

LINCS Professional Development Offerings to State Organizations

Coordinated by LINCS Regional Resource Centers

Introduction

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

Regional Resource Center (RRC) staff are available to talk with state-level organizations about their needs and how the Institute and *LINCS* can assist in providing professional development based on the results of the Adult Education Practitioner Professional Development Needs Assessment Survey and Adult Education Professional Development Mapping Survey. *LINCS* offers various opportunities for professional development, including workshops and presentations (some with follow-up activities to extend learning), online courses¹, electronic discussion lists, and webinars. All current professional development offerings as well as additional Institute services and resources are listed below.

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



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¹ Six facilitated, online courses are available through the RRCs. There will be limited, subsidized offerings of the online courses; however, additional offerings are possible for a fee. Optional Continuing Education Units (CEUs) are available for three of the courses.

Description of Offerings

Topic	Type	Title and Description
Assessment	Discussion List	<p>1. Assessment The purpose of this list is to provide an on-going professional development forum for practitioners, program administrators, volunteers, researchers, and policy makers who interact with Assessment and Evaluation in the field of Adult Literacy. The focus of this professional development forum is to discuss issues relevant to multiple forms of Assessment and Evaluation as they relate to Adult Literacy; to provide the field with information and resources that can be used to develop, expand, and inform the Adult Literacy field on Assessment and Evaluation issues; to enrich and improve public policies related to Assessment and Evaluation by providing an open forum for the exchange of relevant policy ideas. These discussions can and should improve policy, practice, and research. Topics may include Assessment issues such as instruction, curricula, self-assessment, the GED, and the National Reporting System.</p>
Assessment	Training ½ day to 1 day	<p>2. Assessment Basics for Adult Education 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.</p>

Topic	Type	Title and Description
Assessment	Facilitated Online Course 12 hours; 1 CEU	<p>3. Assessment Basics for Adult Education 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.</p> <p>Participants 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:</p> <ul style="list-style-type: none"> • 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 <p>(Developed by LINCS)</p>
Authentic Materials and Teacher-Student Collaboration	Training ½ day	<p>4. Engaging Students and Increasing Literacy: How Applying Research Can Help This interactive session shares research on two dimensions of literacy practice (Purcell-Gates): authenticity of materials and degree of collaboration between teacher and students, shares examples, and invites participants to apply what they learn to their practice.</p>
Differentiated Instruction	Facilitated Online Course 40 hours	<p>5. Multiple Intelligences and Differentiated Instruction 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.</p> <p>Participants learn how to apply MI theory and differentiate instruction for all levels of adult basic education and English for speakers of other languages. The facilitator guides participants as they develop their own MI-based lessons. During this eight-week course, participants engage in self-paced activities and readings, as well as asynchronous discussions and synchronous chats with the instructor and course participants. (Developed by New England Literacy Resource Center in cooperation with LINCS)</p>

Topic	Type	Title and Description
Diversity	Discussion List	<p>6. Diversity & Literacy The purpose of this list is to provide an on-going professional development forum for adult literacy education practitioners, advocates, researchers, learners, policy makers, and all other persons who are interested in exploring the linkages between diversity and literacy.</p>
ESL	Discussion List	<p>7. Adult English Language Acquisition The purpose of this list is to provide an ongoing professional development forum for adult educators who work with adult English language learners or are interested in issues related to this growing and diverse population. The focus of this online forum is to discuss issues relevant to providing research- and evidence-based educational services to adult English language learners; to share information and resources that can be used to inform practitioners about these issues and improve practice; and to enrich and improve public policies related to adult English language learners. Topics may include, for example, instructional practices, program design, research, and policy.</p>
ESL	Training ½ day	<p>8. Using Focus-on-Form Grammar Activities with Adult English Language Learners Adult English language learners often want to talk about and practice grammar. Teachers may wonder how useful this is. Presenters discuss the research base, demonstrate activities, and provide handouts, including sources from the LINCS collections, for focus on form instruction.</p>
ESL	Training ½ day	<p>9. The Why and How of Teaching Speaking and Pronunciation: Using Research to Support Your Practice Presenters highlight the need to intentionally teach speaking and pronunciation to adults learning English. Using resources from the National Institute for Literacy’s <i>free</i> on-line expert-reviewed LINCS Resource Collection and our own experiences, we address research and issues regarding the acquisition and teaching of speaking skills. Handouts are provided.</p>
ESL and Work	Training ½ day	<p>10. Preparing Adult English Language Learners for the Workforce: Models and Resources 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, <i>LINCS</i> resources and issues facing the field. Participants have networking and program planning opportunities.</p>

