



## **Professional Development Offerings to State Organizations Coordinated by *LINCS* Regional Resource Centers**

### **I. Professional Development Workshops/Presentations**

#### **A. Overview of National Institute for Literacy Resources (60–90 min.)**

This presentation gives participants an overview of the National Institute for Literacy (Institute) and highlights publications for educators related to reading and using research. Online *LINCS* resources are demonstrated and participants receive copies of some Institute publications.

#### **B. Learning to Achieve: Research-Based Training on Serving Adults with Learning Disabilities (5 days)**

This five-day training program is designed to help adult education and vocational training practitioners, social workers, and other human service providers understand learning disabilities (LD) in adults and learn how to actively support adults with LD in educational and workplace settings. The training will also prepare participants to share what they have learned with interested colleagues who did not attend the training.

#### **C. Evidence-based Practice: A Workshop for Training Adult Basic Education, TANF and One Stop Practitioners and Program Administrators (1 day or ½ day)**

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
- 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.

## D. Reading Workshops

### **Teaching Adults to Read: A Research-based Practices Workshop** (3 days)

This 3-day workshop presents research-based practices for adult reading assessment and instruction in order to increase participants' awareness, knowledge, and use of research-based practices for reading assessment and instruction. Its goal is to bring together the research on adult literacy instruction and the recommendations for instruction based on this research from two resources, the book, *Applying Research in Reading Instruction for Adults: First Steps for Teachers*, and the website, *Assessment Strategies and Reading Profiles: Research-based Assessment Practices for the Adult Education Classroom*. Participants will learn about teaching specific aspects of reading—alphabeticity, fluency, vocabulary, and comprehension.

Portions\* of the **Teaching Adults to Read** workshops lend themselves to shorter conference-length sessions and ½-day trainings.

#### **1. \*Research on Reading Instruction and Assessment** (75–90 min.)

Participants gain an understanding of how their practices should relate to the existing research on reading assessment and instruction. The session will focus on key findings from the research review conducted by the Adult Literacy Research Working Group for the Institute and summarized in *Teaching Adults to Read: A Summary of Scientifically Based Research Principles*, and the results of the Adult Reading Components Study, conducted by the National Center for the Study of Adult Learning and Literacy (NCSALL). The four components of reading—alphabeticity, fluency, vocabulary, and comprehension—are introduced.

#### **2. \*Assessment Strategies and Reading Profiles** (75–90 min. or double session; computer lab required)

This session introduces, demonstrates, and provides practice in using the Assessment Strategies and Reading Profiles website, supported by the National Institute for Literacy and built on NCSALL's Adult Reading Components Study. Participants will learn how to navigate the website and use the Make-a-Match 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, learn how to use the site and profiles, and see how the profile results help with instruction.

#### **3. \*Using Reading Profiles for Group Instruction** (½ day; computer lab required)

Participants use profiles generated from the *Assessment Strategies and Reading Profiles* website to plan reading instruction for groups of students in classroom setting.

#### **4. Components of Reading: 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 distributed as a resource. (Each can be offered as a 75–90 min. session or ½-day workshop.)**

- a. \*Fluency:** This session opens with an instructional practice, “repeated readings,” that improves fluency. The research indicates that teaching fluency increases reading achievement. Participants will look at other aspects of the research and

practice using tools for measuring fluency. They will also discuss the characteristics of fluent reading and practice two approaches to guided repeated oral reading.

- b. **\*Alphabetics:** Participants will learn about alphabetics research with adults and some important research with children that supports and extends the research with adults. They will practice using assessments for phonemic awareness, word recognition, and word analysis. Finally, participants will develop an understanding of and familiarity with structured programs for learners with limited reading skills and plan instruction for intermediate-level readers who have “gaps” in their decoding skills.
- c. **\*Vocabulary:** The research on vocabulary is limited both for adults and in K–12; a few trends provide some direction. Two basic formats for assessing vocabulary knowledge will be reviewed and discussed for the purpose of informing instruction. Participants will learn about approaches for identifying vocabulary words that should be taught and will practice making instructional decisions about vocabulary.
- d. **\*Comprehension:** After learning about the research on comprehension and how to use the *Assessment Strategies and Reading Profiles* website to assess comprehension, participants will 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.

**D. Accessible Health Information for Beginning ABE Students: Building Basic Skills While Improving Health Knowledge (75 min.)**

This presentation will provide an overview of the dramatic connection between low literacy and poor health status and report on the development of a groundbreaking, research-based curriculum designed to simultaneously improve both literacy and health.

