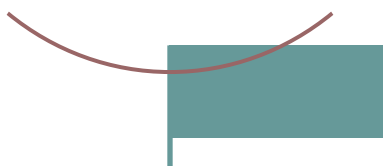


# Professional Development Catalog



July 1, 2010-June 30, 2011

SABES is funded by the  
Massachusetts Department of Elementary and Secondary Education.



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Welcome to the second edition  
of the  
**SABES Professional Development Catalog!**

We hope you will find it helpful in planning for your  
professional development needs.

It is our intention to revise and update this document every  
year. We welcome your suggestions and recommendations for  
how we can improve this resource to make it more useful to you.

Please let us know if you have any ideas by contacting your

SABES Regional Support Center

(see page 13 for contact information)

or by emailing the

SABES Central Resource Center at

[lteller@worlded.org](mailto:lteller@worlded.org).

You may download the SABES Professional Development Catalog  
from the SABES website at

[www.sabes.org/administration/sabes-pd-catalog.pdf](http://www.sabes.org/administration/sabes-pd-catalog.pdf)

This Catalog may be reproduced for program use.



Professional Development planning should align with the program's Continuous Improvement Plan, based on needs identified through the program's self-evaluation and needs assessment processes.

## How to Use This Catalog

SABES offers a range of professional development opportunities to support programs.



### Core/Planned Activities

Designed to help programs increase academic rigor by improving the quality of teaching and learning, and to help programs comply with state and federal standards.

### Responsive Activities

In addition to the planned activities in this catalog, program directors are always welcome to work with their SABES Regional Support Centers (RSCs) to request customized or program-based PD specific to their needs.

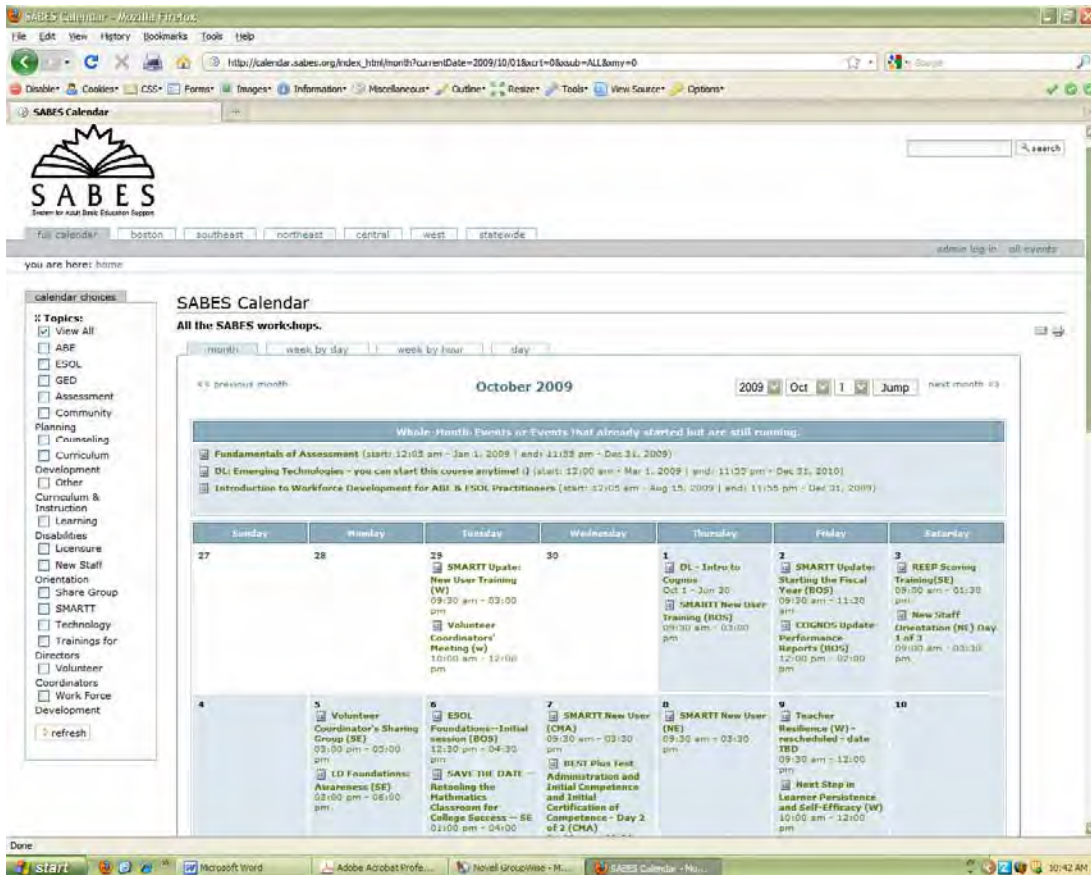


- This catalog contains descriptions of core/planned professional development activities that are offered on a regular basis.
- For more specifics about the many types of PD that SABES offers, please refer to additional information that can be found on page 17.
- Responsive PD activities are developed based on individual program needs in consultation with each SABES RSC, so they cannot all be included in this Catalog. However, some examples can be found beginning on page 41.
- Information about how to register for SABES events is found on pages 8-9.

Programs are encouraged to contact their SABES RSC staff with questions or for additional information about how SABES can work with programs to meet their individual professional development needs.

# How to Register

1. Go to the SABES Calendar at <http://calendar.sabes.org> to determine when a training is offered and to register.
2. You are always welcome to attend any activity in any region. For example, GED Orientation will be offered once statewide this year in Central SABES, but it is open to every practitioner in the state.
3. All SABES PD is offered for free, thanks to funding from DESE.
4. We encourage you to contact your SABES Regional Support Center if you have any questions or whenever you need more information.

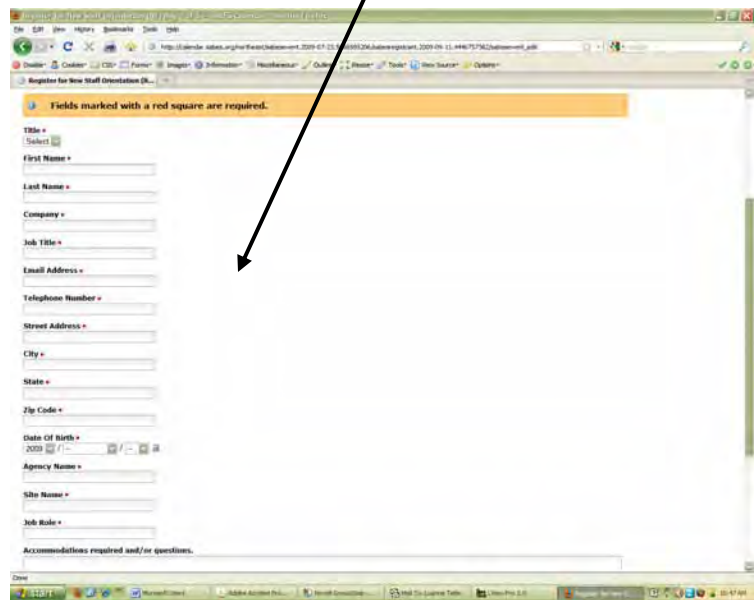


# How to Register



From within a given event's full display:

click on the **Register** button, fill in the resulting form, and click the **Submit** button.



You'll then see a message onscreen saying that your registration has been received. This message is not a confirmation. A SABES staff member will call or e-mail you to confirm your registration for the event.



You may also phone to register by calling the SABES RSC hosting the event.

For contact information go to <http://www.sabes.org>





## Letter from the State Director of Adult and Community Learning Services

Dear ABE Practitioner,

In Massachusetts each year, over 24,000 adult learners attend more than 150 Adult Basic Education (ABE) programs and an additional 23,000 adults wait for services so that they can achieve their goals. Adult learners seek literacy skills for countless purposes and come to our classes with a broad range of abilities, needs, hopes, and dreams.

In order to help children reach their full potential, the public schools need parents with the educational foundation and basic skills to provide economic stability for their families and raise the educational aspirations of their children. Massachusetts businesses need skilled workers, and our communities need residents who vote, volunteer, raise healthy families, work, and contribute to the tax base.