Topic	Type	Title and Description
ESL and Work	Training ½ day	<p>11. Designing Curriculum for Work-Based ESL Classes Join a discussion on designing curriculum and content for work-based ESL classes. Using expert reviewed research-based <i>LINCS</i> resources we address tailoring your curriculum and contextualizing class materials to meet your immigrant students’ and industries’ employment needs. This session includes time for networking and sharing ideas and experiences with others in the field. Instrumental in building a network is learning what resources already exist around you—please bring examples that you have used successfully in your own programs (e.g., evaluation reports to employers, active learning activities, contextualized materials, curricula) to share with your colleagues. Share your expertise and learn from others.</p>
ESL Resources	Training ½ day computer lab with Internet access preferred	<p>12. Expanding your ESL Resources: Using the National Institute for Literacy's Collections to Implement Best Practices This workshop offers a brief overview of the online National Institute for Literacy’s <i>LINCS</i> Resource Collections, particularly targeting resources in the English Language Acquisition topic area. These expert-reviewed resources, such as curricula, teaching strategies and intergenerational activities, highlight current research and best practices. Participants have the opportunity to review available resources and discuss how these resources can practically inform family literacy activities, curriculum or program development.</p>
Family Literacy Authentic Materials and Reading Instruction	Training ½ day	<p>13. <i>Shining Stars</i>: Parent Involvement 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 <i>Shining Stars</i> for adult reading instruction.</p>
Health Literacy	Workshop or Presentation 75–90 min.	<p>14. Accessible Health Information for Beginning ABE Students: Building Basic Skills While Improving Health Knowledge This presentation provides an overview of the dramatic connection between low literacy and poor health status and report on the development of groundbreaking, research-based materials designed to simultaneously improve both literacy and health.</p>

Topic	Type	Title and Description
Health Literacy	Discussion List	<p>15. Health Literacy The purpose of this list is to provide an on-going professional development forum and community of practice where literacy practitioners, health care providers, health educators, researchers, policy makers, and others can discuss health literacy needs, resources, goals and strategies.</p> <p>Major themes include:</p> <ul style="list-style-type: none"> • integrating health care access skills and basic health knowledge into literacy programs • improving clarity and accessibility of health communication in all settings, including health care settings, health education programs and public health efforts. • reducing literacy –related barriers in all settings • forming collaborations between the fields of adult literacy, health care, and other related organizations
Health Literacy	Workshop or Presentation 75–90 min.	<p>16. Health Literacy Resources In this session we show you a variety of online Health Literacy resources (including some <i>new ones!</i>) and discuss how you can use them in the classroom, or to raise awareness, train staff, or form partnerships with local health agencies. We also assess your needs for new resources.</p>
Health Literacy— Beginning ABE and ESL	Training ½ day	<p>17. Introduction to Research-based Health Literacy Materials for Beginning Level ABE and ESL Students This presentation introduces new research-based, online materials and instruction guide available through the National Institute for Literacy. Exciting, motivating, interactive and non-linear format ensures that participants can navigate the materials easily and that learners improve their health literacy while enhancing their basic skills. Hands-on activities using some of the topics covered in the materials will include online demonstration videos of the specific reading techniques used. Lessons specific to ESL students are included.</p>

