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Who We Are

World Education advances social and economic mobility through education for vulnerable people and communities worldwide. The U.S. division works to strengthen the effectiveness of educators, organizations, and systems to support adults, older youth, and communities to thrive.

Our Professional Development

The U.S. Division is a national leader in designing and providing professional development and technical assistance for adult education and has developed, led, and collaborated on numerous local, regional, and national capacity-building projects.

Our professional development moves participants from:

![Flowchart showing Awareness, Exploration, and Application]

We blend multiple methods and venues:

- Face-to-face workshops
- Online courses (self-paced and facilitated)
- Study circles
- Teacher inquiry
- Virtual communities of practice
- Webinars

Our approach considers the context and makes connections to other relevant initiatives and priorities, standards, and data for greatest impact. We embed College and Career Readiness Standards for Adult Education in all relevant PD offerings.

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The Right Fit

The U.S. Division provides customized technical assistance and coaching aimed at building the capacity of systems, programs, institutions, and individual practitioners. Our technical assistance develops products, processes, and other solutions in consultation with the client. Our coaching services support clients to stay the course in implementing activities and services toward specific goals and objectives.

How to Use this Catalog

- This catalog is intended to help state level and program directors, professional developers, and others interested in setting up a professional development opportunity for their group. With the exception of the self-paced online courses, which can be taken by anyone, anytime, professional development opportunities are intended for group registration. In most situations, a minimum size for a group is 8 participants.

- The duration, format, any customization, specific presenter, and commensurate fee for the desired PD offering are negotiated with each client. Online courses can be offered as face-to-face workshops or in a blended format, and face-to-face workshops also can be offered virtually.

- Entries are organized by main topic. Icons highlight online courses and free courses:

  ![Online](image)

- Online

  ![Free](image)

- Free

- Once you’ve selected which entries you are interested in, contact us for more detail and to customize the professional development to your group’s needs.

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To learn more about our work, visit us online at [www.worlded.org/US](http://www.worlded.org/US). You can also visit our project websites including:

- EdTech Center @ World Education [edtech.worlded.org](http://edtech.worlded.org)
- National College Transition Network (NCTN) [www.collegetransition.org](http://www.collegetransition.org)
- New England Literacy Resource Center (NELRC) [nelrc.org](http://nelrc.org)
- *The Change Agent* [changeagent.nelrc.org](http://changeagent.nelrc.org)
Adult learner persistence is one of the greatest challenges for adult education programs. Adults must make an active decision to participate in adult education. Each day of class, they must renew that decision in light of many other competing priorities and barriers. Persistence underpins academic progress that ultimately results in positive outcomes and an improved quality of life for adult learners.

Helping Students Stay: Exploring Program and Classroom Persistence Strategies
**Target audience:** Administrators, counselors/case managers, instructors

This 6-week facilitated online course explores the six core drivers of persistence, identified in the New England Learner Persistence Project. Helping students stay in programs requires that all the ingredients of program quality and effective instruction are addressed. In this course, participants organize and review a wide range of successful persistence strategies, and prioritize the ones that might have the most impact in their own programs.

Supporting Learner Motivation and Persistence
**Target audience:** Administrators, counselors/case managers, instructors

Informed by research on motivation and persistence, this workshop gives participants concrete tools for bringing a strengths-based approach to their classrooms and strategies for addressing six drivers of persistence. Participants explore the factors that are most relevant in their own class and program contexts and leave with specific ideas to implement.

Supporting Student Persistence
**Target audience:** Administrators, counselors/case managers, instructors

In this 3-hour self-paced online course, participants delve into the research conducted by the National Center for the Study of Adult Learning and Literacy (NCSALL) on persistence and its implications for instruction and program practices. The researchers interviewed Pre-GED students to find out what supported or hindered their persistence in adult basic education programs. Participants learn about four supports to persistence that the researchers identified—management of positive and negative forces, establishment of a goal by students, progress toward reaching a goal, and building self-efficacy.
CIVIC PARTICIPATION

There is a strong correlation between a person’s education level and their civic participation and voting. College-educated adults are three times more likely to vote than those with less than school diploma. Civic education prepares people for participation in a democracy. This might include English and civics lessons for newcomers who seek citizenship, or lessons about voting, current social issues, and representative democracy.