**E. A Health Curriculum for Beginning Level ABE Students (45–90 min.)**

Introduction to the new scientifically based research online curriculum and instructor’s guide made available through the National Institute for Literacy. Exciting, motivating, interactive and non-linear curriculum ensures that learners improve their health literacy while enhancing their basic skills. Also a brief introduction to the curriculum is being developed for beginning English-as-a-second-language students.

**F. A Health Curriculum for Beginning Level ABE Students (1 day)**  
(Coming in 2010! A Health Curriculum for Beginning Level ESL Students)

Attendees participate in a discussion of the importance of health literacy and its relevancy to their programs and students. The presenter demonstrates the online manual and curriculum. Explanations as to what research-based literacy activities are used in the curriculum are given and attendees have the opportunity to discuss these activities and ask questions if they are unfamiliar with them.

The presenter walks attendees through at least two sections of the curriculum, referring back and forth to the manual. Hot links to further explanatory information on the techniques or the topics are also available and demonstrated. The session ends with a group discussion of what other health issues an instructor might want to work with next and an evaluation of the workshop itself. Ample time is allowed for questions and suggestions from attendees.

## **Health Literacy Content Covered**

- Health Professionals
- Emergency Care
- Self-care and Preventive Care
- Physical Activity and Good Nutrition
- Making and Keeping Appointments
- Talking to Health Professionals
- Medical Tests and Other Follow-up Care Instructions
- Medical History Forms
- Medications (drug groups, warnings, dosage & directions)
- Paying for Health Services
- and *more...*

## **G. Facilitated Online Courses**

Six, facilitated online courses are available through the Regional Resource Centers. There will be limited, subsidized offerings of the courses; however, additional offerings are possible for a fee. Optional Continuing Education Units (CEU) are available for three of the courses.

### **1. Assessment Basics for Adult Education (12 hours; 1 CEU)**

This online course is designed for teachers, program administrators, professional development providers, and state adult literacy and basic education staff who want to understand fundamental assessment information necessary for quality in test use, administration, and design; alignment of goals, curriculum and assessment; and using alternative forms of assessment. The course surveys the currently most prominent tests and resources in use today. (Developed by LINCS)

Participants will study and explore the points outlined below, share their own understanding and experiences with the group, and subsequently be able to apply new learning and skill to their practice:

- fundamental assessment information and terminology
- various assessment tools and frameworks
- benefits and limitations of different types of assessments
- quality in test design and administration
- developing and using assessments for the classroom
- the importance of aligning student goals, curriculum, and assessment

### **2. Integration of Technology into the Adult Education Classroom (12 hours; 1 CEU)**

Have you ever tried to blindly put a puzzle together without knowing what the final picture will look like? This may be what is happening to you when you are trying to integrate computer technology into your classroom. This course will provide quick access to educational resources, lesson plans, activities, tools for evaluating educational software, information about purchasing educational software, and knowledge to help you utilize a variety of software applications and web-based activities in the classroom. Emerging technology for education is overviewed and many Internet resources are introduced with examples of how these resources are now being used in the classroom. Online activities, discussion boards and assessments will keep you engaged. (Developed by LINCS)

**3. Multiple Intelligences and Differentiated Instruction (40 hours)**

This online course integrates the understanding of multiple intelligences (MI) theory with the power of differentiated instruction in this facilitated, eight-week course.

Research conducted by the National Center for the Study of Adult Learning and Literacy shows that instructional practices inspired by Multiple Intelligences (MI) theory resulted in high levels of authentic instruction and student engagement.

You'll learn how to apply MI theory and differentiate instruction for all levels of adult basic education and English for speakers of other languages. The facilitator will guide you as you develop your own MI-based lessons. During this eight-week course, you will engage in self-paced activities and readings, as well as asynchronous discussions and synchronous chats with the facilitators and course participants.

(Developed by New England Literacy Resource Center in cooperation with LINCS)

**4. The Path of Professional Development Evaluation (12 hours; 1 CEU)**

This online course is designed for teachers, administrators, and other adult education staff who are responsible for developing professional development at the local or state level. *It is appropriate for both novices and those with more experience* in the field.

The focus is on how to evaluate the quality and effectiveness of professional development activities, events, or programs.

The course will utilize text, a discussion board, online readings, and an individual professional development project of the participant's choice. There will also be additional resources included for those wishing to pursue further in-depth study of the topic. The Facilitator and a Tech Partner will be available online to provide one-on-one support as needed.

