texts at both work and school, and recognizing the conventions of formal academic or professional English.
EL38VS– NEW!	Meeting the Language Needs of Today’s Adult English Language Learner: Strategies for English Language Acquisition (ESL Pro)	Online Course Self-Paced	2–3 hrs	This is Unit 3 in the module <i>Meeting the Language Needs of Today’s Adult English Language Learner</i> . Unit 3, <i>Strategies for English Language Acquisition</i> , focuses on the language strategies that adult English language learners can employ for accessing and understanding more complex written texts, both print and digital, and understanding complex oral language in any type of class at any level.
EL39VS– NEW!	Meeting the Language Needs of Today’s Adult English Language Learner: Critical Thinking for English Language Acquisition (ESL Pro)	Online Course Self-Paced	2–3 hrs	This is Unit 4 in the module <i>Meeting the Language Needs of Today’s Adult English Language Learner</i> . Unit 4, <i>Critical Thinking for English Language Acquisition</i> , focuses on the critical thinking skills English learners need to express ideas in academic and professional conversations, to understand more complex written and oral texts at work and school, and to use higher-order skills to make decisions, solve problems, and fully engage with others.
EL18BL	Metacognitive Strategies and Motivation in the Classroom (ELL-U)	Study Circle	1.5 hr	This one session “quick study” study circle extends learning from <i>the ELL-U</i> online course EL32VS. Participants will discuss the course content, engage in faculty and peer discussions, deepen knowledge and explore strategies related to the course. Participants should bring their questions and comments from the course to participate in a Question & Answer session with the course author and facilitator. Participants will explore strategies promoting metacognitive and metalinguistic skills in the classroom. Participants will reconvene for continued reflection in an online discussion forum to discuss strategies applied to integrate the development of metacognitive skills in their classes. <i>Prerequisite: ELL-U online course - Second Language Acquisition: Myths, Beliefs and What the Research Shows</i>
EL35FF	Preparing Adult English Language Learners for the Workforce: Models and Resources	In-Person Training Event	3 hrs	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.
CP09VS– NEW! CP10VS– NEW! CP11VS– NEW! CP12VS– NEW!	Preparing English Learners for Work and Career Pathways (ESL Pro)	Online Course Self-Paced	8–12 hrs	This module contains four units, providing the concepts related to designing and implementing an adult English language acquisition program contextualized for career pathways. Estimated completion time for each unit is 2–3 hours. The Units are: (1) <i>Key Concepts</i> , (2) <i>Program Design</i> , (3) <i>Curriculum and Instruction</i> , and (4) <i>Evaluation and Assessment</i> . See individual Unit course descriptions for further detail.
CP09VS– NEW!	Preparing English Learners for Work and Career Pathways: Key Concepts (ESL Pro)	Online Course Self-Paced	2–3 hrs	This is Unit 1 in the module <i>Preparing English Learners for Work and Career Pathways</i> . Unit 1, <i>Key Concepts</i> , provides a broad overview for designing and implementing an adult English language acquisition program contextualized for career pathways. The purpose is to outline the rationale behind contextualized instruction.

Code	Title	Format	Length	Description
CP10VS– NEW!	Preparing English Learners for Work and Career Pathways: Program Design (ESL Pro)	Online Course Self-Paced	2–3 hrs	This is Unit 2 in the module <i>Preparing English Learners for Work and Career Pathway</i> . Unit 2, <i>Program Design</i> , reviews different models of contextualization so educators can establish a career-oriented, English language acquisition design that is right for their program context.
CP11VS– NEW!	Preparing English Learners for Work and Career Pathways: Curriculum and Instruction (ESL Pro)	Online Course Self-Paced	2–3 hrs	This is Unit 3 in the module <i>Preparing English Learners for Work and Career Pathways</i> . Unit 3, <i>Curriculum and Instruction</i> , describes the key steps for designing a contextualization instructional program for English language learners, and provides bright ideas for infusing instruction with career pathway content.
CP12VS– NEW!	Preparing English Learners for Work and Career Pathways: Evaluation and Assessment (ESL Pro)	Online Course Self-Paced	2–3 hrs	This is Unit 4 in the module <i>Preparing English Learners for Work and Career Pathways</i> . Unit 4, <i>Evaluation and Assessment</i> , reviews the key elements in program evaluation and provides ideas and tools for capturing learner progress and celebrating success.
EL30VS	Principles of Second Language Teaching: Planning, Implementing, and Managing Instruction (ELL-U)	Online Course Self-Paced	3.5 hrs	This course provides an overview broken into three key components: (1) know the communicative needs of your students, (2) plan lessons that integrate communication skills with life skills, work-readiness, and civics content, and (3) implement student-centered instruction practices and classroom management strategies.
EL04FF	Professional Development for Teaching Adult Emergent Readers (ELL-U)	In-Person Training Event	5 hrs	This workshop will outline for teacher educators some of the most important, research-based characteristics of adult language learners who are becoming literate for the first time. We will share useful materials, model a few core teaching strategies and discuss program model issues that will help teachers serve this unique population. Participants are encouraged to bring their own reading lists, materials, and questions to the workshop.
EL05FF	Second Language Acquisition for Teachers of Adult English Learners (ELL-U)	In-Person Training Event	6 hrs	In this workshop, participants will have the opportunity to link what they know about second language acquisition (SLA) to everyday decisions they make in their teaching. In addition, participants will gain experience analyzing learner language and using their analysis to choose differentiated teaching strategies. <i>Prerequisite: ELL-U online course - Second Language Acquisition: Myths, Beliefs and What the Research Show</i>
EL20BL	Second Language Acquisition in Action (ELL-U)	Study Circle	3, 1.5-hr sessions	Bring your enthusiasm, questions, and teaching applications to this study circle to extend your learning from the ELL-U online course EL32VS. We will debrief the course, read articles, and brainstorm ways to bring key ideas into the classroom and potentially an action research project. Questions related to the online course will be invited and explored. <i>Prerequisite: ELL-U online course - Second Language Acquisition: Myths, Beliefs and What the Research Shows</i>
EL32VS	Second Language Acquisition: Myths, Beliefs, and What the Research Shows (ELL-U)	Online Course Self-Paced	2 hrs	This course offers participants introductory, research-based information on second language acquisition (SLA) by exploring common myths and beliefs about how languages are taught and learned.
EL21BL	Supporting ESL Learner Persistence (ELL-U)	Study Circle	3, 2-hr sessions; 1st session in person	This study circle is a follow-up to the ELL-U Supporting ESL Learner Persistence training event that ends with practitioners self-assessing their program's persistence practices. Building from this, participants will identify one-two promising persistence strategies to explore over the course of three months. They will be guided in drafting a plan, observing changes, analyzing the contributing factors, and drawing conclusions about the strategies and their next steps. In addition, participants will read and discuss articles relevant to ESL persistence.