Topic	Type	Title and Description
Health Literacy— Beginning ABE and ESL	Training 1 day computer lab with Internet access preferred	<p>18. Research-based Health Literacy Materials for Beginning Level ABE and ESL Students</p> <p>Attendees participate in a discussion of the importance of health literacy and its relevancy to their programs and students. The presenter demonstrates the online instruction guide and materials. Explanations as to what research-based literacy activities are used in the curriculum are given and attendees have the opportunity to discuss these activities and ask questions if they are unfamiliar with them.</p> <p>The presenter walks attendees through at least two sections of the health literacy materials, referring back and forth to the guide. Hot links to further explanatory information and actual instructor/learner teaching sessions, using the techniques or the topics, are also available and shared. The session ends with a group discussion of what health issues an instructor might want to work with next and an evaluation of the workshop itself. Ample time is allowed for questions and suggestions from attendees.</p> <p>Health Literacy Content Covered (some examples)</p> <ul style="list-style-type: none"> • 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
Learning Disabilities	Training ½ day computer lab with Internet access preferred	<p>19. Improving Learning Disabilities (LD) Services: Finding and Using Research-based Resources for Adults</p> <p>Participants identify instructional or program planning needs in the areas of learning disabilities and serving the needs of adult learners with LD. They use a selection of research-based resources to identify and address concerns with using research to improve instructional practice or program management.</p>

Topic	Type	Title and Description
Learning Disabilities	Discussion List	<p>20. Learning Disabilities</p> <p>The purpose of this list is to provide an on-going professional development forum where literacy practitioners, adult educators, administrators, and researchers, as well as others with a stake or interest in serving adults with learning disabilities can have a targeted discussion in the area of literacy and learning disabilities. The list functions as an information exchange network for the sharing of research, expertise, and resources regarding the relationship between adult literacy and learning disabilities. Discussion topics include the causes and consequences of learning disabilities, legal issues related to serving adults with learning disabilities, classroom strategies, methods and materials, Assistive Technology, GED testing and accommodations, and training.</p>
Learning Disabilities	Training 5 days	<p>21. Learning to Achieve: Research-Based Training on Serving Adults with Learning Disabilities</p> <p>This five-day training program is designed to help adult education and vocational training practitioners, social workers, and other human service providers understand learning disabilities (LD) in adults and learn how to actively support adults with LD in educational and workplace settings. The training also prepares participants to share what they have learned with interested colleagues who did not attend the training.</p>
Math and Numeracy	Training ½ day	<p>22. The Components of Numeracy: Tools for Engaging Learners in Meaningful Math</p> <p>This hands-on workshop explores ways to add context to the math content already being taught and to help learners develop reasoning and problem solving skills. Teachers learn to enhance instructional activities to meet learners' needs and explore strategies to increase their ability to apply the math content in a variety of real-life contexts.</p>
Math and Numeracy	Discussion List	<p>23. Math & Numeracy</p>
Math and Numeracy	Training ½ day	<p>24. Solutions for Mathematically Challenged Learners</p> <p>During this hands-on session, teachers learn how to individualize math instruction for students based on needs, learning styles, and possible learning disabilities by using manipulatives. Practical strategies and demonstrations address areas that are difficult for math-challenged learners.</p>

Topic	Type	Title and Description
Overview Institute and <i>LINCS</i>	Workshop or Presentation 75–90 min.	25. Overview of National Institute for Literacy Resources 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 <i>LINCS</i> resources are demonstrated and participants receive copies of some Institute publications.
Overview LINCS Professional Development	Workshop or Presentation 90 min. or longer	26. Building Program-based Professional Development: How the National Institute for Literacy Can Help 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.
Overview LINCS Resource Collections	Workshop or Presentation 75–90 min.	27. Pursuing High Quality Adult Literacy Resources: The National Institute for Literacy's New <i>LINCS</i> Resource Collections The National Institute for Literacy launched an initiative in 2006 to refine <i>LINCS</i> , 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.
Overview LINCS Resource Collections	Workshop or Presentation 75–90 min.	28. The <i>LINCS</i> Basic Skills Resource Collection Reading, Writing, Math and Numeracy, and Health Literacy 29. The <i>LINCS</i> Program Management Resource Collection Assessment, Learning Disabilities, and Program Improvement 30. The <i>LINCS</i> Workforce Competitiveness Resource Collection Workforce Basic Skills Education, English Language Acquisition, and Technology The focus of the workshop is on one of the new <i>LINCS</i> Resource Collection. The Resource Collections were developed to support practitioners in their efforts to strengthen programs and practices. Each collection contains resources within the three or four broad areas (see above). The workshop facilitators demonstrate the basic functions of the Web site and suggest ways in which the resources can be used to improve teaching and/or program management. Participants brainstorm additional ways to connect the resources to practice, including addressing specific needs relevant to their own work setting. Participants also have the opportunity to shape the future development of the collection by identifying needed resources not currently included in the collection.