Courses and workshops can be modified for different formats, including: online course, webinar, virtual workshop, study circle, and in-person presentation. Custom professional development opportunities are also available.

Civics in a Digital World
Target audience: Instructors

This 3-webinar series explores how teachers can support students in building 21st century digital literacy skills as they investigate their communities, research issues, educate one another through social media, and collaborate on digital platforms. Webinar 1: Overview; Webinar 2: Investigating Issues and Holding Decision-Makers Accountable; Webinar 3: Building Community.

Integrating Work and Civics
Target audience: Instructors

This workshop invites discussion of why civic skills matter, examines the overlap between civic and work readiness skills, and shares approaches for developing those skills in the context of civic engagement.

Stand Up and Be Counted: Teaching the 2020 Census and Election
Target audience: Instructors, administrators

In 2020, U.S. residents have the opportunity and challenge of participating in two national civic events -- the election and the decennial census. This workshop can be done in two ways:

1) One longer (3-hour) workshop that will provide teachers and administrators with a) classroom-level activities that build reading and digital skills, as well as an understanding of why participation in both the census and the election matters; b) program-wide mobilization activities that emphasize building and taking care of our communities.

2) Two shorter (1.5 hour) workshops -- the first delivered before April 2020, which would focus on the 2020 Census, and the second delivered before November 2020, which would focus on the election.

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Strategies for Addressing the CCR Standards in the Intermediate ESOL Classroom

Target audience: ESOL instructors

This workshop focuses on the implications of the CCR Standards for ESOL instruction. Participants learn about the CCR English Language Arts Standards in ways that support English language learners, and develop intermediate-level activities that use compelling and complex text to develop thinking skills, academic language, and the metacognitive awareness that supports independent learning.

Using Student Leadership for Success in College, Career, and Community

Target audience: Adult learners, instructors

What builds basic skills, nurtures persistence, and provides transferable soft skills that bolster students’ chances for success in college, career, and community? Student leadership! In this workshop participants learn concrete strategies that 1) teach basic skills -- with an emphasis on writing, presenting, and speaking, 2) help students advocate for their own needs and the needs of their community, and 3) provide opportunities for assessment that are also relevant in students’ lives outside of the classroom.

Using Relevant, Engaging Texts to Teach the College and Career Readiness Standards

Target audience: Instructors

This workshop uses relevant stories and texts to promote CCR skills such as “read with understanding; make logical inferences; convey ideas in writing; write arguments to support claims; analyze multiple sources; observe critically; read charts and graphs; and interpret and analyze data.” Whether they are teaching ESOL, basic or secondary education classes, or college transitions, participants leave with engaging lessons that support their students to achieve the CCR Standards.
COLLEGE AND CAREER READINESS AND CAREER PATHWAYS

For adults with low literacy and numeracy skills and those learning English as a foreign language, the transition to and completion of postsecondary education and training can be difficult. They face a range of challenges, including a lack of academic preparation for college and knowledge of and access to financial aid. We've identified four areas of college and career readiness without which it is difficult, if not impossible, to succeed in a college and work environment: Personal, College, Career, and Academic Readiness.

Courses and workshops can be modified for different formats, including: online course, webinar, virtual workshop, study circle, and in-person presentation. Custom professional development opportunities are also available.

Ability to Benefit: Understanding It and Implementing It at Your Institution
Target audience: Administrators, deans, instructors, workforce development professionals, career navigators, counselors, transition level instructors

Ability to Benefit (ATB) allows a student without a high school diploma or equivalency to receive Title IV student financial aid (e.g., a Pell Grant) to pay for postsecondary education and training if they are enrolled in a career pathway program. This workshop will deepen your understanding of the potential of ATB, its current use, and how you could start helping your learners access Pell funds through a dual enrollment strategy for adult learners.