Code	Title	Format	Length	Description
EL06FF	Supporting ESL Learner Persistence (ELL-U)	In-Person Training Event	5.75 hrs	This session will explore ESL learner persistence strategies that arise from the persistence research and from the promising practices emerging in local programs. Organized around six “drivers” of persistence, we will focus on program and classroom strategies that build students’ sense of community, competence, purpose, relevance and agency.
EL22BL	Teaching Adult ELL Emergent Readers: Next Steps in Linking Research and Practice (ELL-U)	Study Circle	3, 1.5-hr sessions	This study circle is a “next step” for those who have completed the ELL-U online course EL33VS. The study circle brings together teachers of low-literate adult ESL students, those whose learners have little or no first-language literacy. With a special focus on reading development, participants will review relevant research and consider implications for the classroom. Through readings, discussion, and reflective tasks, we’ll explore promising practices in teaching adult ESL students who are learning to read for the first time. <i>Prerequisite: ELL-U online course - Teaching ELLs Who Are Emergent Readers</i>
EL33VS	Teaching Adult ELLs Who Are Emergent Readers (ELL-U)	Online Course Self-Paced	2.5 hrs	This course offers introductory, research-based information about teaching adult English language learners who are just beginning to acquire print literacy largely due to lack of access to formal schooling. This course will clarify how and why this particular population is unique, offer processes for identifying emergent readers, and explore a range of teaching/assessment strategies that build initial literacy.
EL07FF	Teaching Adult English Language Learners Who Are Emergent Readers (ELL-U)	In-Person Training Event	5.75 hrs	This interactive workshop will prepare teachers to work effectively with ELLs who have had limited formal schooling by engaging participants in research-based, authentic teaching techniques and hands-on activities that will focus on teaching basic literacy skills to teach (e.g., alphabets, vocabulary, comprehension) in age-appropriate ways.
EL23BL	Teaching Strategies for Bottom-up and Top-down Literacy Instruction for Emergent Readers (ELL-U)	Study Circle	1.5 hrs	This study circle will provide an additional opportunity to discuss course content (EL33VS) and related implementation strategies with peers and faculty. Participants should bring their questions and comments from the course to participate in a Question & Answer session with the facilitator. Participants will have the opportunity to explore the concepts and integration of bottom-up and top-down literacy instruction through the identification of related teaching strategies. Participants will explore teaching strategies that maximize learners’ prior experiences in the classroom through discussion on techniques introduced and observed in the course. <i>Prerequisite: ELL-U online course - Teaching ELLs Who Are Emergent Readers</i>
EL24WE	Teaching Vocabulary: Practical, Research-based Approaches to Instruction (ELL-U)	Study Circle	3, 1.5-hr sessions	What does the latest research say about teaching vocabulary? Participants in this study circle will read and discuss key research findings about effective approaches to teaching vocabulary to adult ELLs. Teachers will share their own experiences and have the opportunity to try out new teaching ideas in their own classrooms
EL08FF	Teaching Vocabulary: Practical, Research-based Approaches to Instruction (ELL-U)	In-Person Training Event	3.25 hrs	This workshop will provide an overview of the latest research on vocabulary teaching in ESOL and Adult Basic Education (ABE). Participants will discuss the issues with one another, engage in practical, hands-on activities, and come away with ideas for teaching vocabulary effectively.
EL31VS	The Role of Culture in the Education of Adult English Language Learners (ELL-U)	Online Course Self-Paced	3 hrs	This course provides techniques and strategies to help educators create a culturally inclusive learning environment and facilitate (cross) cultural understanding. It explores a range of topics related to the role of culture in teaching classes with adult ELLs.

Code	Title	Format	Length	Description
EL19WE	The Role of the Home Language in Learning English: Asset or Barrier? (ELL-U)	Study Circle	3, 1.5-hr sessions	Is the first language an asset or a barrier to learning English? Participants in this study circle will have the opportunity to read about and discuss how the home language influences the learning of English. Teachers will share their own experiences and have the opportunity to apply their learning in their own classrooms.
EL09FF	Vocabulary Instruction for ESL English Language Learners in ABE Classes (ELL-U)	In-Person Training Event	3 hrs	This workshop will begin with a discussion of some of the factors that affect the development of English vocabulary for ELLs: English speaking and listening ability, native language literacy, and the amount of English language reading they engage in. In addition, the relevance of the Basic Interpersonal Communication Skills (BICS)/Cognitive Academic Language Proficiency (CALP) distinction for ELL vocabulary instruction will be covered.
EL26WE	Vocabulary Myths: Applying Second Language Research to Classroom Teaching (ELL-U)	Book Group	2–3 chapters discussed every 2 wks; 7 sessions	Explore Keith Folse's highly accessible book, Vocabulary Myths: Applying Second Language Research to Classroom Teaching. It discusses eight commonly held myths about learning vocabulary in a second (or additional) language. In debunking each myth, the author begins with a relevant story from his extensive teaching experience. Each chapter then highlights recent research on the topic and concludes with a wide variety of practical approaches for teaching vocabulary effectively.

Evidence-based Instruction

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Code	Title	Format	Length	Description
EL01FF	Cooperative Learning – A Team Approach (ELL-U)	In-Person Training Event	4.25 hrs	Cooperative learning is a teaching and learning strategy in which small mixed-ability teams of learners work together to complete a task. Each member of the team learns all of the materials, while at the same time helping other team members. All team members contribute to the success of the whole group, which fosters rapport among students. Cooperative learning can be used with English language learners at all levels and in multilevel classes. The use of cooperative learning structures not only facilitates classroom management, but cooperative learning activities translate into more active learning time for students. In this workshop, we will explore several cooperative learning structures, such as “numbered heads together,” “round robin/round table,” and jigsaw.
EB09VS	Differentiated Instruction and Lesson Planning	Online Course Self-Paced	5 hrs	Many adult education classrooms contain students whose ages, native languages, educational backgrounds and academic skills vary widely, which poses many teaching challenges for instructors. Research shows that differentiated instruction (DI) is one of the most effective approaches for helping students learn. This course walks participants through the steps of planning a differentiated lesson, including how to write effective learning objectives, choose among approaches to differentiation (content, process, product), and design assessments. In completing the course, participants will produce their own differentiated lesson plans that are suited to their instructional content and environment.

Code	Title	Format	Length	Description
EL13BL	Exploring Learner-Centered Practice Through Mini-Inquiry Projects (Teacher Research) (ELL-U)	Study Circle	3, 1.5-hr sessions	This study circle is a follow-up to ELL-U's Learner-centered Practice in Adult ESL training event, which focused on learner centered principles and practices in adult ESL. Building on Weinstein's learner-centered principles, participants will identify an area to explore in their classrooms over the period of three months. Through this study circle, participants will deepen their understanding of effective learner-centered approaches and learn how to use teacher inquiry to test promising learner-centered strategies that actively engage learners. Through Allwright and Hanks' exploratory practice lens, participants will also consider the role of adult ELLs as practitioners of learning in classroom-based inquiry.
TL15WE	Integrating Digital Literacy and Problem Solving into Instruction	Webinar	1.5 hrs	Hear how adult educators have been integrating digital literacy into instruction. Ideas will be shared on how to use project-based learning activities to help adult students improve their solving problems skills while offering practice with reading, writing, speaking and listening. We will share ideas on how adult learners can improve digital literacy skills and access to technology thereby accelerating learning.
EL17WE	Learner-Centered Practice in Adult ESL (ELL-U)	Study Circle	3, 1.5-hr sessions	Participants in this study circle will explore various ways to implement learner-centered practices in their teaching including through conducting needs assessments, drawing upon students' stories, and engaging learners in meaningful and authentic language tasks and projects. Practitioners will be invited to grapple with common dilemmas that arise in classrooms around this issue. They will also choose an area related to the topic to explore in their practice.
EL03FF	Learner-Centered Practice in Adult ESL (ELL-U)	In-Person Training Event	5 hrs	Teachers of adult English language learners (ELLs) often hear they should strive to be learner-centered. But what does learner-centeredness actually look like, and how can busy teachers implement such a practice? In this highly interactive workshop, participants will explore various ways to implement learner-centered practices in their teaching including through conducting needs assessments, drawing upon students' stories, and engaging learners in meaningful and authentic language tasks and projects. Practitioners will be invited to grapple with common dilemmas that arise in classrooms around this issue. They will also choose an area related to the topic to explore in their practice. The presenters will model learner-centered practice by drawing upon the many experiences of participants.
EB19VS	Motivating Adult Learners to Persist	Online Course Self-Paced	3.5 hrs	This course examines additional principles and strategies addressed in the National Research Council's Improving Adult Literacy Instruction: Supporting Learning and Motivation. This course supports teachers' understanding of strategies that motivate adult learners to persist including using and inspiring learners' interests, building learners' self-efficacy, using incentives and motivation, providing choice and autonomy, and using digital media to promote persistence. Teachers also receive guidance in making focused classroom observations of how these strategies are implemented. For those in an induction program, it should be taken during the Learning step of the Teacher Induction Pathway.
EB20VS	Principles of Learning for Instructional Design	Online Course Self-Paced	3-3.5 hrs	This course examines principles and strategies addressed in the National Research Council's Improving Adult Literacy Instruction: Supporting Learning and Motivation. This course supports teachers' understanding of the key principles underlying instructional design that promote learning and of strategies for applying those principles in their teaching. Participants will observe these principles in action in adult education classrooms. For those in an induction program, the course should be taken during the Learning step of the Teacher Induction Pathway.