Topic	Type	Title and Description
Professional Development	Workshop or Presentation 75–90 min.	<p>31. Going to the Source: Tapping Expertise Through the National Institute for Literacy’s Discussion Lists</p> <p>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.</p>
Professional Development	Training ½ day	<p>32. Using the National Institute for Literacy’s Discussion Lists as Professional Development</p> <p>National online discussion lists provide a free opportunity for ongoing professional development with colleagues, researchers, nationally-recognized experts and leaders in the field. This hands-on session provides practitioners opportunities to customize their discussion list subscriptions for maximum benefit, and provides tools to assist them in using the lists as professional development.</p>
Professional Development	Discussion List	<p>33. Adult Literacy Professional Development</p> <p>The PD List is an on-going professional development forum to:</p> <ul style="list-style-type: none"> • Build a network of professional developers • Communicate fresh ideas and promising practices • Provide professional development for professional developers based on needs or interests • Contribute the voice of the field in shaping policy initiatives <p>It features information and discussion about planning and implementing professional development to address issues such as new teacher preparation, needs assessment and evaluation, using technology and distance learning, and designing professional development to support local, state and national initiatives and program improvement efforts. The PD List is open to everyone working or interested in adult literacy professional development.</p>
Professional Development: Communities of Practice	Training ½ day	<p>34. Building Bridges and Crossing Boundaries: Cultivating Communities of Practice</p> <p><i>Are you in a “community of practice?”</i> 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.</p>

Topic	Type	Title and Description
Professional Development: Communities of Practice	Training ½ day computer lab with Internet access preferred	<p>35. Using Online Tools to Build Communities of Practice Technology has changed what it means for learning communities to "be together." Digital tools are now part of teaching and learning. Join this interactive session to explore how to use a configuration of social media tools like Twitter, Ning, discussion lists, blogs, and Wikis to seamlessly sustain communities of practice.</p>
Professional Development Evaluation	Facilitated Online Course 12 hours; 1 CEU	<p>36. The Path of Professional Development Evaluation 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. <i>It is appropriate for both novices and those with more experience</i> in the field. The focus is on how to evaluate the quality and effectiveness of professional development activities, events, or programs.</p> <p>The course utilizes text, a discussion board, online readings, and an individual professional development project of the participant's choice. There are additional resources included for those wishing to pursue further, in-depth study of the topic.</p> <p>Participants study and explore the following topics:</p> <ul style="list-style-type: none"> • the fundamentals of evaluation • how evaluation fits into the "big picture" of professional development • the five levels of pd evaluation and implications for practice • pros and cons of the different data collection methods • how to construct an evaluation framework <p>(Developed by LINCS)</p>
Professional Development Reflective Methods	Training ½ day	<p>37. Reflecting on Your Practice: How Reflection Informs and Shapes Teacher Practice 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 <i>free</i> on-line LINCS resource collections, reflective methods currently used in the field, and discuss a relevant professional development plan.</p>
Program Management	Training ½ day	<p>38. Outcome Management for Literacy Coalitions This session will review with audience participation specific candidate performance measurements, data sources for the measurements, and the analysis and use of the outcome information for improving the services of literacy coalitions and their partners</p>

Topic	Type	Title and Description
Program Management	Training ½ day computer lab with Internet access preferred	39. Program Management and Planning: Online Resources at Your Service Presenters demonstrate how the <i>LINCS</i> Program Management Resource Collection can provide high quality, applicable resources to address various program issues, including analyzing student assessment data, planning professional development, and improving services based on program evaluation.
Reading	Training ½ day computer lab with Internet access preferred	40. Assisting Struggling Readers: Using Research-based Resources to Support Adult Learners This workshop focuses on the needs of struggling readers. After an overview of the National Institute for Literacy’s <i>LINCS</i> Collections, small groups—English Language Learners, Learning Disabilities, Adult Basic Education populations—delve into elements of reading particular to their topic, building a research-based reservoir of resources for learners.
Reading	Training ½ day computer lab with Internet access required	41. Free, On-Line Adult Reading Assessment and Instruction Resources from the National Institute for Literacy The National Institute for Literacy has free, on-line resources for assessing student reading ability and for providing research based reading instruction. During this session participants learn how to use the <i>Assessment Strategies and Reading Profiles</i> Web site and the resources in the Basic Skills Collection to help their students improve their reading.
Reading and Writing	Discussion List	42. Reading & Writing Skills The purpose of this list is to provide an on-going professional development forum for practitioners, advocates, researchers, learners, policy makers, and all other persons who are interested in discussing matters related to reading and writing in the field of adult literacy. This list promotes the sharing of information, research, expertise, and resources on topics such as motivation and reading/writing, diversity and reading/writing, component skills of reading/writing, reading/writing instruction, reading/writing strategies, reading/writing skills necessary for post secondary and workplace settings, and child/adult differences in reading/writing.