For these reasons, we must always strive to improve the quality of teaching and learning in our programs. When we increase the capacity of staff to provide our learners with effective instruction and support services, we better prepare our students for their next steps to employment, training, and post-secondary education. ACLS demonstrates our commitment to quality by supporting ongoing professional development for all ABE program staff, and through 20 years of support to the System for Adult Basic Educational Support (SABES).

We recognize that this support is necessary to enable you to provide the highest level of quality services to our learners. This catalog is designed to help programs with the professional development planning necessary to achieve the goals of their Continuous Improvement Plans, and to make the important connections to *the Subject Matter Knowledge Requirements* and the *Professional Standards for Adult Basic Education Teachers*.

The professional development opportunities that SABES provides for practitioners will help us all fulfill our collective mission to provide each and every adult with opportunities to develop literacy skills needed to qualify for further education, job training, and better employment, and to reach his/her full potential as a family member, productive worker, and citizen.

With appreciation for your commitment and dedication to our learners,

Anne Serino  
Director, Adult and Community Learning Services





## SABES Offices

**Boston Regional Support Center  
Adult Literacy Resource Institute**  
University of Massachusetts/Boston  
Wheatley Bldg., 4th fl., Room 04-167  
100 Morrissey Blvd.  
Dorchester, MA 02125  
Tel. 617-287-4070  
[www.sabes.org](http://www.sabes.org)

**Central Mass. Regional Support Center**  
Quinsigamond Community College  
at City Square  
100 Front Street  
Worcester, MA 01608  
Tel. 508-751-7900  
[www.sabes.org](http://www.sabes.org)

**Central Resource Center (CRC)**  
World Education  
44 Farnsworth Street  
Boston, MA 02210  
Tel. 617-482-9485  
[www.sabes.org](http://www.sabes.org)

**Northeast Regional Support Center**  
Northern Essex Community College  
360 Merrimack Street  
Building 9, Entry K, 4th Floor  
Lawrence, MA 01843  
Tel. 978-659-1275  
[www.sabes.org](http://www.sabes.org)

**Southeast Regional Support Center**  
Bristol Community College  
777 Elsbree Street -L107  
Fall River, MA 02720  
Tel. 508-678-2811 ext. 2278#  
[www.sabes.org](http://www.sabes.org)

**West Regional Support Center**  
Holyoke Community College  
Picknelly Center  
206 Maple Street  
Holyoke, MA 01040  
Tel. 413-552-2586  
[www.sabes.org](http://www.sabes.org)

## SABES Resources

**SABES Website**  
[www.sabes.org](http://www.sabes.org)

**SABES Calendar**  
<http://calendar.sabes.org>

**SABES Library**  
1-877-605-5400 (toll free in MA)/[www.sabes.org](http://www.sabes.org)

**Massachusetts Adult Literacy Hotline**  
1-800-447-8844  
[www.sabes.org/hotline](http://www.sabes.org/hotline)

# SABES Vision

## VISION

We believe basic education is a fundamental right for all. We envision a society that understands, supports, and celebrates the efforts of adult learners to improve their lives and those of their families and their communities. The field of adult basic education will be a well-supported and recognized professional system, unified by a common purpose and passion to help adult learners to reach their goals. That system will be composed of programs and practitioners well equipped to help learners develop their education and leadership skills. It will be joined by agencies and institutions drawn to our field's mission and eager to contribute to it. SABES will continue to connect the members of this broad partnership in dynamic dialogue; to discover and share proven practices, promising research, and innovative approaches for program and staff development; to promote deeper reflection on and evaluation of practices and their impact; and to provide and foster leadership for the continual improvement of the field.

## **SABES Mission**

### MISSION

SABES promotes high quality adult basic education services through training, support, and resources that improve the skills and knowledge of practitioners and strengthen programs.

We achieve this mission by:

- providing staff development that stresses participation, reflection, and innovation,
- discovering and sharing relevant research and effective practices,
- collaborating with other organizations and agencies, and
- remaining responsive to the field and to adult learners.

Through this combination of partnership and leadership, we develop the field's capacity to equip learners to succeed in the economy, contribute more fully to their families and communities, develop leadership skills, and reach personal learning goals.

## About SABES

### A Statewide System with Regional Services

SABES's services are delivered through five Regional Support Centers (RSCs) located at UMass Boston and at community colleges across the state. In collaboration with the five RSCs, a SABES Central Resource Center in Boston coordinates the development of statewide activities.

At each RSC, a Regional Director helps programs determine their needs and then develops a variety of professional development opportunities to meet those needs. At any given time, a range of activities might be occurring in the regions, facilitated by specialized SABES staff and/or expert consultants. These include consultation, workshops, mini-courses, institutes, study circles, mentoring, peer coaching, teacher research projects, and other professional development activities.

In addition to these resources, SABES maintains an extensive **Resource Library** (with materials circulation), along with a website of links to resources and publications suitable for professional development and classroom use.

Both the online library catalog and the electronic resources can be accessed through [www.sabes.org](http://www.sabes.org). The SABES librarian can assist with research interests as well as provide resource lists of SABES materials relevant to professional development activities.

### What We Offer

Regional directors contact the local programs in their region to identify specific needs. Then, each September, SABES publishes an At-a-Glance Calendar (on the SABES website) of workshops in each region to help programs plan their professional development activities for the year.

- The PD activities listed in this catalog are core courses and workshops that are planned on a regular, ongoing basis.
- To determine when and where activities are being offered, search the online event calendar at <http://calendar.sabes.org>. Additionally, Regional Directors always welcome calls from programs to discuss their professional development needs and opportunities.
- Practitioners may attend any training in any SABES region.

It is our objective to provide a flexible, adaptive system that has the potential to respond to the range of practitioner skill levels and needs.

We understand that professional development planning and decisions are most effective when developed by the regional SABES Directors in consultation with programs in their regions.

## Overview of SABES Professional Development

### I. Core/Planned Activities

SABES offers a series of core courses and workshops which focus on increasing academic rigor and strengthening the quality of teaching and learning in programs. The activities help address the Strategic Planning priorities of **Access, Quality, and Next Steps**.

Additionally, SABES offers trainings needed by practitioners to keep programs in compliance with state and federal standards, including learning gains assessment trainings required for NRS reporting.

### II. Responsive Professional Development Activities

In addition to the planned activities in this catalog, program directors are encouraged to work with their regional SABES Directors to request specific activities such as customized or program-based professional development.

- Responsive activities are intended to support individual program needs and designed in consultation with the program. Responsive PD may also be provided via regional group activities that are open to all programs.
- Programs requesting the professional development could elect to open registration to other programs in the area.
- These types of activities held on-site at adult learning programs have included a broad range of topics, such as:
  - \* How to Use Technology in Your ESOL Classroom,
  - \* Strategies for Improving Student Persistence,
  - \* Creating Effective Lesson Plans Linked to Your Curriculum, and
  - \* Using the Curriculum Frameworks to Develop Program-Wide Curriculum.
- When requesting a responsive activity, please provide a brief description of what you need and what you hope to accomplish. You will also want to include information about your target audience. (All staff in your program or just certain staff? Other programs?)

### III. Technical Assistance

SABES offers technical assistance on a one-to-one basis to all programs. This type of individualized support has included many different activities, such as:

- Contracting with an experienced program director to assist with the Program Planning module in SMARTT,
- Providing SABES staff to collaborate with program teachers on curriculum development, and
- Working on-site with administrative staff on their SMARTT and Cognos data systems.

## SABES ABE Professional Development Guiding Principles: Twelve Elements of Excellence

Excellent professional development:

1. Responds to participants' perceived or mandated needs; it's useful.
2. Provokes the mind; it's intellectually stimulating.
3. Inspires change or the desire to change; it's catalytic.
4. Welcomes each participant's individuality; it's sensitive.
5. Encourages everyone to participate; it's engaging.
6. Provides useful materials and information for participants' work context; it's relevant.
7. Connects to research and policies; it's current.
8. Builds a culture of trust; it's respectful.
9. Brings people together; it's collaborative.
10. Incorporates participant knowledge; it's reciprocal.
11. Allows time to respond, time to consider, time to act, and time to reflect; it's balanced.
12. Occurs on a schedule, at a pace, and in a place amenable to participants; it's accessible.