Code	Title	Format	Length	Description
EB08VF (W), EB18VF (M)	Teaching Excellence in Adult Literacy (TEAL): Deeper Learning Through Questioning	Online Course Facilitated	6 hrs	Questioning is a powerful teaching approach. When teachers ask higher-order questions and give students opportunities to think critically and to develop deep explanations, learning is enhanced. Equally important as teacher questions are student self-questions. Self-questioning can guide learning and help students monitor their progress. This course focuses on both teacher questioning and student self-questioning.
EB03VF (W), EB13VF (M)	Teaching Excellence in Adult Literacy (TEAL): Differentiated Instruction	Online Course Facilitated	6 hrs	Differentiated instruction is an approach that enables instructors to plan strategically to meet the needs of every learner. The approach encompasses the planning and delivery of instruction, classroom management techniques, and expectations of learners' performance that take into consideration learners' diversity and varied levels of readiness, interests, and learning profiles.
EB04VF (W), EB14VF (M)	Teaching Excellence in Adult Literacy (TEAL): Effective Lesson Planning	Online Course Facilitated	6 hrs	Planning is critical in identifying appropriate action steps to help one effectively reach a goal. Lesson plans help instructors set learning objectives and they provide a road map by which instructors can organize content, materials, time, instructional strategies and assistance in the classroom. They also represent a way to communicate to learners what they will learn and how they will be assessed. In this course, you will learn some techniques to make the most of your planning time and maximize collaboration with your peers.
EB05VF (W), EB15VF (M)	Teaching Excellence in Adult Literacy (TEAL): Formative Assessment	Online Course Facilitated	6 hrs	Formative assessment refers to both the formal and informal processes that teachers and students use collaboratively to gather evidence of student learning for the purpose of improving learning. Formative assessment occurs while the learning is taking place, as opposed to a summative assessment that typically occurs at the end of a learning unit or course to determine what a student has learned. Formative assessment is a process, not a one-time event; it is assessment for learning, rather than assessment of learning, as with summative assessment. You will explore strategies for conducting informal and ongoing assessments of your adult education students' progress and use that information to adjust your teaching to ensure that all students learn.
EB02VF (W), EB12VF (M)	Teaching Excellence in Adult Literacy (TEAL): Self-Regulated Learning	Online Course Facilitated	6 hrs	Self-Regulated Learning (SRL) refers to one's ability to understand and control one's learning behaviors. For a learner to do this, he or she must set goals, select strategies to achieve the goals, and monitor progress toward the goals. In monitoring his or her progress, a learner can determine whether a particular learning strategy is not working and he or she can modify the approach to mastering a skill. All of these activities, which can be customized to any content area, can help refine learners' attention to and confidence in learning and reinforcing specific habits, strategies, and skills. You will explore strategies for encouraging students to self-regulate their learning and for applying those strategies to the adult education context.
EB06VF (W), EB16VF (M)	Teaching Excellence in Adult Literacy (TEAL): Strategy Instruction	Online Course Facilitated	6 hrs	Strategy instruction is a student-centered and research-based approach to teaching students how to learn. One of the most effective instructional approaches for adults with learning disabilities, strategy instruction centers on helping students to acquire the tools and techniques that efficient learners use to understand and learn new material or skills, integrate this new information with what they already know, and recall the information or skill later, even in a different situation or place.

Code	Title	Format	Length	Description
EB07VF (W), EB17VF (M)	Teaching Excellence in Adult Literacy (TEAL): Student-Centered Learning: Keys to Motivation and Persistence	Online Course Facilitated	6 hrs	Student-centered learning (SCL) is an instructional approach that focuses on student needs, allowing students to influence the content, activities, materials, and pace of learning according to their interests and needs. In student-centered instruction, the student is placed at the center of the teaching–learning dynamic so that information transmission is secondary to students’ needs, abilities, interests, and learning preferences. In this way, the teacher in a student-centered classroom becomes a facilitator of learning rather than a transmitter of knowledge. This course provides an overview of SCL as well as strategies for moving toward student-centeredness in adult classrooms.
EB01VF (W), EB11VF (M)	Teaching Excellence in Adult Literacy (TEAL): Universal Design for Learning: Addressing Barriers	Online Course Facilitated	6 hrs	Universal Design for Learning (UDL) is a set of principles for designing curriculum that provides all students, regardless of ability, disability, age, gender, or cultural and linguistic background, with equal opportunities to learn. Rather than a one-size-fits-all approach to teaching, the UDL framework provides a blueprint for creating instructional goals, methods, materials, and assessments that can be customized to meet the needs of all learners. This course provides an overview of the UDL framework and guidelines as well as suggestions for applying UDL principles to the adult education context.

Health Literacy

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Code	Title	Format	Length	Description
HL01FF	Health Literacy in ABE and ESOL: Resources and How-to’s	In-Person Training Event	3.5 or 6 hrs; computer lab with Internet access required, or ask participants to bring their own device	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.

Code	Title	Format	Length	Description
DS13FF	Learning to Achieve	In-Person Training Event	2 days (16 hrs)	<i>Learning to Achieve</i> is professional development based on the most recent rigorous research on Learning Disabilities (LD). It addresses core concepts like LD definitions and self-advocacy as well as special topics, such as English language learners and LD and the neuroscience of learning. <i>Learning to Achieve</i> is designed to help adult education professional developers, teachers, and other human service partners understand learning disabilities in adults, including the neurobiological processes of learning, explicit instruction techniques, and support mechanisms needed for adults with LD in educational and workplace settings.
DS12VS	Learning to Achieve: Accommodations	Online Course Self-Paced	1 hr	In this self-paced module, participants learn about testing and instructional accommodations appropriate for individuals with learning disabilities.
DS06FF	Learning to Achieve: Content Learning	In-Person Training Event	1–2 hrs	This session covers instructional approaches that can help adults with learning disabilities (LD) learn content from written materials. Topics include identifying content learning; the content learning challenges that adults with LD may face; and how explicit instruction principles and flexible learning tools, such as graphic organizers, can support learning.
DS01VS– NEW!	Learning to Achieve: Definitions of Learning Disabilities	Online Course Self-Paced	1.5 hrs	This course examines current trends and issues in defining learning disabilities (LD), identifies some behaviors that indicate an individual may have a learning disability; and explains how the controversy and debate in the field of LD may affect adult service providers.
DS09VS	Learning to Achieve: English Language Learners	Online Course Self-Paced	1 hr	In this self-paced module, participants identify testing and instructional accommodation considerations for individuals with learning disabilities.
DS04FF	Learning to Achieve: Explicit Instruction for Strategy Learning	In-Person Training Event	1–2 hrs	This session covers how explicit instruction can be used to help adults with learning disabilities (LD) develop strategies to learn. Topics include defining the concept of a strategy, the key principles of explicit instruction, and how explicit instruction for strategy learning can be used as an instructional tool. After examining explicit instruction, this module covers important concepts in preparing and modeling a strategy.
DS03VS– NEW!	Learning to Achieve: Legal Issues, Self-Disclosure, and Confidentiality	Online Course Self-Paced	1 hr	This course examines legal and ethical issues that specifically affect adults with learning disabilities (LD) and is meant to provide an understanding of the law to guide professional practice. It identifies the legal, self-disclosure and confidentiality issues that are relevant to service providers working with adults with LD; and discusses possible implications for service delivery when a student discloses a learning disability.
DS10VS	Learning to Achieve: Neuroscience	Online Course Self-Paced	1 hr	In this self-paced module, participants learn about the underlying neurobiology of learning disabilities.
DS08VS	Learning to Achieve: Professional's Guide	Online Course Self-Paced	1 hr	In this self-paced module, participants review the popular research-based online publication, <i>A Professional's Guide to Educating Learning Disabilities</i> .
DS11FF	Learning to Achieve: Reading Disabilities	In-Person Training Event	2–2.5 hrs	This session covers the considerations and strategies for working with adults with learning disabilities who struggle with reading. Topics include identifying skills needed to be a successful reader, identifying characteristics of reading disabilities (RD), and discussing the four common types of RD (phonological processing, word analysis, naming speed, and verbal memory). This session also investigates assessment practices and instructional strategies that can develop reading skills.

Code	Title	Format	Length	Description
DS02VS-NEW!	Learning to Achieve: Self-Determination for Adults with Learning Disabilities	Online Course Self-Paced	1 hr	This course explores an important attribute associated with successful adult living: self-determination. It examines factors that promote self-determination, as well as how self-determination can be developed in educational services for individuals with learning disabilities (LD).
DS07VS-NEW!	Learning to Achieve: Workforce Preparation Strategies	Online Course Self-Paced	2 hrs	This course focuses on some practical strategies adult basic educators can use to help their students with learning disabilities (LD) develop effective skills for finding and retaining employment.
DS05FF	Learning to Achieve: Written Expression Disabilities	In-Person Training Event	1–2 hrs	This session focuses on learning disabilities (LD) that affect written expression. It reviews the two types of written expression disabilities and their associated characteristics and identifies appropriate accommodations for those who struggle with writing. The session also includes review and practice of research-based instructional strategies for individuals with LD that affect written expression.