Topic	Type	Title and Description
Reading	Facilitated Online Course 24 hours	<p>43. Study Circle: Research-based Adult Reading Instruction The Research-based Adult Reading Instruction Study Circle is designed to engage practitioners of adult basic education (ABE), adult secondary education (ASE), and English-for-speakers-of-other-languages (ESOL) in discussing theories and concepts related to reading instruction. Questions about what research says about teaching adults how to read are particularly relevant as programs and teachers struggle with choosing the most effective ways to develop adults’ reading skills. During this eight-week course, participants work on team projects, engage in self-paced activities and readings, as well as asynchronous discussions and synchronous chats with the facilitator and course participants.</p>
Reading	Training 3 days	<p>44. Teaching Adults to Read: A Research-based Practices Workshop This 3-day workshop presents research-based practices for adult reading assessment and instruction in order to increase participants’ awareness, knowledge, and use of research-based practices for reading assessment and instruction. Its goal is to bring together the research on adult literacy instruction and the recommendations for instruction based on this research from two resources, the book, <i>Applying Research in Reading Instruction for Adults: First Steps for Teachers</i>, and the Web site, <i>Assessment Strategies and Reading Profiles: Research-based Assessment Practices for the Adult Education Classroom</i>. Participants learn about teaching specific aspects of reading—alphabeticity, fluency, vocabulary, and comprehension. Portions* of the Teaching Adults to Read workshops lend themselves to ½-day trainings and/or workshops and presentations (see below).</p>
Reading	Workshop or Presentation 75–90 min.	<p>45. Teaching Adults to Read: Research on Reading Instruction and Assessment* Participants gain an understanding of how their practices should relate to the existing research on reading assessment and instruction. The session focuses on key findings from the research review conducted by the Adult Literacy Research Working Group for the Institute and summarized in <i>Teaching Adults to Read: A Summary of Scientifically Based Research Principles</i>, and the results of the Adult Reading Components Study, conducted by the National Center for the Study of Adult Learning and Literacy (NCSALL). The four components of reading—alphabeticity, fluency, vocabulary, and comprehension—are introduced.</p>

Topic	Type	Title and Description
Reading Assessment	Training 1 day or ½ day computer lab with Internet access required	<p>46. Teaching Adults to Read: Assessment Strategies and Reading Profiles* This session introduces, demonstrates, and provides practice in using the Assessment Strategies and Reading Profiles Web site, supported by the National Institute for Literacy and built on NCSALL’s Adult Reading Components Study. Participants learn how to navigate the Web site and use the Match-an-ASRP-Profile feature to access reading profiles that they can use to assess their individual students’ reading strengths and weaknesses and target instructional needs. In this hands-on session, participants review the research and assessment tools and learn how to use the site and the profiles to plan reading instruction for individuals and groups of students in the classroom setting.</p>
Reading Components	Training Each component is a ½-day workshop	<p>47. Teaching Adults to Read: 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. <i>Applying Research in Reading Instruction for Adults: First Steps for Teachers</i> is distributed as a resource.</p> <p>48. Fluency: This session opens with an instructional practice, “repeated readings,” that improves fluency. The research indicates that teaching fluency increases reading achievement. Participants look at other aspects of the research and practice using tools for measuring fluency. They also discuss the characteristics of fluent reading and practice two approaches to guided repeated oral reading.</p> <p>49. Alphabetics: Participants learn about alphabetics research conducted with adults and some important research with children, which supports and extends the research with adults. They practice using assessments for phonemic awareness, word recognition, and word analysis. Finally, participants develop an understanding of how structured reading programs are important to use with learners who limited reading skills and plan instruction for intermediate-level readers who have “gaps” in their decoding skills.</p> <p>50. 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 are reviewed and discussed for the purpose of informing instruction. Participants learn about approaches for identifying vocabulary words that should be taught and practice making instructional decisions about vocabulary.</p> <p>51. Comprehension: After learning about the research on comprehension, participants use <i>Applying Research in Reading Instruction for Adults: First Steps for Teachers</i> to learn about and practice methods for teaching reading comprehension to their adult students.</p>