Participants will study and explore the following topics:

- the fundamentals of evaluation
- how evaluation fits into the "big picture" of professional development
- the five levels of pd evaluation and implications for practice
- pros and cons of the different data collection methods
- how to construct an evaluation framework

(Developed by LINCS)

**5. Research-based Strategies and Models for Adult Transitions to Postsecondary Education (24 hours)**

This online course is designed to engage adult education teachers, counselors, administrators, and postsecondary partners interested in devising strategies and/or program components to prepare learners for postsecondary education and training.

Participants will read and discuss the research on the changing workforce and examine the reasons why adult learners need to go beyond the GED and English language study to advance their earning potential. Participants will also learn about the challenges facing adult students in postsecondary education and investigate strategies and program models that support adult transitions to postsecondary education. Throughout the course, participants will gather local and regional data on the labor market, educational needs, and academic programs and support services offered by area colleges to guide future program development and planning.

During this eight-week course, you will engage in self-paced activities and readings, as well as asynchronous discussions with other course participants. The course opens with a teleconference. (Developed by National College Transition Network)

#### **6. Study Circle: Research-based Adult Reading Instruction (20–24 hours)**

The Research-based Adult Reading Instruction Study Circle is designed to engage practitioners of adult basic education (ABE), adult secondary education (ASE), and English-for-speakers-of- other-languages (ESOL) in discussing theories and concepts related to reading instruction. Questions about what research says about teaching adults how to read are particularly relevant as programs and teachers struggle with choosing the most effective ways to develop adults' reading skills.

During this eight-week course, you will work on team projects, engage in self-paced activities and readings, as well as asynchronous discussions and synchronous chats with the facilitator and course participants. (Developed by National Center for Study of Adult Learning and Literacy for LINCS)

#### **E. Customized Training**

Based on the results of the *LINCS* Adult Education Practitioner Professional Development Needs Assessment Survey and *LINCS* Adult Education Professional Development Mapping Survey, Regional Resource Centers can talk to states about their needs and how the Institute can assist in providing professional development

## **II. National Institute for Literacy Publications**

Full text documents and information on ordering print copies are available at:  
[www.nifl.gov/nifl/publications.html](http://www.nifl.gov/nifl/publications.html)

Regional Resource Center can arrange to provide an exhibit booth at a state conference where Institute publications will be distributed free.

## **III. National Institute for Literacy Resource Collections**

The *LINCS* Resource Collections are online, subject-oriented collections of high quality instructional resources, including multimedia resources and informed by research, especially scientifically based and other rigorous research, for use by adult education and literacy educators.

The Resource Collections are focused on three main areas: Basic Skills (reading, writing, mathematics/numeracy), Workforce Competitiveness (workplace literacy, English for speakers of other languages, technology), and Program Planning (program improvement, assessment, learning disabilities). Workshops are also available on the collections, collectively or individually.

#### **A. Pursuing High Quality Adult Literacy Resources: The National Institute for Literacy's New *LINCS* Resource Collections (75 min.)**

The National Institute for Literacy launched an initiative in 2006 to refine *LINCS*, its national information and communications system. The new collections focus on promoting and providing access to the highest quality instructional and program planning resources

available. This interactive workshop introduces participants to the Resource Collections project through a panel presentation, on-line search activities and participant discussion.

**B. Building Program-based Professional Development: How the National Institute for Literacy Can Help (75 min.)**

You need flexible, feasible, affordable professional development for yourself or your staff whose time and travel abilities are limited. How do you provide that? Learn how to connect instructors' learning goals to a rich set of online training and resources for program-based professional development.

**C. Individual *LINCS* Collections**

**1. The *LINCS* Basic Skills Collection (60–90 min.)**

The focus of the workshop is the new *LINCS* Basic Skills Resource Collection web site, which was developed to support practitioners and administrators in their efforts to strengthen programs and practices. The collection contains resources within the three broad areas of reading, writing, and numeracy. The workshop facilitators will demonstrate the basic functions of the site and suggest ways in which the resources can be used improve the teaching of basic skills. Participants will brainstorm additional ways to connect the resources to practice, including addressing specific needs relevant to their own work setting. Participants also will have the opportunity to shape the future development of the collection by identifying needed resources not currently included in the collection.