LINCS

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Code	Title	Format	Length	Description
PD01WE	A Road Map to LINCS: Navigating On-Demand Professional Development	Webinar	1.5 hrs	The LINCS Community of Practice (COP) groups offer you the chance to interact with colleagues, share perspectives and research, and get advice from key leaders and researchers. Learn how you can tap the ongoing (spontaneous and formal) professional development opportunities that the COP offers.
LV01WE	Connecting the Adult Education Field: On-Demand Professional Development	Webinar	1.5 hrs	The Literacy Information and Communication System (LINCS) provides a variety of resources and services through its Resource Collection, Community of Practice, Learning Portal and Professional Development Center. Learn about each of these components and explore the website. Discover new online courses, resources, and tools and hear the latest information on upcoming opportunities. Learn about current initiatives such as digital strategies, the Adult Numeracy Instruction (ANI), and Teaching Excellence in Adult Literacy (TEAL).

Math and Numeracy

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Code	Title	Format	Length	Description
MN11FF (#1), MN12FF (#2), MN13FF (#3)	Adult Numeracy Instruction Professional Development	In-Person Training Event	3, 2-day Institutes (48 hrs)	The overall vision of ANI-PD is to increase the capacity of teachers, programs, and states to provide high-quality math instruction in ABE programs.

Code	Title	Format	Length	Description
MN08FF	Adult Numeracy Instruction-Professional Development	In-Person Training Event	1.5 hrs	ANI-PD, offered through LINCSS, focuses on key instructional practices: connections among mathematical ideas; communication of mathematical thinking; mathematical proficiency; and introduction of algebraic and geometric thinking along with basic skills. Come to this interactive session, and participate in sample, hands-on ANI activities to use in your math teaching.
MN02FF	Components of Numeracy: Tools for Engaging Learners in Meaningful Math	In-Person Training Event	2–4 hrs	This workshop introduces adult education practitioners to the three components of numeracy (content, context, and cognitive and affective aspects), which have been aligned with the Mathematical Practices of the College and Career Readiness Standards. Components of Numeracy models the integration of conceptual understanding, procedural skills and fluency, and real-world application through a sequence of activities that come from and relate to a workplace environment in which numbers and mathematical activity are embedded. In short, this workshop will increase teacher comfort levels in generating a variety of mathematical questions and activities based on workplace situations.
MN05FF	Enhancing Learner Critical Thinking on the Use of Social Media: Numeracy Instructional Strategies	In-Person Training Event	3 hrs	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.
MN03FF	Finding Everyday Opportunities to Think Algebraically	In-Person Training Event	3.5 or 6 hrs	When studying algebra, students often ask, “When are we going to use this?” In this interactive workshop, algebraic thinking will be used to analyze common situations, giving rise to a variety of instructional strategies that make algebra accessible from many entry points.
MN04FF– NEW!	First Steps in Preparing for College-Level Math: Using Soft Skills for Success	In-Person Training Event	3.5 hrs	The training supports participants in gaining skills and strategies for teaching “soft skills” to adult learners. The soft skills and strategies selected are specific to skills which are necessary for success in the college-level math classroom. This training is the foundation for the <i>First Steps in Preparing for College-Level Math: Math Strategies for Success</i> (MN14FF).
MN14FF– NEW!	First Steps in Preparing for College-Level Math: Math Strategies for Success	In-Person Training Event	3.5 hrs	The training supports participants in gaining instructional strategies that build on conceptual understanding and strengthen the mathematical foundation that adult learners will need to succeed in higher-level mathematics. This training builds on the <i>First Steps in Preparing for College-Level Math: Using Soft Skills for Success</i> training.
MN09FF	Infographics: Developing a Critical Mindset Towards Data	In-Person Training Event	3.5 hrs	An infographic is a visual image, such as a chart or diagram, used to represent information or data. Understanding infographics and data visualization is an increasingly important skill in the 21st century. This workshop is designed to increase adult education practitioners’ comfort and skill with introducing data and statistics to learners. Participants will be introduced to infographics and how to evaluate infographics using a critical mindset based on a foundational knowledge of data and statistics. Activities conducted with workshop participants can be adapted for use with adult learners in the math classroom. These activities are designed to empower adult learners to analyze and interpret information they encounter in their daily lives in order to make better, informed decisions as citizens and consumers.

Code	Title	Format	Length	Description
TL09VF	Open Math-Open Resources: Engage Adult Learners for 21st-Century Skills	Online Course Facilitated	32 hrs	This course will help math teachers find quality Open Educational Resources (OER) for the adult education classroom, evaluate them for appropriate classroom use, and assess their effectiveness in meeting learning objectives. It will also provide teachers with ideas and resources for instructional strategies to introduce and engage adult students in learning math. <i>Prerequisite: Open Your Classroom with Open Education Resources (TL07VS).</i>
EB18VF (M)	Teaching Excellence in Adult Literacy (TEAL): Deeper Learning Through Questioning	Online Course Facilitated	6 hrs	Questioning is a powerful teaching approach. When teachers ask higher-order questions and give students opportunities to think critically and to develop deep explanations, learning is enhanced. Equally important as teacher questions are student self-questions. Self-questioning can guide learning and help students monitor their progress. This course focuses on both teacher questioning and student self-questioning.
EB13VF (M)	Teaching Excellence in Adult Literacy (TEAL): Differentiated Instruction	Online Course Facilitated	6 hrs	Differentiated instruction is an approach that enables instructors to plan strategically to meet the needs of every learner. The approach encompasses the planning and delivery of instruction, classroom management techniques, and expectations of learners' performance that take into consideration learners' diversity and varied levels of readiness, interests, and learning profiles.
EB14VF (M)	Teaching Excellence in Adult Literacy (TEAL): Effective Lesson Planning	Online Course Facilitated	6 hrs	Planning is critical in identifying appropriate action steps to help one effectively reach a goal. Lesson plans help instructors set learning objectives and they provide a road map by which instructors can organize content, materials, time, instructional strategies and assistance in the classroom. They also represent a way to communicate to learners what they will learn and how they will be assessed. In this course, you will learn some techniques to make the most of your planning time and maximize collaboration with your peers.
EB15VF (M)	Teaching Excellence in Adult Literacy (TEAL): Formative Assessment	Online Course Facilitated	6 hrs	Formative assessment refers to both the formal and informal processes that teachers and students use collaboratively to gather evidence of student learning for the purpose of improving learning. Formative assessment occurs while the learning is taking place, as opposed to a summative assessment that typically occurs at the end of a learning unit or course to determine what a student has learned. Formative assessment is a process, not a one-time event; it is assessment for learning, rather than assessment of learning, as with summative assessment. You will explore strategies for conducting informal and ongoing assessments of your adult education students' progress and use that information to adjust your teaching to ensure that all students learn.
EB12VF (M)	Teaching Excellence in Adult Literacy (TEAL): Self-Regulated Learning	Online Course Facilitated	6 hrs	Self-Regulated Learning (SRL) refers to one's ability to understand and control one's learning behaviors. For a learner to do this, he or she must set goals, select strategies to achieve the goals, and monitor progress toward the goals. In monitoring his or her progress, a learner can determine whether a particular learning strategy is not working and he or she can modify the approach to mastering a skill. All of these activities, which can be customized to any content area, can help refine learners' attention to and confidence in learning and reinforcing specific habits, strategies, and skills. You will explore strategies for encouraging students to self-regulate their learning and for applying those strategies to the adult education context.

Code	Title	Format	Length	Description
EB16VF (M)	Teaching Excellence in Adult Literacy (TEAL): Strategy Instruction	Online Course Facilitated	6 hrs	Strategy instruction is a student-centered and research-based approach to teaching students how to learn. One of the most effective instructional approaches for adults with learning disabilities, strategy instruction centers on helping students to acquire the tools and techniques that efficient learners use to understand and learn new material or skills, integrate this new information with what they already know, and recall the information or skill later, even in a different situation or place.
EB17VF (M)	Teaching Excellence in Adult Literacy (TEAL): Student-Centered Learning: Keys to Motivation and Persistence	Online Course Facilitated	6 hrs	Student-centered learning (SCL) is an instructional approach that focuses on student needs, allowing students to influence the content, activities, materials, and pace of learning according to their interests and needs. In student-centered instruction, the student is placed at the center of the teaching–learning dynamic so that information transmission is secondary to students’ needs, abilities, interests, and learning preferences. In this way, the teacher in a student-centered classroom becomes a facilitator of learning rather than a transmitter of knowledge. This course provides an overview of SCL as well as strategies for moving toward student-centeredness in adult classrooms.
EB11VF (M)	Teaching Excellence in Adult Literacy (TEAL): Universal Design for Learning: Addressing Barriers	Online Course Facilitated	6 hrs	Universal Design for Learning (UDL) is a set of principles for designing curriculum that provides all students, regardless of ability, disability, age, gender, or cultural and linguistic background, with equal opportunities to learn. Rather than a one-size-fits-all approach to teaching, the UDL framework provides a blueprint for creating instructional goals, methods, materials, and assessments that can be customized to meet the needs of all learners. This course provides an overview of the UDL framework and guidelines as well as suggestions for applying UDL principles to the adult education context.