Career Pathway Program Models, Best Practices, and Tools
Target audience: Administrator, advisors/ career navigators/counselors, instructors

This workshop covers the core elements, best practices, and resources for career-focused and career pathway programs. It is ideal for those who are thinking about designing a career-focused or career pathway program, or who are running a career pathway program now and want to learn more.

National College Transition Network (NCTN)

The NCTN provides technical assistance and professional development. We design accelerated career pathways, comprehensive student support services, and effective multi-stakeholder partnerships that help adults attain their educational and career goals and access greater economic opportunity.

collegetransition.org

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College and Career Readiness - More than a Stand-Alone Class  
**Target audience:** Administrators

This session is for program administrators to consider ways to design an integrated approach to supporting college and career readiness throughout the entire adult education spectrum of services.

Comprehensive Student Supports: The Role of the Coach/Navigator/Advisors  
**Target audience:** Advisors, coaches, counselors

In this workshop or online course, participants consider the impact that an advisor/counselor - sometimes referred to as a navigator - can have on student outcomes. It covers the core functions and competencies of navigators and the types of services one might coordinate or provide to supplement academic instruction and promote college and career readiness. Topics include advising approaches, intake and assessment, strategies for engaging adult learners’ aspirations, addressing barriers, career and education planning, and building networks of student supports.

Financial Literacy Tools and Resources for Adult Learners  
**Target audience:** Advisors, instructors

This workshop focuses on the financial concerns of adult learners as the primary barrier to following their education and career plans. The workshop covers two interconnected topics: managing money and paying for college. Participants learn how to support learners as they do college planning and navigate the financial aid system using *Mapping the Financial Journey*, a free publication.

Financial Planning for College: Mapping Your Financial Journey  
**Target audience:** Advisors, career navigators, counselors, transition level instructors

This workshop focuses on the financial concerns of adult learners as the primary barrier to postsecondary education. Participants learn how to support learners as they do college planning and navigate through the financial aid system using *Mapping the Financial Journey*, a free NCTN publication.

Fostering Student Success through Mentoring  
**Target audience:** Administrators, instructors

This presentation focuses on the essential components of a mentoring program that supports learners’ goals and persistence. We will explore various mentoring program models and the program and student factors to keep in mind as you plan to start up or bolster a mentoring component in your program. A Mentoring Toolkit will be shared.
**Integrating Personal and Workplace Success Skills**  
**Target audience:** Instructors, advisors/counselors/career navigators

Personal and Workplace Success Skills are essential to surviving and thriving in college and careers. These are the critical and creative thinking, problem-solving, systems thinking, communication, self-efficacy, self-regulation, inter- and intrapersonal skills that enable us to be adaptive and agile lifelong learners. Explore and practice integrating these skills using instructional materials from our Personal and Workplace Success Skills Digital Resource Library.

**Mentoring for Student Success in College**  
**Target audience:** Transition level advisors/counselors/career navigators

This workshop details the activities and outcomes of the student peer mentoring project, Adult College Engagement. It covers the Mentoring Toolkit and its resources and discusses project replication ideas and strategies.

**Team Teaching an Integrated Curriculum**  
**Target audience:** Basic skills and career-technical education instructor teams

This facilitated online course prepares basic skills and career and technical education instructors to work in partnership to provide low-skilled adults the basic and occupational skills they need to succeed along their chosen career pathways. Instructors’ collaboration entails communicating effectively to plan and deliver integrated curriculum, and to maintain a balanced, effective partnership. Includes a 3-hour introductory, self-paced, prerequisite course: *Team Teaching-Models and Practice.*

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ESOL and Immigrant Integration

The United States is a nation of immigrants that is both enriched and challenged by the diversity of people who call this country their home. Immigrants’ contributions to and integration into U.S. society underlie the nation’s progress to date and its ability to thrive in the future. With nearly one in five U.S. workers being immigrant by 2030, and an increase in the number of people who speak English “less than well,” programs that support immigrant integration and include English language skills will become increasingly important.