Topic	Type	Title and Description
Technology	Discussion List	<p>52. Technology & Distance Learning The purpose of this list is to provide an ongoing professional development forum for adult educators interested or engaged in the uses of technology and distance learning in adult literacy programs. The focus of this online forum is to discuss issues relevant to the use of technology to support and enhance adult education; to provide information and resources that can be used to inform practitioners about these issues and improve practice; and to enrich and improve public policies related to the integration and effective use of technologies and distance learning. Topics may include, for example, effective technology practices, technology capacity and infrastructure, uses of technology and distance learning in adult literacy programs and to deliver professional development and assistance to adult educators.</p>
Technology Digital Divide	Training ½ day	<p>53. Bridging the Digital Divide Some adult learners are marginalized from Internet access due to cultural or disability factors. This "Digital Divide" has implications and consequences for marginalized groups as information technology skills become increasingly important. This session discusses barriers and challenges to access faced by adult learners and options to adult education practitioners.</p>
Technology in Classroom	Facilitated Online Course 12 hours; 1 CEU	<p>54. Integration of Technology into the Adult Education Classroom Have you ever tried to blindly put a puzzle together without knowing what the final picture looks like? This may be what is happening to you when you are trying to integrate computer technology into your classroom. This course provides quick access to educational resources, lesson plans, activities, tools for evaluating educational software, information about purchasing educational software, and knowledge to help you utilize a variety of software applications and Web-based activities in the classroom. Emerging technology for education is overviewed and many Internet resources are introduced with examples of how these resources are now being used in the classroom. Online activities, discussion boards and assessments keep you engaged. (Developed by LINCS)</p>
Technology in Classroom	Training 1 day computer lab with Internet access required	<p>55. Emerging Technologies in the Adult Education Classroom This session provides hands-on opportunity to explore the availability and use of emerging technologies (Web 2.0, assistive technology etc) in the adult education classroom. The session highlights several resources related to these technologies and how they can be used by the participants in their instruction.</p>

Topic	Type	Title and Description
Technology Project-Based Learning	Training ½ day computer lab with Internet access preferred	56. Building Web Sites as a Project-based Learning Activity Project-based learning emphasizes real-life problem solving and, according to research, supports certain key characteristics of adult learning, especially when technology is used. A Web site project can be used to enrich and strengthen English language learning, real-life information technology skills, as well as “soft” skills such as and teamwork. This session provides practical ideas for using these concepts in your classroom.
Transitions to Postsecondary Education	Facilitated Online Course 24 hours	57. Research-based Strategies and Models for Adult Transitions to Postsecondary Education This online course is designed to engage adult education teachers, counselors, administrators, and postsecondary partners interested in devising strategies and/or program components to prepare learners for postsecondary education and training. Participants read and discuss the research on the changing workforce and examine the reasons why adult learners need to go beyond the GED and English language study to advance their earning potential. Participants also learn about the challenges facing adult students in postsecondary education and investigate strategies and program models that support adult transitions to postsecondary education. Throughout the course, participants gather local and regional data on the labor market, educational needs, and academic programs and support services offered by area colleges to guide future program development and planning. During this eight-week course, participants 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)
Transitions to Work	Training ½ day to 1 day computer lab with Internet access preferred	58. Successful Transitions to Work Participants explore research-based online resources in the <i>LINCS</i> Resource Collections that help adults successfully transition to work or further training opportunities. The resources address three specific areas of transitions: adults with learning disabilities, adults learning English, and adults whose goal is to move from GED to work.
Transitions to Postsecondary Education	Discussion List	59. Transitions to Post Secondary Education