Professional Development

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Code	Title	Format	Length	Description
PD01WE	A Road Map to LINC: Navigating On-Demand Professional Development	Webinar	1.5 hrs	The LINC Community of Practice (COP) groups offer you the chance to interact with colleagues, share perspectives and research, and get advice from key leaders and researchers. Learn how you can tap the ongoing (spontaneous and formal) professional development opportunities that the COP offers.
LV01WE	Connecting the Adult Education Field: On-Demand Professional Development	Webinar	1.5 hrs	The Literacy Information and Communication System (LINC) provides a variety of resources and services through its Resource Collection, Community of Practice, Learning Portal and Professional Development Center. Learn about each of these components and explore the website. Discover new online courses, resources, and tools and hear the latest information on upcoming opportunities. Learn about current initiatives such as digital strategies, the Adult Numeracy Instruction (ANI), and Teaching Excellence in Adult Literacy (TEAL).

Code	Title	Format	Length	Description
PD04FF	Implementing Induction: Strengthening Teacher Practice	In-Person Training Event	3.5 hrs	Mentoring is a well-researched, effective strategy for developing the capacity and confidence of teachers. This session will introduce resources from the <i>Adult Education Teacher Induction Toolkit</i> , particularly the <i>Mentoring</i> and <i>Instructional Leader Guides</i> , and explore ways programs might implement the tools. These resources help instructional leaders provide guidance and support; experienced teachers perform effectively as mentors; and beginning teachers plan, practice, and reflect on evidence-based instruction.
PD02VS	Introduction to Teacher Effectiveness and Induction	Online Course Self-Paced	1 hr	This self-directed, online course provides an overview of the Adult Education Teacher Competencies, an introduction to teacher induction, and a summary of the Adult Education Teacher Induction Toolkit and its resources. For those in an induction program, it should be taken during the Planning step of the Teacher Induction Pathway.
PD10FF	Reflecting on Your Practice: How Reflection Informs and Shapes Teacher Practice	In-Person Training Event	3 hrs	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 LINCS resource collections, reflective methods currently used in the field, and discuss a relevant professional development plan.
PD05FF-NEW!	The (Approximately) 10 Magic Steps for Effective Professional Development Programs	In-Person Training Event	3 hrs	What are the “keys” to an effective professional development (PD) program? What do those components look like in practice? Find out what the new LINCS PD Center learned from researching and interviewing leaders in the field. Join this session to discuss and reflect on effective PD programming under the Workforce Innovation and Opportunity Act (WIOA) in support of high-quality adult education programs. The training presents findings from the literature review, interviews with selected state leaders, and the synthesis of narrative NRS reports. The session concludes by sharing what technical assistance and PD activities the LINCS PD Center has available to help states establish or operate high-quality PD programs and how to access these services.
PD03FF	Using the Adult Education Teacher Competencies	In-Person Training Event	3.5 hrs	The Adult Education Teacher Competencies are designed to identify the knowledge and skills Adult Education teachers need to improve student learning and performance. Participants will explore using the competencies to strengthen instruction. The half-day (3-hour) session is geared to beginning through experienced teachers, administrators, and professional developers.

Reading

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Code	Title	Format	Length	Description
RG01FF	Assessment Strategies and Reading Profiles	In-Person Training Event	2 days (12 hrs)	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.

Code	Title	Format	Length	Description
LV02FF	Assisting Struggling Readers and Writers: Using Research-based Resources to Support Adult Learners	In-Person Training Event	2–4 hrs; computer lab with Internet access preferred, or ask participants to bring their own device	The purpose of this training is to introduce teachers, programs directors, and professional developers to LINCS and other evidence-based resources that instructors of adult learners can use to inform their classroom practices with struggling readers and writers.
EL27WE	Building Literacy with Adult Emergent Readers (ELL-U)	Field Trip	video w/ discussion	This field trip will take participants to visit the classroom of Andrea Echelberger in Saint Paul, Minnesota through the New American Horizons video series <i>Teaching ESL to Adult</i> . Andrea works with a Whole-Part-Whole approach to teaching literacy, using a learner-generated story of a shared experience and demonstrating activities to develop beginning literacy skills. Participants will then discuss the video and instructional strategies with other field trip participants.
EL12WE	Diagnostic Reading Assessment for Intermediate English Language Learners (ELL-U)	Study Circle	3, 1.5-hr sessions	The study group will begin with a discussion of the diversity of reading strengths and needs among intermediate (GLE 3-9) ELLs (including those placed in ESL classes and those in ABE classes), and the rationale behind components-based reading assessments and reading profiles. A brief and practical approach to individual assessment will be presented that is based on the “simple view of reading” – in other words, vocabulary + word recognition = up to 80% of comprehension. Part of Session I will be devoted to familiarizing participants with the features and resources of ELL-U and the LINCS ASRP website. To apply learning from Sessions I and II participants will assess an intermediate ELL from their program using assessments available on the LINCS ASRP website, beginning with the background questionnaire and the Davidson-Bruce Word Meaning Test and concluding with the QARI Word Reading Test and Sylvia Greene’s Informal Word Analysis Inventory. Participants will have opportunities to present their test results and receive feedback from the study group leader and other members. Session III will give participants the opportunity to discuss what implications flow from their assessments for placement, appropriate instructional approaches, and materials.
RG12BL	Practitioner Study Circle: Action Research on Teaching Alphabets	Study Circle	4, 2-hr sessions	This study circle will focus in-depth on moving from research to the practice of using this reading component in instruction within a practitioner-based learning community. Teachers who are currently teaching in ABE or ELL form a cohort community wherein they will explore implementation strategies for alphabets, and share lesson plans and experiences in using them with different student groups. <i>Prerequisite online course: Teaching Adults to Read: Alphabets (RG06VS).</i>
RG13BL	Practitioner Study Circle: Action Research on Teaching Comprehension	Study Circle	4, 2-hr sessions	This study circle will focus in-depth on moving from research to the practice of using this reading component in instruction within a practitioner-based learning community. Teachers who are currently teaching in ABE or ELL form a cohort community wherein they will explore implementation strategies for comprehension, and share lesson plans and experiences in using them with different student groups. <i>Prerequisite online course: Teaching Adults to Read: Comprehension (RG06VS).</i>