Addressing the Needs of High-Skilled Immigrants and Refugees

Target audience: Administrators, instructors, advisors/counselors/career navigators

There is an increasing need to address the needs of immigrants and refugees with “high skills” – people who come to this country with degrees, professional credentials and licenses, but need language and navigation support to reclaim their careers. This workshop introduces models and strategies for serving this population through adult education programs, focusing on educational evaluations, sector-specific licensing regulations and transitions to higher education for foreign-trained professionals.

Introduction to ESOL Theory and Methods for ESOL Tutors

Target audience: ESOL tutors

This workshop prepares new tutors with the theory and methods they will need to prepare and deliver individual or small group tutoring sessions, with a focus on understanding language and literacy levels, applying language acquisition theory, and using informal assessment and reflection to create learner goals and chart progress.

Promoting Life Skills, College, and Career Readiness for All ESOL Learners

Target audience: ESOL instructors

This workshop introduces participants to the Life Skills, College, and Career Readiness Guide and engages them in envisioning how they can use it in their programs. It reviews the research that serves as the foundation for this Guide. It also focuses on how the Guide aligns with the College and Career Readiness Standards. For each skill, real life competencies are identified in three domains—life skills, postsecondary education, and employment.
Second Language Acquisition: Bringing Theory into Practice

Target audience: ESOL instructors

Starting with an introduction to key theories in second language acquisition, this workshop guides teachers in examining their beliefs about language learning, and engages them in activities that support both explicit language instruction and the negotiation of meaning. Focus on acquisition at the beginning levels, and the role that literacy plays in language acquisition.

Teaching ESOL with Socially Relevant Content

Target audience: ESOL instructors

Relevance is a key driver of persistence. Teaching English language skills in the context of issues that matter to students, increases the motivation to learn and to persist despite challenges. In this workshop, participants will learn some tips for teaching multi-level texts that are accessible but also rich in complexity and helpful to students beyond the classroom! They will leave with ready-to-use ideas for the classroom.
World Education helps educators to tap the potential of existing and emerging technologies to enhance their teaching and help students reach their goals faster. Because adult basic education programs typically only offer 6-12 hours of instruction a week, adult learners—who juggle work, family and study responsibilities—can benefit greatly from additional learning options offered by technology.

**Blended and Project-Based Learning**

*Target audience: Instructors*

This course reviews the concepts of project-based learning and guides participants in integrating new and emerging technologies into instruction. Participants learn how blending learning and using online tools allows teachers to introduce their classes to problem-solving tasks, enhancing learners’ critical thinking, collaboration, and communication skills in the process.

**Blended Learning for English Language Learners**

*Target audience: ESOL instructors*

In this facilitated online course, participants explore how and when to use blended learning to enhance their work with adult English language learners (ELLs). They investigate ways educators have structured their curricula to include one or more blended learning approaches. Participants examine examples of how blended learning can be implemented using the free USA Learns website as an example and leave the course with a draft lesson that uses blended learning in either face-to-face or distance settings.

**Characteristics of Effective Online Learning Coaches and Online Learners**

*Target audience: Administrators, advisors, instructors, learning coaches*

This workshop is for programs that offer online courses for students or supplement face-to-face instruction with online learning tools. Participants learn how to most effectively support student success in distance and blended learning.
**Digital Literacy: Integral to College and Career Readiness**  
**Target audience:** Instructors

This workshop explores what it means to be digitally literate. If students know how to use their mobile devices, why is it necessary to teach digital literacy? How can we integrate digital literacy into curriculum and instruction? This workshop invites participants to tackle these questions together. Participants explore ideas and models for incorporating digital literacy in their programming and share various tools and resources to help foster their students’ digital skills to help them in their academic, professional, and personal lives.