Topic	Type	Title and Description
Transitions to Work and Postsecondary	Training 1 day computer lab with Internet access preferred	<p>60. Transitioning Adults to Postsecondary Opportunities and Work Learn strategies from experts and explore online resources to help you improve adult learners' transition to postsecondary opportunities and work. A winning combination: panel of experts with successful strategies and free resources from the <i>LINCS</i> Resource Collections. Leave with a plan for incorporating research into practice to improve adult transitions.</p>
Understanding Research and Evidence-Based Practices	Training 1 day or ½ day	<p>61. Evidence-based Practice: A Workshop for Training Adult Basic Education, TANF and One-Stop Practitioners and Program Administrators 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:</p> <ul style="list-style-type: none"> • 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 <p>The ½ -day workshop does not include time for extensive discussion, as many activities, and the creation of plan for improving reading instruction by the participants.</p>
Understanding Research and Evidence-Based Practices	Training ½ day computer lab with Internet access preferred	<p>62. Understanding and Applying Research in the Classroom Are you willing to seek out information and use what we know from research when making instructional decisions? What is your stance toward research? How do you recognize effective research? We'll explore these questions and share online resources for understanding the stages of scientific investigation in this session.</p>

Topic	Type	Title and Description
Understanding Research and Evidence-Based Practices	Self-Paced Online Course 30–60 min.	<p>63. Understanding and Applying Research in the Classroom: A Guide for Today’s Educators</p> <p>This self-paced online course introduces users to information about scientific research and its relevance to educational decision making. It is important for teachers to recognize credible information about instructional strategies in order to make informed decisions about which teaching methods to use in their classroom. This course increases educators’ awareness of education research methods and the characteristics of credible scientific research. It helps educators develop the ability to determine which research findings can be applied in their educational practice and are most likely to have a positive impact. This course is based on the National Institute for Literacy’s publication, <i>What is Scientifically Based Research? Using Research and Reason in Education</i>.</p>
Workforce	Discussion List	<p>64. Workforce Competitiveness</p> <p>The purpose of this list is to provide an ongoing professional development forum for adult educators who are interested in or provide work-focused basic skills instruction. The focus of this online forum is to discuss issues relevant to providing research- and evidence-based educational services to adults transitioning to the workplace and to incumbent workers; to share information and resources that can be used to inform practitioners about these issues and improve practice; and to enrich and improve public policies related to workforce education and workforce development systems. Topics may include, for example, collaboration with workforce system partners, marketing, program design, instruction, curricula, assessment, evaluation, staff training, funding, research, and policy.</p>
Writing	Training ½ day computer lab with Internet access preferred	<p>65. Research Based Writing Instruction: How the National Institute for Literacy’s LINCS Basic Skills Collection Can Help</p> <p>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.</p>
Writing	Training ½ day computer lab with Internet access preferred	<p>66. Using Resources from the National Institute for Literacy to Transition Students From the Five-Paragraph Essay to Writing for Postsecondary and Employment</p> <p>Participants learn about the free on-line research and resources from the National Institute for Literacy and how they can use these resources to guide their students to become more mature writers.</p>

Additional Information About the National Institute's Resources and Services

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

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 and numeracy, health literacy), Workforce Competitiveness (workforce basic skills education, English language acquisition, technology), and Program Management (program improvement, assessment, learning disabilities). Workshops are also available on the collections, collectively or individually.

- **National Institute for Literacy Publications:** Full text documents and information on ordering print copies are available at: www.nifl.gov/nifl/publications.html. Regional Resource Center staff can arrange to provide an exhibit booth at state conferences where Institute publications will be distributed free.
- **Webcasts:** The Institute periodically sponsors webcasts on topics related to its research. The webcasts are archived on the Institute's Web site after the event. Recent webcasts include:
 - *Literacy for All: Advocacy, Libraries, and Literacy Summit:*
www.nifl.gov/nifl/webcasts/literacyforall109/webcast0407.html
 - *Advancing Health Literacy: Meeting the Needs of Adult Learners:*
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
 - *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

Information on future webcasts will be distributed over Institute discussion lists. Current information is always available at www.nifl.gov.