Code	Title	Format	Length	Description
RG14BL	Practitioner Study Circle: Action Research on Teaching Fluency	Study Circle	4, 2-hr sessions	This study circle will focus in-depth on moving from research to the practice of using this reading component in instruction within a practitioner-based learning community. Teachers who are currently teaching in ABE or ELL form a cohort community wherein they will explore implementation strategies for fluency, and share lesson plans and experiences in using them with different student groups. <i>Prerequisite online course: Teaching Adults to Read: Fluency (RG07VS).</i>
RG15BL	Practitioner Study Circle: Action Research on Teaching Vocabulary	Study Circle	4, 2-hr sessions	This study circle will focus in-depth on moving from research to the practice of using this reading component in instruction within a practitioner-based learning community. Teachers who are currently teaching in ABE or ELL form a cohort community wherein they will explore implementation strategies for vocabulary, and share lesson plans and experiences in using them with different student groups. <i>Prerequisite online course: Teaching Adults to Read: Vocabulary (RG08VS).</i>
EL04FF	Professional Development for Teaching Adult Emergent Readers (ELL-U)	In-Person Training Event	5 hrs	This workshop will outline for teacher educators some of the most important, research-based characteristics of adult language learners who are becoming literate for the first time. We will share useful materials, model a few core teaching strategies and discuss program model issues that will help teachers serve this unique population. Participants are encouraged to bring their own reading lists, materials, and questions to the workshop.
RG10FF	Study Circle: Research-based Adult Reading Instruction	Study Circle	3, 1.5-hr sessions w/ optional 1.5 hr follow-up session	Interested in learning what the research says about how to teach reading to adults? As programs and teachers struggle with choosing the most effective ways to develop adults' reading skills, particularly relevant are questions about what research says about teaching adults how to read. Join with ABE, ASE, and ESOL practitioners to discuss theories and concepts related to reading instruction and consider how to apply the research in your own instruction.
EL22BL	Teaching Adult ELL Emergent Readers: Next Steps in Linking Research and Practice (ELL-U)	Study Circle	3, 1.5-hr sessions	This study circle is a "next step" for those who have completed the ELL-U online course EL33VS. The study circle brings together teachers of low-literate adult ESL students, those whose learners have little or no first-language literacy. With a special focus on reading development, participants will review relevant research and consider implications for the classroom. Through readings, discussion, and reflective tasks, we'll explore promising practices in teaching adult ESL students who are learning to read for the first time. <i>Prerequisite: ELL-U online course - Teaching ELLs Who Are Emergent Readers</i>
EL33VS	Teaching Adult ELLs Who Are Emergent Readers (ELL-U)	Online Course Self-Paced	2.5 hrs	This course offers introductory, research-based information about teaching adult English language learners who are just beginning to acquire print literacy largely due to lack of access to formal schooling. This course will clarify how and why this particular population is unique, offer processes for identifying emergent readers, and explore a range of teaching/assessment strategies that build initial literacy.
EL07FF	Teaching Adult English Language Learners Who Are Emergent Readers (ELL-U)	In-Person Training Event	5.75 hrs	This interactive workshop will prepare teachers to work effectively with ELLs who have had limited formal schooling by engaging participants in research-based, authentic teaching techniques and hands-on activities that will focus on teaching basic literacy skills to teach (e.g., alphabets, vocabulary, comprehension) in age-appropriate ways.

Code	Title	Format	Length	Description
RG03FF	Teaching Adults to Read	In-Person Training Event	3 days (18 hrs)	This training introduces, demonstrates, and provides practice in using the components of reading: alphabets, fluency, vocabulary, and comprehension strategies. It introduces the research base for reading instruction, including assessing for each component of reading. Assessment tools and the Assessment Strategies and Reading Profiles website are demonstrated.
RG05FF	Teaching Adults to Read: Alphabets	In-Person Training Event	3.5 hrs	Participants learn about alphabets 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.
RG05VS	Teaching Adults to Read: Alphabets	Online Course Self-Paced	2–4 hrs	Participants learn about alphabets 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.
RG09FF	Teaching Adults to Read: Assessment Strategies and Reading Profiles	In-Person Training Event	3.5 or 6 hrs; computer lab with Internet access required, or ask participants to bring their own device	This session introduces, demonstrates, and provides practice in using the Assessment Strategies and Reading Profiles Web site, supported by LINCS 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.
RG09VS	Teaching Adults to Read: Assessment Strategies and Reading Profiles	Online Course Self-Paced	2-4 hrs	This course introduces, demonstrates, and provides practice in using the Assessment Strategies and Reading Profiles website. 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. 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.
RG04FF	Teaching Adults to Read: Components of Reading	In-Person Training Event	3.5 hrs	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. Applying Research in Reading Instruction for Adults: First Steps for Teachers is used as a resource.
RG06FF	Teaching Adults to Read: Comprehension	In-Person Training Event	3.5 hrs	After learning about the research on comprehension, participants use Applying Research in Reading Instruction for Adults: First Steps for Teachers to learn about and practice methods for teaching reading comprehension to their adult students.
RG06VS	Teaching Adults to Read: Comprehension	Online Course Self-Paced	2–4 hrs	After learning about the research on comprehension, participants use Applying Research in Reading Instruction for Adults: First Steps for Teachers to learn about and practice methods for teaching reading comprehension to their adult students.

Code	Title	Format	Length	Description
RG07FF	Teaching Adults to Read: Fluency	In-Person Training Event	3.5 hrs	The research indicates that teaching fluency may increase reading achievement. Participants look at aspects of the research and practice using tools for measuring fluency. They also discuss the characteristics of fluent reading and practice different techniques of guided repeated oral reading, the recommended instructional strategy for improving fluency.
RG07VS	Teaching Adults to Read: Fluency	Online Course Self-Paced	2–4 hrs	The research indicates that teaching fluency may increase reading achievement. Participants look at aspects of the research and practice using tools for measuring fluency. They also discuss the characteristics of fluent reading and practice different techniques of guided repeated oral reading, the recommended instructional strategy for improving fluency.
RG08FF	Teaching Adults to Read: Vocabulary	In-Person Training Event	3.5 hrs	The research on vocabulary is limited both for adults and in K–12; a few trends provide some direction. 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 using instructional techniques to improve vocabulary skills.
RG08VS	Teaching Adults to Read: Vocabulary	Online Course Self-Paced	2–4 hrs	The research on vocabulary is limited both for adults and in K–12; a few trends provide some direction. 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 using instructional techniques to improve vocabulary skills.
EL23BL	Teaching Strategies for Bottom-up and Top-down Literacy Instruction for Emergent Readers (ELL-U)	Study Circle	1.5 hrs	This study circle will provide an additional opportunity to discuss course content (EL33VS) and related implementation strategies with peers and faculty. Participants should bring their questions and comments from the course to participate in a Question & Answer session with the facilitator. Participants will have the opportunity to explore the concepts and integration of bottom-up and top-down literacy instruction through the identification of related teaching strategies. Participants will explore teaching strategies that maximize learners' prior experiences in the classroom through discussion on techniques introduced and observed in the course. <i>Prerequisite: ELL-U online course - Teaching ELLs Who Are Emergent Readers</i>
EL24WE	Teaching Vocabulary: Practical, Research-based Approaches to Instruction (ELL-U)	Study Circle	3, 1.5-hr sessions	What does the latest research say about teaching vocabulary? Participants in this study circle will read and discuss key research findings about effective approaches to teaching vocabulary to adult ELLs. Teachers will share their own experiences and have the opportunity to try out new teaching ideas in their own classrooms
EL08FF	Teaching Vocabulary: Practical, Research-based Approaches to Instruction (ELL-U)	In-Person Training Event	3.25 hrs	This workshop will provide an overview of the latest research on vocabulary teaching in ESOL and Adult Basic Education (ABE). Participants will discuss the issues with one another, engage in practical, hands-on activities, and come away with ideas for teaching vocabulary effectively.
RG16FF	Tutor Ready: Resources for Tutoring Adults in Reading	In-Person Training Event	3 hrs	Come learn about <i>Tutor Ready: Resources for Tutoring Adults in Reading</i> . Explore answers to common questions instructors ask about how best to help their learners improve their skills in the following components of reading: Phonemic Awareness, Decoding, Fluency, Vocabulary, and Comprehension.

Code	Title	Format	Length	Description
EL09FF	Vocabulary Instruction for ESL English Language Learners in ABE Classes (ELL-U)	In-Person Training Event	3 hrs	This workshop will begin with a discussion of some of the factors that affect the development of English vocabulary for ELLs: English speaking and listening ability, native language literacy, and the amount of English language reading they engage in. In addition, the relevance of the BICS/CALP distinction for ELL vocabulary instruction will be covered.
EL26WE	Vocabulary Myths: Applying Second Language Research to Classroom Teaching (ELL-U)	Book Group	2–3 chapters discussed every 2 wks; 7 sessions	Explore Keith Folse's highly accessible book, <i>Vocabulary Myths: Applying Second Language Research to Classroom Teaching</i> . It discusses eight commonly held myths about learning vocabulary in a second (or additional) language. In debunking each myth, the author begins with a relevant story from his extensive teaching experience. Each chapter then highlights recent research on the topic and concludes with a wide variety of practical approaches for teaching vocabulary effectively.