**2. The *LINCS* Program Planning Resource Collection (60–90 min.)**

The focus of the workshop will be the new *LINCS* Program Planning Resource Collection web site, which was developed to support practitioners and administrators in their efforts to strengthen programs and practices. The collection contains resources within the three broad areas of assessment, learning disabilities, and program improvement. The workshop facilitators will demonstrate the basic functions of the site and suggest ways in which the site resources can be used for program planning. Participants will brainstorm additional ways to connect the resources to practice, including addressing specific needs relevant to their own work setting. Participants will also have the opportunity to shape the future development of the collection by identifying needed resources that are not currently included in the collection.

**3. The *LINCS* Workforce Competitiveness Resource Collection (60–90 min.)**

The focus of the workshop will be the new *LINCS* Workforce Competitiveness Resource Collection web site, which was developed to support practitioners and administrators in their efforts to strengthen programs and practices. The collection contains resources within the three broad areas of workforce education, English language acquisition, and technology. The workshop facilitators will demonstrate the basic functions of the site and suggest ways in which the resources can be used improve the teaching of work-focused basic skills, addressing the specific needs of English language learners, and the effective use of technology in education. Participants will brainstorm additional ways to connect the resources to practice, including addressing specific needs relevant to their own work setting. Participants also will have the opportunity to shape the future development of the collection by identifying needed resources not currently included in the collection.

## D. Individual Topics

### 1. **Assessment Basics for Adult Education** (90 min. to 1 day)

Participants will explore the benefits and limitations of different types of assessment; quality in test design and administration; developing assessments for the classroom; and aligning student goals, curriculum, and assessment.

### 2. **Assisting Struggling Readers: Using Research-based Resources to Support Adult Learners** (1 to 3 hours)

This workshop focuses on the needs of struggling readers. After an overview of the National Institute for Literacy's *LINCS* Collections, small groups—English Language Learners, Learning Disabilities, Adult Basic Education populations—will delve into elements of reading particular to their topic, building a research-based reservoir of resources for learners.

### 3. **Building Web Sites as a Project-based Learning Activity** (75 min to 1 day)

Project-based learning emphasizes real-life problem solving and, according to research, will support certain key characteristics of adult learning, especially when technology is used. A web site project can be used to enrich and strengthen English language learning, real-life information technology skills, as well as “soft” skills such as and teamwork. This session provides practical ideas for using these concepts in your classroom.

### 4. **The Components of Numeracy: Tools for Engaging Learners in Meaningful Math** (2 hours)

Numerate adults are willing and able to apply math content in a variety of real-life contexts. Adult learners need to build the strategies, skills and attitudes that lead to that goal. This hands-on workshop will explore ways to add context, reasoning skills and problem solving to the math content already being taught in classrooms. Teachers will learn to design and enhance instructional activities to meet the needs of learners of all levels.

### 5. **Designing Curriculum for Work-based ESL Classes** (60–90 min.)

Join a discussion on designing curriculum and content for work-based ESL classes. Using expert reviewed research-based *LINCS* resources we will address tailoring your curriculum and contextualizing class materials to meet your immigrant students' and industries' employment needs. This session will include 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.

### 6. **Engaging Students and Increasing Literacy: How Applying Research Can Help** (90–120 min.)

This interactive session shares research on two dimensions of literacy practice (Purcell-Gates): authenticity of materials and degree of collaboration between teacher and students, shares examples, and invites participants to apply what they learn to their practice.

**7. Expanding your ESL resources: Using the National Institute for Literacy's Collections to Implement Best Practices (60–90 min.)**

This workshop will offer a brief overview of the online National Institute for Literacy's *LINCS* Resource Collections, particularly targeting resources in the English Language Acquisition topic area. These expert-reviewed resources, such as curricula, teaching strategies and intergenerational activities, highlight current research and best practices. Participants will have the opportunity to review available resources and discuss how these resources can practically inform family literacy activities, curriculum or program development.

**8. Improving Learning Disabilities (LD) Services: Finding and Using Research-based Resources for Adults (75–120 min.)**

Participants will identify instructional or program planning needs in the areas of learning disabilities and serving the needs of adult learners with LD. They will use a selection of research-based resources to identify and address concerns with using research to improve instructional practice or program management.

**9. Preparing Adult English Language Learners for the Workforce: Models and Resources (1 to 3 hours)**

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 will have networking and program planning opportunities.

**10. Research Based Writing Instruction: How the National Institute for Literacy's *LINCS* Basic Skills Collection Can Help (75 min.)**

Looking for free, high quality resources for teaching writing to adults? Explore the writing resources in the *LINCS* Basic Skills Collection, discuss how they can be used to inform instruction, and develop a plan to use the resources in your classroom.