## SABES Core/Planned Activities by Indicator of Program Quality (IPQ)\*

### IPQ 1

#### Curriculum and Instruction

- ◇ New Staff Orientation
- ◇ Foundations for New Staff:
  - Overview of ABE
  - The Art of Teaching
- ◇ Instructional Foundations: ESOL
- ◇ GED Orientation
- ◇ MAPT for Reading Score Reports
- ◇ ELA Frameworks Revisions
- ◇ Math: Algebra for All
- ◇ Math for Next Steps: Health Careers
- ◇ Math for Next Steps: Intro to College Level Math
- ◇ MAPT for Math Score Reports
- ◇ Basics of Teaching Math
- ◇ Using the Professional Standards to Improve Teaching
- ◇ LD Foundations
- ◇ Licensure Infossession
- ◇ Licensure Cohorts

### IPQ 2

#### Student Educational Progress

- ◇ Fundamentals of Assessment (DL)
- ◇ TABE L Administration
- ◇ TABE 9 & 10 Administration and Certification of Competence
- ◇ MAPT Administration
- ◇ BEST Plus Administration and Initial Certification of Competence
- ◇ BEST Plus Recertification of Competence
- ◇ TABE CLAS-E Administration and Initial Certification of Competence

### IPQ 3

#### Student Support Services

- ◇ Introduction to Counseling
- ◇ Goal Setting and Countable Outcomes
- ◇ College for a Day/Evening
- ◇ Integrating Career Awareness in ABE/ESOL (DL)
- ◇ Introduction to Workforce Development (DL)

### IPQ 7

#### Leadership and Program Management

- ◇ Planning for Continuous Improvement
- ◇ Human Resources
- ◇ ADA Coordinator Orientation
- ◇ Summer Directors' Institute
- ◇ Cognos Updates
- ◇ SMARTT New User
- ◇ SMARTT Updates

\*Please see page 63 for the complete listing of *Massachusetts Indicators of ABE Program Quality*.

#### Please note:

The **New Directors' Orientation** is offered by ESE/ACLS. For information about times and locations, new directors should contact their program specialist at ACLS.



## New Staff Orientation

Multiple sessions, 15 total hours  
Offered in all SABES regions

### Professional Standards

- (a) Understanding the Adult Learner
- (f) Professionalism/Continuing Education

### Description:

This multi-session 15-hour orientation is required for all new staff who have worked at MA DESE-funded ABE Programs for less than a year. It is meant to serve as a broad introduction to the field, looking at topics such as:

- The history and development (state and national) of Adult Basic Education
- The Massachusetts DESE-funded ABE system
- The statewide SABES system including its purpose and available resources for staff development
- The MA ABE licensure process and the ABE teacher standards
- The broad range of adult learners' experiences, backgrounds, and cultures with an understanding of some of their motivations to pursue education and the barriers to success
- Learning disabilities including the definition, different types, and resources for additional support and information
- The roles and responsibilities of the educational counselor/learning support specialist (including mandated reporting)
- The different learner-centered approaches and their relationship to the classroom
- Practitioner background, beliefs, experiences, and values and their influences on professional practice
- Various adult learning theories and how they inform teaching practice
- Universal design and its benefits in an ABE classroom
- The Massachusetts ABE Curriculum Frameworks and the curriculum development process that aligns learners' goals, the ABE curriculum frameworks, and assessments
- Thematic units and the five components of lesson plans
- The accountability system for the MA ABE field
- MA assessment-based learning gains and their relationship to the National Reporting System as well as a variety of methods for ongoing assessment
- Goal setting in the classroom and countable outcomes



## Foundations for New Staff: Overview of ABE Foundations for New Staff: The Art of Teaching

15 total hours  
FY11: Boston

**Professional Standards**

- (a) Understanding the Adult Learner
- (b) Diversity and Equity
- (c) Instructional Design and Teaching Approaches
- (e) Facilitating the Adult Learning Environment

**Description:**

Beginning in the spring of 2011, a new Foundations sequence will replace the current New Staff Orientation. The "Foundations for New Staff" development series will include fundamental practices and strategies for teaching adults from the most basic to transitional levels. Components will include adult developmental and learning theory; designing contextualized instruction; the importance of goal setting and countable outcomes in advising and supporting learners in their personal, career, and educational pathways; lesson planning; curriculum frameworks, professional standards; and subject matter knowledge requirements.

## Instructional Foundations: ESOL

2-4 sessions, 10-16 total hours  
FY11: Boston, Central, Southeast, Northeast

**Professional Standards**

- (a) Understanding the Adult Learner
- (b) Diversity and Equity
- (c) Instructional Design and Teaching Approaches
- (e) Facilitating the Adult Learning Environment

**Description:**

ESOL Foundations is a comprehensive overview of adult English language instruction and is designed for newer ESOL practitioners. Participants in the workshop will learn about effective strategies for teaching speaking, reading, writing, and comprehension and will study various factors that influence successful English language acquisition, including creating a classroom community that supports language learning, managing the multi-level classroom, and using appropriate instructional materials. Psychosocial issues pertaining to language learning will also be considered. Activities for helping students increase their vocabulary and improve their fluency and pronunciation will also be presented.

Curriculum and Instruction



Curriculum and Instruction

**A reminder about planning your professional development:**

1. Go to <http://calendar.sabes.org> for specific dates and times and to register.
2. You are always welcome to attend any activity in any region. For example, GED Orientation will be offered once statewide this year in Central SABES, but it is open to every practitioner in the state.
3. All SABES PD is offered for free, thanks to funding from DESE.
4. We encourage you to contact your SABES Regional Support Center if you have any questions or whenever you need more information.

<b>GED Orientation</b>
2 days, 10 total hours FY11: Offered statewide through SABES Central
<p><b>Professional Standards</b>                  (c) Instructional Design and Teaching Approaches                  (d) Learner Assessment and Evaluation</p>
<p><b>Description:</b></p> <p>This two-day workshop will provide teachers who are new to GED teaching and testing with an overview of the GED tests. It will also give participants the opportunity to learn and practice various techniques that demonstrate potential promising practices in teaching a GED class, tips on preparing students for the GED essay, and hands-on practice with the official GED calculator.</p>



## MAPT for Reading Score Reports

1 session, 3 total hours  
FY11: Offered in all SABES Regions

**Professional Standards**

- (a) Understanding the Adult Learner
- (c) Instructional Design and Teaching Approaches
- (d) Learner Assessment and Evaluation

**Description:**

In this training, participants will learn how to access, understand, and interpret the MAPT for Reading Score Reports (Individual and Class Level); understand the connection between the MAPT for Reading Score Reports and the Massachusetts ABE English Language Arts Curriculum Framework's Standards and Benchmarks; and use the MAPT for Reading Score Reports to identify students' strengths and weaknesses to inform instructional planning.

## ELA Frameworks Revisions: Reading Strand

1 session, 4 total hours  
FY11: Offered in all SABES Regions

**Professional Standards**

- (c) Instructional Design and Teaching Approaches
- (d) Learner Assessment and Evaluation

**Description:**

The ELA Frameworks Reading Strand has been revised to include higher levels of reading skills in order to help prepare learners to transition to their next steps of post-secondary education, employment, or training. The revised strand includes helpful tools and resources for programs and practitioners. This workshop will help practitioners understand the changes to the standards and benchmarks and how to use them as a foundation for curriculum development, lesson planning, and classroom instruction.



## Math: Algebra for All

3 sessions, 10 total hours  
FY11: Central, Southeast

### Professional Standards

- (a) Understanding the Adult Learner
- (c) Instructional Design and Teaching Approaches
- (d) Learner Assessment and Evaluation

### Description:

ABE students need strong foundations in algebraic thinking and practices to keep doors to the future open, though research tells us that students' skills are weak. Algebra is not just the study of the 24<sup>th</sup> letter of the alphabet (x)! But what is algebra and how can we help students understand it better? Participants will join with colleagues in exploring the meaning of algebra and paths to better algebra instruction that foster communication, problem solving, and reasoning, essential skills to prepare ABE students for good jobs and further education. No matter how long it's been since their last algebra encounter, participants will enjoy the camaraderie of learning throughout these three sessions.