Science

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Code	Title	Format	Length	Description
SC05FF	Deepen Your Science Instruction (and Have Fun, Too!)	In-Person Training Event	1.5 hrs	Important decisions we make every day require a foundation of scientific knowledge. In this interactive workshop, teachers practice developing lessons that digs deeper into the science content of everyday situations through eight scientific practices.
SC01VS	Engaging Adult Learners in Science	Online Course Self-Paced	2–3 hrs	This course provides an overview of the relevance and importance of science in the adult basic education/adult secondary education (ABE/ASE) classroom and introduces the use of scientific practices in these classrooms.
TL08VF	Open Science-Open Resources: Engage Adult Learners for 21st Century Skills	Online Course Facilitated	32 hrs	This course helps teachers find quality Open Educational Resources (OER) for the adult education classroom, evaluate them, and assess their effectiveness in meeting learning objectives. It will also provide teachers with ideas and resources for instructional strategies and resources to introduce and engage adult students in learning science. <i>Prerequisite: Open Your Classroom with Open Education Resources (TL07VS)</i> .
SC03VS	Project-Based Science Instruction for Career Preparation	Online Course Self-Paced	2–3 hrs	This course is the third in a series of LINCS online courses that facilitate the teaching of science in the adult education classroom. The first two courses in the series, <i>Engaging Adult Learners in Science</i> and <i>Scientific Practices in Context: Curricular Planning and Lesson Development</i> , introduce the concept of scientific practices. The third course connects scientific practices to science content and the use of science in adults' daily lives, especially in work and career-related contexts.
SC02VS	Scientific Practices in Context: Curricular Planning and Lesson Development	Online Course Self-Paced	2–3 hrs	This course provides an introduction to teaching science in context, and guidance on where teachers can find credible science resources. The course also reviews the teaching and learning cycle, focusing on curriculum design, including lesson planning and development within the context of an adult education science unit.

Code	Title	Format	Length	Description
SC04VS	Teaching Energy Literacy to Adult Learners	Online Course Self-Paced	2 hrs	This course explains the concept of energy literacy, and introduces the Energy Literacy Framework developed by the U.S. Department of Energy. Educators can use the Framework (available in English and Spanish) to teach adult learners about the role of energy in their lives and to generate potential interest in energy as a career field. This course explores the Fundamental Concepts of the seven essential principles outlined in the Energy Literacy Framework and provides examples of online resources teachers can use to teach the principles and associated concepts to adult learners.

Technology

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Code	Title	Format	Length	Description
TL01FF	Emerging Technologies in the Adult Education Classroom	In-Person Training Event	3.5 or 6 hrs; computer lab with Internet access required, or ask participants to bring their own device	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.
MN05FF	Enhancing Learner Critical Thinking on the Use of Social Media: Numeracy Instructional Strategies	In-Person Training Event	3 hrs	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.
TL06FF-NEW!	Evaluating the Flipped Approach: How Can It Work for My Learners?	In-Person Training Event	3 hrs	This workshop supports state and local level efforts to deliver individualized learning and extend learning time via effective use of blended learning and integration of educational technologies. In addition, this session builds practitioner awareness of the Adult Education Teacher Competencies and the need for critical thinking and planning re: "new" instructional initiatives and practices.
TL06WE-NEW!	Evaluating the Flipped Approach: How Can It Work for My Learners?	Webinar	1.5 hrs	This webinar supports state and local level efforts to deliver individualized learning and extend learning time via effective use of blended learning and integration of educational technologies. In addition, this session builds practitioner awareness of the Adult Education Teacher Competencies and the need for critical thinking and planning re: "new" instructional initiatives and practices.
TL15WE	Integrating Digital Literacy and Problem Solving into Instruction	Webinar	1.5 hrs	Hear how adult educators have been integrating digital literacy into instruction. Ideas will be shared on how to use project-based learning activities to help adult students improve their solving problems skills while offering practice with reading, writing, speaking and listening. We will share ideas on how adult learners can improve digital literacy skills and access to technology thereby accelerating learning.

Code	Title	Format	Length	Description
TL11VS TL12VS TL13VS TL14VS	Integrating Digital Literacy into Adult English Language Instruction (ESL Pro)	Online Course Self-Paced	8–12 hrs	This module contains four units, designed for teachers and administrators interested in integrating digital literacy in their classes and programs for adult English Language Learners. Estimated completion time for each unit is 2–3 hours. The units are: (1) <i>Digital Literacy in the Lives of English Learners</i> , (2) <i>Information and Communication Technologies for Language Learning</i> , (3) <i>Digital Information Literacy</i> , and (4) <i>Problem Solving in Technology Rich Environments</i> . See individual Unit course descriptions for further detail.
TL11VS	Integrating Digital Literacy into Adult English Language Instruction: Digital Literacy in the Lives of English Learners (ESL Pro)	Online Course Self-Paced	2–3 hrs	This is Unit 1 in the module <i>Integrating Digital Literacy into Adult English Language Instruction</i> . Unit 1, <i>Digital Literacy in the Lives of English Learners</i> , is an overview for instructors and administrators about framing digital literacy as a critical component for language skill development. Teachers can learn how to integrate digital literacy instruction and learning activities into all aspects of adult English language acquisition instruction.
TL12VS	Integrating Digital Literacy into Adult English Language Instruction: Information and Communication Technologies for Language Learning (ESL Pro)	Online Course Self-Paced	2–3 hrs	This is Unit 2 in the module <i>Integrating Digital Literacy into Adult English Language Instruction</i> . Unit 2, <i>Information and Communication Technologies for Language Learning</i> , focuses on how to use information and communication technologies to enhance opportunities for adult English language learners to increase their English language acquisition and to increase their digital literacy skills at the same time.
TL13VS	Integrating Digital Literacy into Adult English Language Instruction: Digital Information Literacy (ESL Pro)	Online Course Self-Paced	2–3 hrs	This is Unit 3 in the module <i>Integrating Digital Literacy into Adult English Language Instruction</i> . Unit 3, <i>Digital Information Literacy</i> , looks at digital information literacy and how to help students learn how to find, understand, and critically evaluate information on the Internet. It describes how to integrate activities that focus on searching the Internet, analyzing search results, evaluating those results, and reading the information critically. A variety of video and web-based resources are included.
TL14VS	Integrating Digital Literacy into Adult English Language Instruction: Problem Solving (ESL Pro)	Online Course Self-Paced	2–3 hrs	This is Unit 4 in the module <i>Integrating Digital Literacy into Adult English Language Instruction</i> . Unit 4, <i>Problem Solving in Technology Rich Environments</i> , incorporates a wide range of digital literacies into problem solving in technology-rich environments and is for teachers who have already been integrating digital literacy into their practice and want to take it further.
TL05VS	Integrating Technology in the Adult Education Classroom	Online Course Self-Paced	4 hrs	This course covers the purposes for integrating technology, explores guidelines for planning to integrate technology into instruction, and organizes thinking about the wide range of technology tools available. Examples of adult education practitioners' experiences in integrating technology are incorporated throughout the course. In the culminating activity, you will create a Technology Integration Action Plan for a unit or lesson that you select for use with your adult learners.
TL09VF	Open Math-Open Resources: Engage Adult Learners for 21st-Century Skills	Online Course Facilitated	32 hrs	This course will help math teachers find quality Open Educational Resources (OER) for the adult education classroom, evaluate them for appropriate classroom use, and assess their effectiveness in meeting learning objectives. It will also provide teachers with ideas and resources for instructional strategies to introduce and engage adult students in learning math. <i>Prerequisite: Open Your Classroom with Open Education Resources (TL07VS)</i> .

Code	Title	Format	Length	Description
TL08VF	Open Science-Open Resources: Engage Adult Learners for 21st Century Skills	Online Course Facilitated	32 hrs	This course helps teachers find quality Open Educational Resources (OER) for the adult education classroom, evaluate them, and assess their effectiveness in meeting learning objectives. It will also provide teachers with ideas and resources for instructional strategies and resources to introduce and engage adult students in learning science. <i>Prerequisite: Open Your Classroom with Open Education Resources (TL07VS).</i>
TL07VS	Open Your Classroom with Open Education Resources	Online Course Self-Paced	3.5 hrs	This course will introduce adult education (AE) teachers to the wide variety of Open Educational Resources (OER) and familiarize them with Creative Commons and other open licenses. Teachers at all levels of AE will gain an understanding of how to identify and search for materials to use in their teaching practice. In addition to learning search strategies, teachers will gain an understanding of how to evaluate OER for appropriate use and how to organize resources for future use with OER Commons.
TL04WE	Project-Based Learning 2.0	Webinar	1.5 hrs	We all have some experience working on projects in the classroom, but what makes classroom projects authentic project-based learning now? Recent models of PBL can be used to advance learners research and critical thinking skills, enrich and strengthen communication skills and improve “soft” skills such as teamwork, while incorporating real-life technology skills. The PBL approach emphasizes problem solving and, according to research, supports certain key characteristics of adult learning. This webinar reviews key steps toward using these concepts in your classroom and will provide practical ideas for creating engaging project-based learning using Web 2.0 technology.
TL02WE	Reboot Your Digital Strategy	Webinar	1.5 hrs; 3 hrs w/ pre-reading	In this webinar, learn how your program and students can take advantage of national developments in digital literacy and access. Watch demos of helpful resources, websites, and tools to get your teachers, tutors, and students “connected.”
TL02FF	Reboot Your Digital Strategy	In-Person Training Event	3 hrs	In this session, learn how your program and students can take advantage of national developments in digital literacy and access. Watch demos of helpful resources, websites, and tools to get your teachers, tutors, and students “connected.” Bring your own device (BYOD) to get a hands-on experience.