**Digital Revolution: Leveraging Technology for Increasing Adult Learning & Employment Outcomes**  
**Target audience:** Administrators, instructors

This workshop presents emerging technologies and innovative program models for incorporating technology that show the most promise to increase the reach and impact of education and workforce programs. It explores how exponential new technologies such as mobile devices and Artificial Intelligence and new initiatives are rapidly disrupting and improving adult education practice. Participants walk away with an overview of the power of technology to improve outcomes as well as innovative new models for incorporating blended and distance learning.

**Engaging Your Students with Mobile Learning and Apps**  
**Target audience:** Instructors

The world of learning is fast evolving as mobile apps and tech tools catalyze the learning process. This workshop shares emerging best practices and lessons learned in mobile learning and coaching from pilot projects that make ESOL and career technical education curriculum available to learners on their cellphones through mobile learning management systems and social media. It also details how to evaluate various tech tools for classroom integration and share innovative program models for distance, blended, and mobile learning.

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**The EdTech Center @ World Education**

The EdTech Center @ World Education leverages technology to increase the reach and impact of education and workforce initiatives and to enable everyone to thrive and be active, informed citizens in the new digital world. We work with partners to accelerate learning, digital literacy, college and career readiness, and economic mobility. [edtech.worlded.org](http://edtech.worlded.org)
Incorporating Digital Literacy into Classroom Instruction  
**Target audience:** Instructors

WIOA defines digital literacy as “the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information”. This definition pushes teachers to support learner development beyond mastery of discrete technology skills to include creative use of these skills. Beginning with basic definitions of key concepts (digital literacy, information literacy, problem solving in technology-rich environments, 21st century skills, etc.) and moving through examples of how these concepts can be integrated into classroom instruction, this webinar aims to help teachers rethink their use of technology in classroom activities and identify when and how to use it in ways most likely to build the digital literacy skills of their learners.

Involved Instruction: Leveraging Technology in Distance and Blended Learning  
**Target audience:** Administrators, instructors

This workshop presents the concept of “involved instruction” and how it can enhance blended and distance learning courses. Participants explore what it entails both programmatically and in the classroom. Administrators discuss how current programming aligns with the defined components. Teachers begin to design a digital homeroom, a key to involved online instruction, and learn how to stock it with culturally relevant, accessible, and instructive learning resources.

Promoting Digital Literacy and Access  
**Target audience:** Instructors

This workshop offers lesson ideas for advancing digital literacy and helping adult learners gain no or low-cost internet access thereby accelerating learning. Participants learn about project-based learning activities that help adult students improve their digital literacy skills and access while offering practice with reading, writing, speaking, and listening. The workshop presents a rich array of resources, websites, and tools to get teachers, tutors, and students connected and increasing their digital literacy.

We Learn By Doing!: Authentic Practice Outside of Class Through Technology  
**Target audience:** Instructors

We all know people learn by doing, yet our instruction still focuses on the classroom. How can we leverage the technologies our students have to give opportunities for authentic, customized practice outside of class? The internet, mobile, and new technologies offer endless, real-life opportunities for learners to practice the skills they are learning through digital tasks in their lives. Literacy skills can be practiced by texting or on school or employer websites. Math skills can be developed comparing apartment rents or product prices online. Participants learn of innovative practices for helping students develop the skills and confidence for using technology to practice new skills in their daily lives, customized to how and when they can, and to their motivations and goals.
IDEAL Consortium courses are free to Basic-level member states (Arizona, California, Delaware, District of Columbia, Illinois, Maine, Maryland, Massachusetts, Michigan (NW Region), Minnesota, New Hampshire, Pennsylvania, Rhode Island, Texas, Virginia). Facilitation is available for a fee. Learn more about the IDEAL Consortium at edtech.worlded.org/professional-development/ideal-consortium

IDEAL 101: Foundations of Distance Education and Blended Learning

Target audience: Administrators, instructors

This introductory online course helps practitioners develop a site plan for offering distance or blended learning to adult learners. Over six weeks, participants work with colleagues using the IDEAL Distance Education and Blended Learning Handbook to develop a plan that addresses recruitment, screening, orientation, instruction, and assessment. In the months following the course, each team will work to implement their site plan - supported by monthly webinars with all participants to share progress and ask questions.