### Session 1:

#### **Algebra for All: Content**

Pairs and groups of participants will talk, draw, and think through solutions to different kinds of introductory level algebra and pre-algebra problems that are intriguing and engaging. There is something for almost everyone - literacy and math teacher alike! Classroom materials are provided. ABE and ESOL teachers welcomed.

### Session 2:

#### **Algebra for All: Instruction**

During this session, participants will investigate general math teaching principles, as well as algebra-specific ideas. Together we will solve algebra problems suitable for lessons. Classroom materials are provided. ESOL and ABE teachers are invited to come and consider ways to integrate algebraic reasoning into program curricula, thereby preparing students for "next steps."

### Session 3:

#### **Teacher to Teacher (T2T): Algebra for All**

Participants will examine and interpret student work related to algebra and review classroom lessons and activities for connections to the Math/Numeracy Curriculum Frameworks' standards and benchmarks.



## Math for Next Steps: Health Careers

1 session, 5 total hours  
 FY11: Boston, Central, Southeast

**Professional Standards**

- (a) Understanding the Adult Learner
- (c) Instructional Design and Teaching Approaches
- (d) Learner Assessment and Evaluation

**Description:**

How can we teach math in contexts that help students prepare for next steps even as they prepare to meet immediate academic and personal goals, such as using math in their everyday lives or to attain the GED? We know that numeracy plays a vital role in preparing students to enter and/or advance in health care careers, as well as in strengthening their health literacy. In this 5-hour workshop, we present several fun and interesting math activities situated in health-related contexts that students, whether working in a health care setting or acting as health care consumers, can relate to and learn from. We also introduce practitioners to sample websites and resources from which they can draw to develop health-contextualized math activities for their classrooms.

## Math for Next Steps: Intro to College Level Math

1 session, 3 total hours  
 FY11: Northeast

**Professional Standards**

- (a) Understanding the Adult Learner
- (c) Instructional Design and Teaching Approaches
- (d) Learner Assessment and Evaluation

Did you know that most ABE students fail to complete college because they get stuck in developmental courses at the community college level? Do you know why? Did you know that math is the greatest barrier for students?

This workshop provides an overview of what ABE students can expect and need to know about college-level math. By focusing on the developmental education content and skills that ABE students lack, you will learn how to better equip and prepare your learners for their next steps beyond the GED and into post-secondary education.



## MAPT for Math Score Reports

1 session, 3 total hours  
 FY11: Offered in all SABES Regions

**Professional Standards**

- (a) Understanding the Adult Learner
- (c) Instructional Design and Teaching Approaches
- (d) Learner Assessment and Evaluation

**Description:**

With the emphasis on next steps for our learners, math instruction is vital to prepare students for post-secondary education, careers, and training. Mathematics achievement remains the single biggest hurdle for students trying to attain next steps in careers, training, and post-secondary education.

In this training, participants will learn how to understand and interpret the MAPT for Math Score Reports (Individual and Class Level); understand the connection between the MAPT for Math Score Reports and the Massachusetts ABE Math and Numeracy Curriculum Framework's standards and benchmarks; and use the MAPT for Math Score Reports to identify students' strengths and weaknesses to inform instructional planning.

## Basics of Teaching Math

15 total hours, includes face-to-face and Distance Learning components  
 FY11: Offered statewide in a central location; sponsored by SABES West

**Professional Standards**

- (a) Understanding the Adult Learner
- (c) Instructional Design and Teaching Approaches
- (d) Learner Assessment and Evaluation

**Description:**

This rewarding course provides an opportunity to learn a great deal about math skills, theory, and teaching strategies. Participants will be supported by presenters and each other. The course emphasizes math as process, exploration, and application, with special attention to validating and exploiting learners' own natural and self-developed strategies. Participants will explore what they need to teach based on what their learners need and review pedagogical theories to help establish a classroom climate that promotes learner confidence to enhance math learning. This course will be offered in a hybrid format with both face-to-face and DL components.



## Using the Professional Standards to Improve Teaching

1 session, 6 hours

FY11: Offered in all SABES Regions

**Professional Standards**

- (c) Instructional Design and Teaching Approaches
- (f) Professionalism/Continuing Education

**Description:**

The goal of this workshop is to encourage and enable practitioners to take control of their own professional development in a planned, forward-looking manner, which will improve the quality of their teaching as well as strengthen their programs.

During this workshop, participants will assess their knowledge and skills against the ABE Teacher's License Professional Standards and discover resources for addressing professional development for needs that they have identified. Each participant will also develop a realistic professional development plan for the next 2-3 years.

## LD Foundations

Multiple sessions, hours vary

FY11: Boston, Southeast

**Professional Standards**

- (a) Understanding the Adult Learner
- (c) Instructional Design and Teaching Approaches

**Description:**

The goal of these activities is to provide a strong base of knowledge and strategies for the classroom teacher to prepare them for working with work with adults with learning disabilities/differences (LD). These sessions cover a broad range of content including definitions of learning disabilities/differences, characteristics and types of LD, LD and the law, and the rights and responsibilities of both the LD adult learner and the ABE/ESOL program he or she attends. Other regional workshops will present methods and materials that a classroom teacher could use to teach decoding, spelling, writing, grammar, and comprehension. Participants are urged to share stories, effective methods and materials, and questions.



## Licensure Information Session

1 session, 3 total hours

FY 11: TBD, Please check the SABES Calendar

**Professional Standards**

(f) Professionalism/Continuing Education

**Description:**

The Teacher Licensure Information Session is an opportunity to learn more about the voluntary teacher's license available to Massachusetts ABE and ESOL teachers. All of the requirements for licensure will be presented by Carey Reid, SABES Staff Developer, along with informational materials and forms. Participants will have an opportunity to review successful license portfolios and ask questions. The workshop is appropriate for practitioners new to the field as well as those with years of experience.

## Licensure Cohorts

Monthly sessions; 4 hours each  
FY 11: Boston, Central, Northeast

**Professional Standards**

- (a) Understanding the Adult Learner
- (c) Instructional Design and Teaching Approaches
- (d) Learner Assessment and Evaluation

**Description:**

SABES convenes several "license-seekers' cohorts" across the state wherein groups of teachers meet on the same day each month (e.g., first Saturdays) to develop the portfolio required for the ABE Teacher's License. The meetings run for four hours. On average, license seekers need 10-12 meetings to complete the portfolio, though many have finished it much more quickly. SABES Staff Developer Carey Reid facilitates the meetings and provides direct support to the participants. This service is open only to veteran teachers who have amassed at least 2,400 classroom hours.



## Fundamentals of Assessment (DL)

Varies, Distance Learning Offering  
To register, go to the SABES Calendar

**Professional Standards**

(d) Learner Assessment and Evaluation

**Description:**

This is an online resource for ABE practitioners in Massachusetts to learn fundamental information about standardized tests in general as well as the specific assessments used to measure the learning gains of adult learners in MA DESE-supported programs. By reading and comprehending about a dozen one-page "sessions," correctly answering session check-in questions, and achieving a score of at least 70% on a final exam, participants will gain a solid knowledge of standardized assessment basics.

## TABE L Administration

1 session, 3 total hours  
FY 11: TBD, Please check the SABES Calendar

**Professional Standards**

(d) Learner Assessment and Evaluation

**Description:**

In order to administer the TABE-L learning gains assessment, practitioners must attend this three-hour training.



## TABE 9 & 10 Administration and Initial Certification of Competence

1 session, 3 total hours  
 FY 11: TBD, Please check the SABES Calendar

**Professional Standards**

(d) Learner Assessment and Evaluation

ABE classes must maintain at least two TABE test administrators at all times. Staff who will administer the TABE must be trained first.