**11. *Shining Stars*: Parent Involvement (90 min.)**

The session provides a brief overview of the National Institute for Literacy's publications for parents. Activities and discussion of how SS could be used to get parents involved in their child's literacy, how to use *Shining Stars* for adult reading instruction.

**12. Solutions for Mathematically Challenged Learners (75 min.)**

During this hands-on session, teachers will be engaged in learning how to individualize math instruction for students based on needs, learning styles, and possible learning disabilities by using manipulatives. Practical strategies and demonstrations will address areas that are difficult for math-challenged learners.

**13. Successful Transitions to Work (75 min.)**

Participants will explore research-based online resources in the *LINCS* Resource Collections that help adults successfully transition to work or further training opportunities. The resources will address three specific areas of transitions: adults with learning disabilities, adults learning English, and adults whose goal is to move from GED to work.

## IV. National Institute for Literacy Online Discussion Lists

Established in 1995, the National Institute for Literacy online discussion lists give thousands of literacy stakeholders opportunities to discuss the literacy field's critical issues; share resources, experiences, and ideas; ask questions of subject experts; and keep current on literacy issues.

Each discussion list is moderated by a national organization with expertise in the topic area. The current Institute sponsored discussion lists can be reached at [www.nifl.gov/lincs/discussions/discussions.html](http://www.nifl.gov/lincs/discussions/discussions.html). Presentations are also available:

### A. Building Bridges and Crossing Boundaries: Cultivating Communities of Practice (75 min.)

*Are you in a “community of practice?”* Do you want to be? How can you strengthen your community of practice using both face-to-face and online venues? Learn how to support and connect local learning communities online to deepen professional growth and learning. Leave with tools and lessons learned from the National Institute for Literacy’s online communities of practice.

### B. Going to the Source: Tapping Expertise Through the National Institute for Literacy’s Discussion Lists (75 min.)

The National Institute for Literacy’s Discussion Lists 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 Institute’s lists offer.

### C. Using the National Institute for Literacy’s Discussion Lists as Professional Development (2½ hours)

National online discussion lists provide a free opportunity for ongoing professional development with colleagues, researchers, nationally-recognized experts and leaders in the field. This two-part hands-on session provides practitioners opportunities to customize their discussion list subscriptions for maximum benefit, and provides tools to assist them in using the lists as professional development.

## V. Other Information

**A. Assessment Strategies and Reading Profiles:** Users enter a student's grade equivalent reading scores on a few critical skills—word recognition, spelling, word meaning, oral reading rate, and silent reading comprehension. Input of the student's scores (reading profile) is then matched to one of the several distinctive reading profile groups derived from the Adult Reading Component Study (ARCS). This interactive Match-a-Profile feature highlights the strengths and weaknesses of students with this reading profile. In addition to the interactive Match a Profile, there is information on assessment and instruction of reading components, downloadable tests and word lists, references, and links to research.

**B. Webcasts:** The Institute periodically sponsors webcasts on topics related to its research. The webcasts are archived on the Institute’s website after the event. Recent webcasts include:

- *Literacy for All: Advocacy, Libraries, and Literacy Summit:*  
[www.nifl.gov/nifl/webcasts/literacyforall09/webcast0407.html](http://www.nifl.gov/nifl/webcasts/literacyforall09/webcast0407.html)
- *Advancing Health Literacy: Meeting the Needs of Adult Learners:*  
[www.nifl.gov/nifl/webcasts/health08/webcast0916.html](http://www.nifl.gov/nifl/webcasts/health08/webcast0916.html)
- *From Assessment to Practice: Research-Based Approaches to Teaching Reading to Adults:* [www.nifl.gov/nifl/webcasts/assesspractice/webcast0928.html](http://www.nifl.gov/nifl/webcasts/assesspractice/webcast0928.html)
- *From Assessment to Practice: Research-Based Approaches to Teaching Reading to Adults Part 2: Specific Instructional Strategies for Fluency and Vocabulary:*  
[www.nifl.gov/nifl/webcasts/assesspractice2/webcast0111.html](http://www.nifl.gov/nifl/webcasts/assesspractice2/webcast0111.html)

Information on future webcasts will be distributed over Institute discussion lists. Current information is always available at [www.nifl.gov](http://www.nifl.gov).

**C. America’s Literacy Directory:** An updated version of the directory is available at [www.literacydirectory.org/](http://www.literacydirectory.org/). State organizations can coordinate with the Institute to have access to state-specific data and can use the America’s Literacy Directory database as their primary state directory.