IDEAL 102: Instructional Issues

Target audience: Instructors

This online course teaches distance or blended learning instructors who have some experience teaching online, how to best support learners. Each participant develops a case study describing an instructional challenge. Together the cohort discusses the case studies, building a community of practice that remains available as a resource after the course is done. Through the discussion, participants arrive at a few ideas to pilot. After a month of piloting, they report on their pilot experience in a webinar.

IDEAL 102: Program Administration

Target audience: Administrators

This online course provides an opportunity for administrators to share with each other insights and information related to running blended and distance learning programs. The class is built around discussion of articles and case studies developed by the participants. Each participant arrives at a few ideas to pilot to address the issue described in the class.

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in their case study. After a month of piloting they report back on their experience in a webinar. Participants also gather information and develop narrative text that they can use in grant applications and state reporting.

### IDEAL 102: Resource Evaluation
**Target audience:** Instructors

This online course teaches distance or blended learning for instructors who have some experience teaching online how to evaluate online resources for distance and blended learning. Through readings and discussion, the participants create a rubric for future resource evaluation and then pilot its use with one new learning resource they hope to integrate into their instruction.

### Introduction to Blended Learning
**Target audience:** Administrators, instructors

This three-hour, self-paced online course introduces participants to essential and foundational information about blended learning. It covers key definitions, strategies, examples, and reflective activities presented in a multimedia format. The course helps teachers to gain a basic understanding of the different forms of blended learning and how they might integrate them into their instruction.

### Introduction to Open Educational Resources
**Target audience:** Instructors

This three-hour, self-paced online course introduces essential information about Open Educational Resources (OERs), including key definitions, examples, and reflective activities presented in a multimedia format. The course helps instructors gain a basic understanding of the benefits of using OERs, where to find them, and how to evaluate their effectiveness.

### Introduction to Mobile Learning
**Target audience:** Administrators, instructors

Participants in this course learn about integrating mobile devices into their classroom, distance, or blended instruction. It includes definitions, suggested strategies, examples, and reflective activities. The goal of the course is for teachers to have an understanding of the different ways adult learners and their teachers can use flip-phones, smartphones and tablets for learning both in and out of the classroom.
MANAGING THE LEARNING ENVIRONMENT

Addressing the Impact of Chronic Stress on Learning in the Adult Education Classroom
Target audience: Instructors

This facilitated online course explores the ways in which chronic stress, trauma, and adverse life experiences affect learning. It introduces participants to teaching approaches and strategies that promote emotional and psychological well-being to help students learn more efficiently. Participants examine their role as educators in helping learners practice healthy coping skills, develop support, and connect to community resources. In addition, the course includes an exploration of expressive arts as a way to build community, encourage creative imagination, and enhance mental health for adult learners.

Differentiated Instruction
Target audience: Instructors

Adult educators almost always face many different levels of learners in their classrooms, with all the attendant challenges to teaching. In this facilitated online course, participants learn how differentiated instruction can make teaching more effective. Participants learn about the underlying research and specific strategies and how to develop strong learning objectives required to keep multilevel instruction on target.

Using Assessment to Design Instruction
Target audience: Instructors

Strong classroom assessments contribute to an overall “culture of assessment” where all members of the learning community—students, tutors, instructors, administrators—can comfortably analyze and use data. Practitioners need them for accurately determining students’ current skills and knowledge, learning strengths and challenges, and educational gains, and readiness to move on to the next stage in their educational journey. Students need assessment to assure themselves that they are making progress, acquiring new knowledge and skills, which motivates them to persist in their learning. Participants in this facilitated online course expand their selection of assessment tools for classroom use, learn how to deepen assessments from simple to complex, and explore how to involve students in designing classroom assessments.
Adults need higher levels of mathematics skills to function as workers, parents, and community members. Surveys of the U.S. adult population underscore the need for stronger quantitative literacy skills. World Education increases the capacity of adult educators, programs, and states to provide high quality math instruction ranging from basic numeracy through the mathematics required in workforce and college programs.