In order to administer the TABE, any staff who were not certified in FY10 to administer TABE Forms 7/8 or are new users of TABE will need to attend a face-to-face training offered by SABES. Within two weeks of the training, they must complete a take-home quiz, mail it to their regional SABES Curriculum and Assessment Coordinator (CAC), and receive a passing score. Within one month, the regional CAC will either contact the practitioner for remediation or mail them a Certificate of Competence, which will be permanently valid. If a practitioner fails the quiz, she/he will be given a second and final chance to pass it.

Please contact your Regional Support Center for registration dates and more information.

## MAPT Administration

1 session, 2 total hours  
 FY11: Offered statewide through SABES Northeast

**Professional Standards**

(d) Learner Assessment and Evaluation

**Description:**

ABE program staff will learn about accurately administering both the reading and mathematics MAPT assessments so that learning gains of students are reported accurately. Student placement and diagnostics based on the tool as well as standardized assessment basics will be discussed. The training session will include ample time for questions.



## BEST Plus Administration and Initial Certification of Competence

1 session, 6 total hours  
 FY11: Offered in all SABES Regions

**Professional Standards**

(d) Learner Assessment and Evaluation

**Description:**

The BEST Plus training is for practitioners who will be administering and scoring the BEST Plus oral proficiency assessment for MA adult ESOL learners studying at DESE-funded programs. This hands-on training covers all aspects of how to administer and score the BEST Plus computer-adaptive oral interview including an overview of the development of the BEST Plus, the format and content of the test, and instruction on how to administer and score the test. An explanation of the scoring rubric, practice scoring exercises using video-taped student samples, and an opportunity for hands-on practice administering the test are also provided. This training is offered for staff at MA DESE-funded programs only.

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Please note that this training session is the first step in the BEST Plus Administrator Certification process. After successfully completing the certification process, participants are required to renew that certification on an annual basis.

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## BEST Plus Recertification of Competence

3 total hours  
 FY11: Offered in all SABES Regions

**Professional Standards**

(d) Learner Assessment and Evaluation

**Description:**

Practitioners who are currently certified to administer the BEST Plus will be notified in February by ACLS that the recertification process is beginning. Practitioners will have about six weeks to complete another Scoring Activity (to be determined) from the BEST Plus Refresher Toolkit and the Workbook, Test Administrator's Edition. The Scoring Activity must be received by a SABES Curriculum and Assessment Coordinator (CAC) by March 31. The CAC will correct and send a new Certificate of Competence to the practitioner by April 30. The new certificate will be valid for at least one year.



Student Educational Progress



Student Support Services

## TABE CLAS-E Administration and Initial Certification of Competence

1 session, 5 total hours  
 FY11: Offered in all SABES regions

**Professional Standards**  
 (d) Learner Assessment and Evaluation

### Description:

Programs offering ESOL classes must maintain at least two TABE CLAS-E test administrators at all times. During this training, participants will learn the basics of standardized assessment and how to accurately administer and score the TABE CLAS-E Writing Assessment. They will become familiar with the TABE CLAS-E materials and adept at scoring rubrics so tests can be accurately administered and scored.

- Following their training in test administration and scoring, CLAS-E test administrators will need to score expository writing samples successfully before they receive a Competency Certificate.
- Please note that there will be a similar process for annual recertification.

## Introduction to Counseling

1 session, 4 total hours  
 FY11: Offered statewide through Boston SABES

**Professional Standards**  
 (b) Diversity and Equity  
 (e) Facilitating the Adult Learning Environment

### Description:

In this workshop, participants will learn strategies for effective educational counseling that can be used with their adult learners. This interactive, participatory workshop provides an overview of communications, legalities, administrative responsibilities, and available resources for the counselor in MA ABE programs.



<b>Goal Setting and Countable Outcomes</b>	
	1 session, 4 total hours FY11: Southeast, West
<b>Professional Standards</b> (d) Learner Assessment and Evaluation (e) Facilitating the Adult Learning Environment	
<b>Description:</b>	
Setting effective, realistic, and attainable learner goals and supporting learner progress toward these goals is at the heart of our ABE programs. This four-hour workshop will offer teachers, counselors, directors, and other program staff an understanding of the value of goal setting, of having a program goal-setting process, and of integrating the Countable Outcomes' standards into that process. Specific activities and resources to support learner goal setting will be shared.	

<b>College for a Day/Evening</b>	
	1 session, 4 total hours FY11: Central, Northeast, Southeast, West
<b>Professional Standards</b> (e) Facilitating the Adult Learning Environment	
<b>Description:</b>	
ABE staff and their learners will have the opportunity to explore the possibilities of their academic and career "Next Steps" by being introduced to a community college experience.	
Specific components and activities vary from region to region. Please look for regional announcements, check the online SABES Calendar, or contact your SABES Regional Support Center for more information.	



## Integrating Career Awareness in ABE/ESOL

Varies, Distance Learning Component (Approximately 18 hours)  
 FY11: Offered statewide via DL; sponsored by SABES Northeast

**Professional Standards**

- (c) Instructional Design and Teaching Approaches
- (e) Facilitating the Adult Learner Environment

**Description:**

Designed to be used by teachers and counselors in ASE, ABE, ESOL, and College Transition programs, this curriculum helps students understand and act on the critical link between education and careers. This training will help your program support students to make and reach career goals. It will help motivate students to keep attending a specific class and to persist in pursuing their education over time.

The curriculum covers the complete career planning process in depth so that learners can get the full range of skills and understanding that they need to pursue career goals.

## Introduction to Workforce Development (DL)

Varies, Distance Learning Component (Approximately 8 hours)

**Professional Standards**

- (d) Learner Assessment and Evaluation
- (e) Facilitating the Adult Learning Environment

**Description:**

As a basic overview to workforce development, this course will give participants some background for beginning to incorporate workforce development in their programs, classrooms, and/or counseling.

Participants will learn to identify, understand, and share the most important and relevant elements of the workforce development system for ABE learners and help students access and use these elements. This workshop will help participants understand the workforce development system and think about how to incorporate job-related materials into programs and curricula.



## Planning for Continuous Improvement

4 sessions, 16 total hours

Fundamentals of Data will be offered online beginning in the fall. Contact your SABES region for specific information. Modules are sequential; however, participants may elect to take any one or all of the modules.

**Professional Standards**

(d) Learner Assessment and Evaluation

(e) Facilitating the Adult Learning Environment

**Description:**

**Module I:** (DL component)

**Planning for Continuous Improvement: Fundamentals of Data**

This module will introduce participants to different types of data and ways to evaluate the quality of a data source. Participants will analyze data strengths, weaknesses, and applications, data sources for ABE Programs in MA, and how to use data for Continuous Improvement Planning.

**Module II:**

**Planning for Continuous Improvement: The Planning Process**

Participants will be discuss why planning is important and the elements of a good planning process. Tools such as the Preplanning Questionnaire will help programs prepare to plan. Strategies for connecting Program and Staff Development and insights from Organizational Development Theory are presented. A Companion Manual, which includes the history of ABE in Massachusetts, is included.

**Module III:**

**Planning for Continuous Improvement: Using Program Performance Data**

Participants will review The Program Improvement Planning Cycle, the MA ABE Performance Standards and Performance Standards Reports, how to use program performance data for Continuous Program Improvement and Planning. Participants will discuss strategies for systematizing Continuous Program Improvement as an integral and ongoing process.

**Module IV:**

**Planning for Continuous Improvement: Writing a Continuous Improvement Plan**

As needed, regional support center staff will work individually with program staff on specific elements of the Continuous Improvement Plan and Process including Writing Goals and Objectives, Writing Action Plans, Implementing the Plan, Evaluating the Plan, and Revising the Plan.



## Human Resources

3 sessions, 15 total hours

The Supervision and Evaluation Module will be offered at the Summer 2011 Directors' Institute. Contact your SABES Regional Support Center for information about the other components.