Understanding Research

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Code	Title	Format	Length	Description
PM02FF	Evidence-based Practice: A Workshop for Training Adult Basic Education, TANF and One-Stop Practitioners and Program Administrators	In-Person Training Event	3.5 or 6 hrs	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.
PM03VS	Understanding and Applying Research in the Classroom: A Guide for Today's Educators	Online Course Self-Paced	1 hr	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, What is Scientifically Based Research? Using Research and Reason in Education .

Workforce Preparation

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Code	Title	Format	Length	Description
EL34FF	Designing Curriculum for Work-Based ESL Classes	In-Person Training Event	3 hrs	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.

Code	Title	Format	Length	Description
CP13FF– NEW!	Integrating Employability Skills: A Framework for All Educators	In-Person Training Event	3.5 hrs	As students strive to meet the demands of the 21st century, they are increasingly expected to master employability skills in addition to traditional academic skills. Integrating Employability Skills: A Framework for All Educators is a Professional Learning Module to support regional comprehensive centers, state educational agency staff, and state regional centers in building their knowledge and capacity to integrate and prioritize employability skills at the state and local levels. The module introduces participants to the Employability Skills Framework and explains why it is important for all students; connects employability skills with other education initiatives; and provides tools and strategies to prioritize employability skills at the state, employer, district, and individual teacher levels.
DS07VS– NEW!	Learning to Achieve: Workforce Preparation Strategies	Online Course Self-Paced	2 hrs	This course focuses on some practical strategies adult basic educators can use to help their students with learning disabilities (LD) develop effective skills for finding and retaining employment.
EL35FF	Preparing Adult English Language Learners for the Workforce: Models and Resources	In-Person Training Event	3 hrs	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.

Writing

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Code	Title	Format	Length	Description
LV02FF	Assisting Struggling Readers and Writers: Using Research-based Resources to Support Adult Learners	In-Person Training Event	2–4 hrs; computer lab with Internet access preferred, or ask participants to bring their own device	The purpose of this training is to introduce teachers, programs directors, and professional developers to LINCS and other evidence-based resources that instructors of adult learners can use to inform their classroom practices with struggling readers and writers.
WG01BL	Evidence-Based Principles and Practices for Writing Instruction	Study Circle	3, 1.5-hr sessions	This three-part study circle will give participants an active role in delving into, making sense of, and using the research on writing as reported by the National Academies of Science in their publication Improving Adult Literacy Instruction: Developing Reading and Writing. Participants will be engaged in reading and discussion, and will implement a new writing activity in their classroom. There will be readings to be completed between each of the sessions.

Code	Title	Format	Length	Description
WG21WE	Evidence-Based Principles and Practices for Writing Instruction	Webinar	1.5 hrs	Participants will explore and discuss the principles and practices for adult writing instruction from the National Academies publication <i>Improving Adult Literacy Instruction: Developing Reading and Writing</i> . Participants will reflect on current practice and think about what changes to make.
EB08VF (W)	Teaching Excellence in Adult Literacy (TEAL): Deeper Learning Through Questioning	Online Course Facilitated	6 hrs	Questioning is a powerful teaching approach. When teachers ask higher-order questions and give students opportunities to think critically and to develop deep explanations, learning is enhanced. Equally important as teacher questions are student self-questions. Self-questioning can guide learning and help students monitor their progress. This course focuses on both teacher questioning and student self-questioning.
EB03VF (W)	Teaching Excellence in Adult Literacy (TEAL): Differentiated Instruction	Online Course Facilitated	6 hrs	Differentiated instruction is an approach that enables instructors to plan strategically to meet the needs of every learner. The approach encompasses the planning and delivery of instruction, classroom management techniques, and expectations of learners' performance that take into consideration learners' diversity and varied levels of readiness, interests, and learning profiles.
EB04VF (W)	Teaching Excellence in Adult Literacy (TEAL): Effective Lesson Planning	Online Course Facilitated	6 hrs	Planning is critical in identifying appropriate action steps to help one effectively reach a goal. Lesson plans help instructors set learning objectives and they provide a road map by which instructors can organize content, materials, time, instructional strategies and assistance in the classroom. They also represent a way to communicate to learners what they will learn and how they will be assessed. In this course, you will learn some techniques to make the most of your planning time and maximize collaboration with your peers.
EB05VF (W)	Teaching Excellence in Adult Literacy (TEAL): Formative Assessment	Online Course Facilitated	6 hrs	Formative assessment refers to both the formal and informal processes that teachers and students use collaboratively to gather evidence of student learning for the purpose of improving learning. Formative assessment occurs while the learning is taking place, as opposed to a summative assessment that typically occurs at the end of a learning unit or course to determine what a student has learned. Formative assessment is a process, not a one-time event; it is assessment for learning, rather than assessment of learning, as with summative assessment. You will explore strategies for conducting informal and ongoing assessments of your adult education students' progress and use that information to adjust your teaching to ensure that all students learn.
EB02VF (W)	Teaching Excellence in Adult Literacy (TEAL): Self-Regulated Learning	Online Course Facilitated	6 hrs	Self-Regulated Learning (SRL) refers to one's ability to understand and control one's learning behaviors. For a learner to do this, he or she must set goals, select strategies to achieve the goals, and monitor progress toward the goals. In monitoring his or her progress, a learner can determine whether a particular learning strategy is not working and he or she can modify the approach to mastering a skill. All of these activities, which can be customized to any content area, can help refine learners' attention to and confidence in learning and reinforcing specific habits, strategies, and skills. You will explore strategies for encouraging students to self-regulate their learning and for applying those strategies to the adult education context.
EB06VF (W)	Teaching Excellence in Adult Literacy (TEAL): Strategy Instruction	Online Course Facilitated	6 hrs	Strategy instruction is a student-centered and research-based approach to teaching students how to learn. One of the most effective instructional approaches for adults with learning disabilities, strategy instruction centers on helping students to acquire the tools and techniques that efficient learners use to understand and learn new material or skills, integrate this new information with what they already know, and recall the information or skill later, even in a different situation or place.

Code	Title	Format	Length	Description
EB07VF (W)	Teaching Excellence in Adult Literacy (TEAL): Student-Centered Learning: Keys to Motivation and Persistence	Online Course Facilitated	6 hrs	Student-centered learning (SCL) is an instructional approach that focuses on student needs, allowing students to influence the content, activities, materials, and pace of learning according to their interests and needs. In student-centered instruction, the student is placed at the center of the teaching-learning dynamic so that information transmission is secondary to students' needs, abilities, interests, and learning preferences. In this way, the teacher in a student-centered classroom becomes a facilitator of learning rather than a transmitter of knowledge. This course provides an overview of SCL as well as strategies for moving toward student-centeredness in adult classrooms.
EB01VF (W)	Teaching Excellence in Adult Literacy (TEAL): Universal Design for Learning: Addressing Barriers	Online Course Facilitated	6 hrs	Universal Design for Learning (UDL) is a set of principles for designing curriculum that provides all students, regardless of ability, disability, age, gender, or cultural and linguistic background, with equal opportunities to learn. Rather than a one-size-fits-all approach to teaching, the UDL framework provides a blueprint for creating instructional goals, methods, materials, and assessments that can be customized to meet the needs of all learners. This course provides an overview of the UDL framework and guidelines as well as suggestions for applying UDL principles to the adult education context.

Youth

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Code	Title	Format	Length	Description
EB10FF	Working with Youth/Millennials: Instructional Implications from Generational Research	In-Person Training Event	3 hrs; computer lab with Internet access preferred	Generational research by leading universities and industries has strong implications for addressing the needs of younger learners in both K-12 and adult education settings. Join us for an overview and discussion of this research, particularly the values, expectations, learning styles, work habits, and skills of the "Millennial Generation" - digital natives born 1982-2000. Facilitators will lead participants in exploring instructional techniques research suggests may best support these younger learners.