### Data: Helping Students Interpret Numeric Information
**Target audience:** Instructors

Data, or numerical information, can be described, represented, analyzed, and interpreted in various ways for various purposes. This facilitated online course looks at some common uses (and misuses) of data. Participants learn about the measures of central tendency, graphs, and probability. Through course readings, activities, and discussions, participants review basic concepts and explore strategies for teaching these concepts to adult students.

### Geometry: Teaching About Shapes and Their Measures
**Target audience:** Instructors

In this facilitated online course, participants explore key topics in geometry, such as area, perimeter, and volume, and their importance in everyday life, including the workplace. In addition, they look at numerous instructional activities for teaching about angles, spatial relationships, similarity, and figure transformations on a coordinate graph system.

### Mathematizing ESOL I: Integrating Whole Number Operations
**Target audience:** ESOL instructors

This facilitated online course helps participants build foundation of conceptual understanding of math topics around whole numbers and offers strategies for integration of math into ESOL instruction. Topics addressed include cultural differences in math procedures and notation. *This course is available through a partnership with the Adult Numeracy Center at TERC.*

Courses and workshops can be modified for different formats, including: online course, webinar, virtual workshop, study circle, and in-person presentation. Custom professional development opportunities are also available.
Mathematizing ESOL II: Integrating Benchmark Percentages and Decimals
Target audience: ESOL instructors

This facilitated online course covers math knowledge needed to integrate benchmark fractions, percentages, and decimals into language classrooms. This course is for participants who have successfully completed Mathematizing ESOL I. This course is available through a partnership with the Adult Numeracy Center at TERC.

Mathematizing ESOL III: Integrating Ratio Reasoning
Target audience: ESOL instructors

In this facilitated online course, teachers will deepen their own conceptual understanding of ratios and proportions and to learn strategies for helping students build ratio reasoning skills. This course is for participants who have successfully completed Mathematizing ESOL I. This course is available through a partnership with the Adult Numeracy Center at TERC.

Number Sense: Teaching About Parts and Wholes
Target audience: Instructors

Teaching students how to estimate, do mental math, and use calculators helps them better understand how to use numbers. This facilitated online course focuses on how to help students answer key questions: When is it necessary to have an exact answer, and when is an estimate sufficient? When is calculation necessary and which tool is appropriate to use? Participants examine how students develop and apply number sense and explore teaching strategies and activities that they can use right away.

Teaching Math with Socially Relevant Content
Target audience: Instructors

Have you ever heard this question from your math students: “What do I need to know this for?” This workshop provides real-life applications of math skills – offering students opportunities to see how knowing math can actually serve them well in life, at work, and in community. Several lessons are modeled – looking at percents and ratios, analyzing charts and graphs, and thinking critically about statistics. Participants also have an opportunity to develop their own ideas for how to use these applications in the classroom.

Teaching Reasoning and Problem-Solving Strategies
Target audience: Instructors

This facilitated online course examines mathematical reasoning and problem-solving strategies, along with teaching strategies and activities that participants can use right away. Connections with the Mathematical Practices of the College and Career Readiness Standards are discussed.
Tools for Engaging Learners in Meaningful Math

Target audience: Instructors

Meaningful math combines conceptual understanding, procedural skill and fluency, and practical, real-world applications. This workshop introduces participants to the components of numeracy applied in health-related workplace contexts and increases their skill in developing meaningful mathematics activities. The three components of numeracy – content, context, and cognitive and affective aspects – align with the College and Career Readiness Standards and provide a framework for developing Integrated Education and Training mathematics activities.
PROGRAM MANAGEMENT AND LEADERSHIP

Several studies have established that teachers’ content knowledge and competence drive student success. Teacher effectiveness, in turn, is greatly affected by the program’s educational leadership that sets the school culture, and recruits, orients, and supports teachers. World Education helps program directors learn how to design and implement effective adult education programs that enable teachers to help adult learners meet their educational, family, career, and personal goals.