### Professional Standards

- (e) Facilitating the Adult Learning Environment
- (f) Professionalism/Continuing Education

### Description:

The Human Resources course reviews and explores human resource functions specific to ABE programs - establishing staff needs, recruiting, hiring, orienting, supervising, evaluating, and terminating teachers, administrators, and staff members - what we refer to as "the staffing continuum." The sessions allow novice and veteran directors, or any other ABE administration staff responsible for human resource activities, to examine existing and new policies, to confirm their positions, or to consider new angles. The sessions include:

#### **Session I: Hiring and Terminating Employees**

Session I focuses on the first steps of the staffing continuum - recruiting and hiring. It touches briefly on defining staff needs and terminating employees. Primary attention is devoted to writing job descriptions and interviewing candidates to ensure wise staffing choices. This session includes the following topics: Job Descriptions, Recruiting, Interviewing, Contracts and Benefits, and Terminating Employees.

#### **Session II: Orienting Staff and Creating a Communication Culture**

Whereas Session I involved the sharing of much "hard data" - laws, policies, etc. - Session II concerns itself more with "soft" skills, particularly those involved in communication. The first half of the session focuses almost exclusively on communication. The second half of the session zeroes in on orientation procedures, continuous improvement practices, and employee handbooks.

#### **Session III: Supervision and Evaluation**

Session III focuses on the final steps of the staffing continuum - supervising and evaluating. It addresses the connection between staff supervision and continuous improvement, as well as issues of diversity and how they reflect on supervisory communication. Supervisory and evaluation processes, tools, and techniques command the bulk of attention in this final session.



## ADA Coordinator Orientation

1 session, 5 total hours

FY11: Offered statewide through SABES Central

**Professional Standards**

- (a) Understanding the Adult Learner
- (c) Instructional Design and Teaching Approaches

**Description:**

This session will highlight the major tenets of the Americans with Disabilities Act (ADA) and clarify the rights and responsibilities of adult education programs as well as individuals with disabilities. Participants will identify policies and procedures that can be used to provide equal access, program modifications, and reasonable accommodations in all aspects of their programs and services. Actual case studies will be provided to assist participants in applying ADA concepts. The application of Universal Design as an additional method of improving access to adult education programs will also be discussed.

## Summer Directors' Institute

2 days, 15 total hours

Offered statewide, summer of 2011

**Professional Standards**

- (e) Facilitating the Adult Learning Environment
- (f) Professionalism/Continuing Education

**Description:**

The two-day SABES Summer Directors' Institute offers a unique opportunity to gather in a relaxed atmosphere with fellow ABE administrators. The Institute is offered every other year, with activities designed to support directors in embracing their strengths while exploring fresh ideas to face new (and many familiar) challenges. Each day starts with a guest speaker sharing, with humor and wisdom, insights that honor our commitment to serving adults needing educational programs. Participants will leave the Institute with a stockpile of useful ideas and creative solutions to ongoing management issues, as well as a sense of possibility. Themes vary each year and are introduced in *Save the Date* announcements that are published in June.



Leadership and Program Management

[ACLS Guidelines on SMARTT and Cognos Staffing](#)

**All ESE-funded ABE/ESOL programs are required to maintain at all times a minimum of two staff members proficient in using SMARTT and Cognos.**

Each program must send two staff members to required SMARTT and Cognos trainings, including refresher/ update trainings as needed, in order to stay current with changes.

Each program must also send new people for training whenever staff turnover necessitates it.

<b>Cognos Updates</b>	
	3 sessions, 1 hour each Distance Learning Component FY11: Offered in all SABES Regions
<u>Professional Standards</u> (d) Learner Assessment and Evaluation	
<b>Description:</b>	
The SABES regional field technologists will transition from offering all face-to-face trainings to delivering Cognos support primarily via webconferencing tools. This change is being made in order to better meet the scheduling and specific training needs of the field. Cognos updates will be offered through web-based tutorials and supplemental online supports. Each session has a specific focus: Intro to Cognos, Performance Reports, and Intermediate Cognos. Please check with your local SABES RSC and the SABES calendar for specifics details for your region.	



## SMARTT New User

(System for Managing Accountability and Results Through Technology)

1 session, 3 total hours  
 FY11: Offered in all SABES Regions

**Professional Standards**

(d) Learner Assessment and Evaluation

**Description:**

The SMARTT New User training is designed to ensure that all SMARTT data entry professionals possess the most relevant and current skills for their job role. To enable this targeted focus, which is dependent on the participants' needs and experience, a diversity of delivery mediums will be used, including: face-to-face training, real-time distance learning, and online tutorials and resources.

Topics covered include student and staff intakes, assessments, goals, class enrollment, attendance, exiting from class versus exiting from program, post-planning class completion, non-SABES professional development, and volunteers.

The first step in the training is to contact your local SABES tech. Find their contact information at [www.sabes.org/smartt](http://www.sabes.org/smartt). Trainings are conducted on an "as needed" basis.

## SMARTT Updates

(System for Managing Accountability and Results Through Technology)

4 sessions, 1 hour each  
 Distance Learning Component  
 FY11: Offered in all SABES Regions

**Professional Standards**

(d) Learner Assessment and Evaluation

**Description:**

SMARTT updates are offered through web-based tutorials and supplemental online supports . Each session has a specific focus to help practitioners, including starting the fiscal year on the right foot and reviewing mid-year data and reports. Please check with your local SABES RSC and the SABES calendar for specific times and topics in your region.



# SABES Archived and Responsive Professional Development Activities

SABES does not offer every professional development activity every year.

The following activities have been developed and offered through SABES in the past, and they may be requested by programs in response to a specific need.

If you are interested in these activities, please contact your Regional Support Center for more information.





<h2 style="margin: 0;">Leadership Series: Educational and Community Leadership</h2>	
<p>3 sessions, 15 total hours Leadership Basics is a prerequisite to the other two modules.</p>	
<p><b>Professional Standards</b> (e) Facilitating the Adult Learning Environment (f) Professionalism/Continuing Education</p>	
<p><b>Description:</b></p> <p>ABE administrators wear many hats in their work, including that of organizational leader. Others look to them to set the stage for change and to guide both required and innovative changes that improve services and the working environment.</p> <p><b>Session I: Leadership Basics (6 hours)</b> In this training, ABE administrators consider five main topics: the difference between management and leadership, personal leadership style, visions and plans for ABE programs, the process of managing change, and leadership challenges and opportunities. By exploring these fundamental aspects of leadership, the training sets the foundation for two additional 4.5 hour trainings.</p> <p><b>Session II: Educational Leadership (4.5 hours)</b> This training is designed to identify the knowledge, develop the skills, and demonstrate the strategies that ABE directors need to be effective community leaders. Participants will discuss the ABE director's role as a leader within the community where their program operates and how to maximize potential for the program by forming productive relationships with diverse community members.</p> <p><b>Session III: Community Leadership (4.5 hours)</b> Educational leadership represents a key responsibility of ABE administrators. As supervisors, directors guide the development of educational programming in conjunction with teachers, counselors, students, and other staff members. In this training, administrators explore personal beliefs and visions, and methods for gathering relevant information for decision making. They also consider larger issues affecting adult education and ways to influence positive changes regarding those issues. The training is not designed as a "how to achieve a particular model of leadership" training, but rather as an open forum in which to explore various aspects of educational leadership and each director's vision for education within his/her program.</p>	

Archived Training and Responsive PD



## Next Steps

Varies

For more information, look for local SABES announcements and watch the SABES calendar for full workshop descriptions and to see what activities will be offered in your region.

### Professional Standards

- (c) Instructional Design and Teaching Approaches
- (e) Facilitating the Adult Learner Environment

### Description:

There are a range of different activities that support learners' next steps to post-secondary education, training, and employment. Offerings vary from region to region based on local program need and interest.

In the past, these workshops have been offered:

- Beyond the ABE Program: Building a System & Curriculum to Support Learners' Next Steps
- Diverse Short-Term Training Options for Diverse Student Populations
- Promoting Your ABE Services to the Business Community
- Worker Rights Including Health and Safety
- Teaching Immigrant Adult Learners About Their Rights
- Supporting ABE/ESOL Learners on Career Ladders
- Community Planning: Strategies for Increasing Business Participation
- Everyone Benefits from Community Partnerships
- Climate Change, Green Jobs for ABE Learners
- Identifying Good Jobs for ABE Learners
- CORI and Employment Practical Tips and Strategies



## Math: Fun with Fractions

10 total hours

**Professional Standards**

- (a) Understanding the Adult Learner
- (c) Instructional Design and Teaching Approaches
- (d) Learner Assessment and Evaluation

**Description:**

Stop fractions from frazzling you and befuddling your students! Come to a three-session math for literacy teachers series "Fun With Fractions (Decimals and Percents)," where participants will collaborate in pairs and groups to picture, write about, and discuss the ways we represent, use, and operate with fractions, decimals, and percents. Open to all; suitable for ABE to GED, and ESOL teachers, math-phobic and math-friendly alike.

**Session 1: Fun With Fractions (Decimals and Percents): Content**

Participants will explore several hands-on activities that illuminate key fraction concepts.

**Session 2: Fun With Fractions (Decimals and Percents): Instruction**

This session includes demonstrations, discussions, and more activities designed to enhance participants' capacity to teach fractions, decimals, and percents. Participants will learn instructional methods that make fractions, decimals, and percents accessible to many levels of students.

**Teacher to Teacher (T2T): Fractions, Decimals & Percents**

Participants will examine and interpret student work related to fractions, decimals, and percents and review classroom lessons and activities for connections to the Curriculum Frameworks.

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There may be a brief assignment, such as trying out an activity you like, between the Content and Instruction sessions.

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Archived Training and Responsive PD



Archived Training and Responsive PD

## Introduction to Curriculum Frameworks

3 sessions, 12-15 total hours

**Professional Standards**

- (b) Diversity and Equity
- (c) Instructional Design and Teaching Approaches
- (d) Learner Assessment and Evaluation

**Description:**

This training is delivered as an intensive 3-part introductory mini-course. Sessions are scheduled approximately 2 to 4 weeks apart so participants will have adequate time to develop their curriculum projects and to try them out in their programs. Practitioner and Facilitator feedback is built into the workshop design.

The mini-course is intended to encourage team-based ongoing collaboration within a program to develop curriculum that is an ongoing, program-wide process. The training design incorporates opportunities for participants and programs to develop an action plan, with follow-up assistance available as needed and follow-up evaluations of the curriculum development process. Professional Development Points (PDPs) are available to participants who complete course requirements and the curriculum project.

## Teaching Job Readiness

1 session, 3 total hours

**Professional Standards**

- (a) Understanding the Adult Learner
- (c) Instructional Design and Teaching Approaches

**Description:**

This workshop focuses on the foundational information needed to teach work-readiness skills within the context of a program's current curriculum through instructional strategies and classroom management techniques. During this workshop, participants will explore how to integrate workforce skills into their current curriculum, no matter what the content. Concrete activities and specific resources will be provided to build up program curriculum to teach learners what they really want to know and what they truly need to become employment ready.



Archived Training and Responsive PD

<b>Using the Curriculum Frameworks to Develop Program-Wide Curriculum</b>	
	2 sessions, 6 total hours
<p><b>Professional Standards</b>                  (b) Diversity and Equity                  (c) Instructional Design and Teaching Approaches                  (d) Learner Assessment and Evaluation</p>	
<b>Description:</b>	
<p>This two-part workshop will orient practitioners to the Massachusetts ABE Curriculum Frameworks and then demonstrate how to use them to develop a program-wide curriculum in manageable stages. Practitioners will learn how to use the frameworks to set standards and benchmarks for each class in their program and/or determine which standards and benchmarks they are already covering. A draft action plan will also be developed to guide curriculum development at programs. There will be time to generate draft materials (both action plan and curriculum documents), share materials with fellow participants, and critique them for revision.</p>	

<b>Integrating Assessment into Classroom Instruction</b>	
	1 session, 3 total hours
<p><b>Professional Standards</b>                  (c) Instructional Design and Teaching Approaches                  (d) Learner Assessment and Evaluation</p>	
<b>Description:</b>	
<p>This workshop is designed to help practitioners develop a wide range of assessments to guide their practice. This workshop will include several presentations and activities that stress authentic assessment techniques. Other activities will demonstrate how students can be engaged in designing classroom assessments, including peer and self-assessments. The development of learning objectives and their connection to assessment will be identified and their connection to the Curriculum Frameworks will be expressed.</p>	



## LD Guidebook

1 session, 3 total hours

### Professional Standards

- (a) Understanding the Adult Learner
- (d) Learner Assessment and Evaluation

### Description:

This workshop will prepare ADA Coordinators, counselors, and other program staff with the tools and techniques to model the usage of the recently republished LD Guidebook as a resource in their ABE programs. Participants will each have a guidebook (entitled *Unlocking the Potential of Adults with Learning Differences*) to refer to, and every DESE-funded program with representatives at the workshop will receive a free copy. Upon completion of this training, each participant is expected to return to their program site and train all other program staff in the use of the Guidebook. This training will provide participants with techniques to help share what they have learned in a simple and straightforward way during program development time.

## ADA Toolkit

1 session, 3 total hours

### Professional Standards

- (a) Understanding the Adult Learner
- (c) Instructional Design and Teaching Approaches

### Description:

This workshop for ADA Coordinators is designed to provide an overview of nine different activities or topics pertinent to the instruction of adults with learning disabilities. The material is intended to then be presented to ABE practitioners during in-service trainings facilitated at the program by the ADA Coordinator.



Archived Training and Responsive PD

## Counseling II: Problem Solving and Support

1 session, 4 total hours

**Professional Standards**

- (b) Diversity and Equity
- (e) Facilitating the Adult Learning Environment

**Description:**

Counselors will learn how they can further support students' learning, retention, and achievement of goals through the application of problem-solving techniques. As counselors learn new techniques through practice in experiential problem solving, they will increase their capacity to help students who come to them with a range of issues and abilities. Participants will learn to help students identify their own problems, needs, and strengths as well as the most promising courses of action to address them.

Participants will be able to help their students learn problem-solving skills to help make them better learners. Problem-solving ability is also one of the most important skills that employers look for in a candidate; as counselors learn how to articulate their range of problem-solving skills more clearly, they will be able to help students learn to articulate their own problem-solving skills to employers.

## Excel for Program Administration

1 session, 3 total hours

**Professional Standards**

- (d) Learner Assessment and Evaluation

**Description:**

This workshop will help ABE Directors and administrative staff learn how to create simple calculations and formulas, format and sort data, create simple graphs and charts, and edit sample spreadsheets to use in their ABE program. The session also will cover how to export data from the SMARTT/Cognos systems into Excel.



Archived Training and Responsive PD

## Community Planning Orientation

1 session, 5 total hours

**Professional Standards**

(e) Facilitating the Adult Learning Environment

**Description:**

The purpose of this one-day orientation is to familiarize new ABE Community Planning Coordinators, new members of partnerships, and new program directors with the ABE community planning process. Using the *Community Planning Guidelines* as a framework, we will introduce skills and topics related to "what a community planning coordinator needs to know and be able to do," explore resources to support partnerships, and provide participants with an opportunity to build a network of peer support.

## Volunteer Management

1 session, 5 total hours

**Professional Standards**

(e) Facilitating the Adult Learning Environment

**Description:**

This workshop will address special topics in volunteer management, including philosophy of volunteer involvement, program planning, recruitment, screening, supervision, and recognition. The workshop will introduce theory and research as well as provide opportunities for participants to learn from one another and share best practices. The workshop is appropriate for beginning and experienced volunteer managers.

# SABES Support for ABE Licensure and FAQs

## SABES Support for ABE Licensure/FAQs

When designing workshops, SABES keeps in mind the requirements of the ABE Teacher's License. SABES maintains a website at [www.sabes.org](http://www.sabes.org) with all relevant information, links, and documents.