Adult Education Teacher Competencies as a Staff Development Tool
Target audience: Instructional leaders

In this workshop, participants review the Adult Education Teacher Competencies, examine what implementing them would look like in varied instructional settings, and consider how to use the results of the Competencies Self-Assessment to shape program-based PD.

Mentoring to Support Instructors
Target audience: Instructional leaders

This workshop shares the work of the national Promoting Teacher Effectiveness in Adult Education project, which used a mentoring approach to support instructors who are new to teaching or to a program. Participants explore the model and tools and evaluate how they might be applied to their own program contexts and to supporting all instructors.

Promoting a Collaborative Culture of Innovation and Change
Target audience: Administrators

In this ever-changing landscape of new demands on adult educators, have you found the time to wonder what conditions in your program contribute to or impede change? Which you have the ability to affect?

This workshop is intended to build administrators’ capacity to promote a culture of change and innovation that engages all stakeholders. Using an inclusive, equitable access frame, we will present strategies for cultivating innovation, collaborative ownership, and shared responsibility for change.

Courses and workshops can be modified for different formats, including: online course, webinar, virtual workshop, study circle, and in-person presentation. Custom professional development opportunities are also available.
WORKPLACE EDUCATION

Planning and Implementing a Workplace Education Program
Target audience: Administrators, instructional leaders

Using our experience in Massachusetts working with employers, this workshop focuses on identifying employer partners, designing and carrying out a workplace-specific needs assessment, and implementing a workplace education program. This workshop shares lessons learned about the key elements and conditions required for successful workplace partnerships and programs, as well as the kinds of positive outcomes for both employers and employees. Participants review and analyze sample needs assessment protocols and develop their own roadmap to design a workplace education program.

Developing Curricula Contextualized to the Workplace
Target audience: Instructors

In this workshop, participants design curricula for a fictional workplace. Using a backward design process, small groups develop curricula based on the needs and goals identified in a workplace needs assessment. Participants identify workplace units and activities to build workers’ reading, writing, and communication skills using resources like the College and Career Readiness Standards for Adult Education and your state’s ABE or ESOL standards.
**WRITING AND READING INSTRUCTION**

**Ideas for Teaching Reading**
*Target audience*: Counselors, instructors, program administrators

Participants in this three-hour, self-paced online course explore some of the research on reading and its implications for the development of curriculum and instructional techniques. Participants read articles that relate to their specific roles and consider how the findings or practices might apply to their contexts. They then develop plans for trying out some of the ideas and receive individual feedback on their plans.

**Using Peer-Written Content to Teach Writing**
*Target audience*: Writing/reading instructors

See how you can use *The Change Agent*’s Call for Articles to help inspire students to write and submit their articles for publication. The process of writing on topics that matter can help students see themselves as writers, understand what it means to develop their voice, hone a cohesive and well-supported text, and build community in the classroom. This workshop offers techniques for peer-to-peer editing, writing drafts, and dealing with discouragement and writer’s block.

*The Change Agent* publishes a new Call for Articles every August and February. This workshop is best done in early September or early March to take advantage of *The Change Agent*’s publishing cycle. Writing deadlines are usually in early November or early May.

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**The Change Agent**

*The Change Agent* is a magazine and website that provides socially relevant content, powerful student writing that inspires discussion, and ready-to-use, CCR-aligned lesson plans – all oriented toward a multi-level audience. The magazine has 25 years of experience soliciting and editing writing from adult learners and subject matter experts and building classroom lessons and extensions from that writing. [changeagent.nelrc.org](http://changeagent.nelrc.org)