Here are some basic facts about the ABE Teacher's License:

- √ By law, the license is voluntary, not mandatory.
- √ There is only one license for all ABE teachers, regardless of what they are teaching (e.g. math, ESOL, GED test prep), and no license (yet) for counselors or administrators.
- √ There are two levels of the license, provisional and professional. For the provisional level, teachers must have a BA or MA and pass the Communication and Literacy Skills Test and the ABE Subject Matter Test. For the professional level, teachers must additionally engage in practicum activities and/or develop a portfolio indicating that they have met certain professional standards, depending on their level of experience.
- √ The professional license is competency based; license-seekers build a performance portfolio that shows how they have met requirements and teaching standards, following the ABE Teacher's Guidelines.
- √ A teacher's knowledge, experience, and training "count" towards the professional license. There are four "routes" to the professional license, ranging from one for new teachers (who will have to pass the state Communication and Literacy Skills Test and the new ABE Subject Matter Test, perform field-based practica, and meet all 29 professional or "teaching" standards) to one for teachers with five or more years of ABE teaching experience (no practica, and only eight specified standards to meet).
- √ There is currently no teacher preparation (e.g., college-based) program for ABE teachers in our state. To prepare for licenses, for now teachers will work directly with the Office of Academic Affairs and Educator Licensing or their local SABES Regional Support Centers or both.
- √ SABES has also set up a support system wherein veteran teachers form "cohorts" and work together once-a-month on portfolios. SABES has found that setting aside monthly time and working with peers with SABES support is much more effective. Each year, SABES recruits for new cohort members. Interested? Contact Carey Reid at [creid@worlded.org](mailto:creid@worlded.org).
- √ The SABES website licensure link contains most of the information and links that license-seeking teachers will need, but always check the DESE website for the latest official news.

If you have questions or would like additional information,  
contact Carey Reid at [creid@worlded.org](mailto:creid@worlded.org) or 617-482-9485.



Archived Licensure Compatible Courses

<b>Adult Learning Theory</b>	
	Multiple sessions, 15 total hours
<b>Professional Standards</b>	
(a) Understanding the Adult Learner (c) Instructional Design and Teaching Approaches (e) Facilitating the Adult Learner Environment	
<b>Description:</b>	
This course is designed to give adult basic education practitioners theoretical frameworks for their teaching and tools for understanding their practice more concretely. It provides a framework for critically examining adult learning theories in light of participants' experience with adult learners. While the substance of the course is adult learning theory, this course will provide connections to classroom application. Additionally, participants will learn the relationship of adult learning theories to speakers of English as an additional language and to learning disabled adults. Specific topics include theoretical frameworks, ESOL theory and practice, learning styles and their relevance to theories of adult learning, major theories of adult learning, relationship of the theories to working with learning disabled adults, and analysis of theories and their value for practice.	

<b>Adult Development</b>	
	Multiple sessions, 15 total hours
<b>Professional Standards</b>	
(a) Understanding the Adult Learner (c) Instructional Design and Teaching Approaches (e) Facilitating the Adult Learner Environment	
<b>Description:</b>	
Participants will examine concepts and theories of adult development and explore the reciprocal relationship between development and learning. Key topics include models of development; the impact of unique, non-shared events on development; the effects of shared cultural and historical influences on development; psychosocial, cognitive, moral/ethical, and physical changes which occur as adults move through the lifespan; and changes in social roles and relationships. Participants will relate material on adult development to their own lives and the lives of adult learners. Participants will have opportunities to design curricula and teaching strategies which take into consideration various aspects of individual development and which foster developmental growth in learners.	



Archived Licensure Compatible Courses

**Please note:**

The workshops in this section have been offered in the past but are currently being considered for revisions. If you are interested in a specific workshop, please contact Carey Reid at [creid@worlded.org](mailto:creid@worlded.org) or 617-482-9485.

## Understanding Adult Literacies

Professional Standards

- (a) Understanding the Adult Learner
- (b) Diversity and Equity

**Description:**

This 45-hour course will help ABE teachers understand the challenges that adult learners face in their lives and the challenges they present in the classroom. Individual sessions are devoted to learning disabilities, ESOL, basic reading and writing, and numeracy.

## Curriculum and Methods for ABE

Professional Standards

- (c) Instructional Design and Teaching Approaches
- (d) Learner Assessment and Evaluation

**Description:**

In this course we will explore curriculum development and methods for teaching within ABE contexts. Discussions, readings, presentations, and workshop style activities will encourage an understanding of curriculum, the philosophies that underlie various approaches, as well as the methods necessary for effectively applying those approaches in the ABE classroom. Presenters and participants will draw on each other's experiences and expertise as additional resources. Specific topics will include goal setting, assessment, instructional practices, learning disabilities, and the integration of technology.



Archived Licensure Compatible Courses

<b>ESOL I</b>
<p><b>Professional Standards</b></p> <ul style="list-style-type: none"> <li>(a) Understanding the Adult Learner</li> <li>(b) Diversity and Equity</li> <li>(c) Instructional Design and Teaching Approaches</li> </ul>
<p><b>Description:</b></p> <p>ESOL I is designed for novice teachers of English for Speakers of Other Languages (ESOL) or teachers who have taught ESOL but believe that they can benefit from a more formal and structured introduction. The course will cover basic approaches to language acquisition and literacy development, methodologies, materials, assessment, the varieties of programs available to adult ESOL learners, and the sociopolitical contexts in which ESOL learning and teaching occur. Upon completion of the course, participants will be able to work more effectively with adult learners, will have completed a professional development plan for themselves, and will be encouraged to seek peer mentors and to explore the companion course, ESOL II.</p>

<b>ESOL II</b>
<p><b>Professional Standards</b></p> <ul style="list-style-type: none"> <li>(a) Understanding the Adult Learner</li> <li>(b) Diversity and Equity</li> <li>(c) Instructional Design and Teaching Approaches</li> </ul>
<p><b>Description:</b></p> <p>This course is designed to engage participants in a thorough examination of their practice through the use of reflection and analysis, and by exposing them to important theories, research findings, and common approaches to course and curriculum design and development that can inform this reflection and this analysis. Course work is used to introduce and discuss important concepts or processes and to begin to practice what was learned. Readings and other assignments or self-access materials are provided to facilitate self-study to introduce, reinforce, or expand upon classroom content and activities. As in ESOL I, it is recommended that ESOL II participants be paired up with a more experienced practitioner who can assist, coach, or mentor them in the completion of course and practicum assignments</p>



Archived Licensure Compatible Courses

## Foundations of Reading and Writing

**Professional Standards**

- (a) Understanding the Adult Learner
- (c) Instructional Design and Teaching Approaches
- (d) Learner Assessment and Evaluation

**Description:**

This will be a challenging but rewarding course designed to provide participants with the knowledge and skills they will need to begin effectively teaching reading and writing to adult learners from beginner through the GED level. Upon completion, participants will be strongly versed in the components of reading and writing, the stages of reading/writing development, the history and phonology of the English language, assessment of reading and writing skills, and interpretation of test results. The course will emphasize the implications of reading and writing theory for classroom instruction. Participants will be expected to read and discuss a considerable number of written materials, to complete practicum assignments that require them to try out new knowledge and skills with their adult learners, and to reflect on these experiences by writing regularly in a journal. Applicants must have access to adult learners for the duration of this course.

## Reading and Writing 0-3 GLE

**Professional Standards**

- (a) Understanding the Adult Learner
- (c) Instructional Design and Teaching Approaches
- (d) Learner Assessment and Evaluation

**Description:**

This course will provide an opportunity for practicing teachers to learn a great deal about the challenges facing adult new readers and writers and effectively facilitating their learning. The course will cover reading and writing theory, diagnostic methods, and teaching strategies. It will also cover the special challenges presented by second language acquisition needs and learning disabilities. A 15-hour practicum has been designed to allow participants to apply what they learn. Interested participants must make their own arrangements to access an ABE student for the practicum portion of this course.



Archived Licensure Compatible Courses

## Reading and Writing 4-8 GLE

**Professional Standards**

- (a) Understanding the Adult Learner
- (b) Diversity and Equity
- (c) Instructional Design and Teaching Approaches

**Description:**

This course will focus on the teaching of reading and writing to adults at the 4-8 grade level equivalent, a group that includes significant numbers of second language and learning-disabled learners. The course is eclectic, including both holistic and structured/sequential approaches. Each session includes a brief review of pertinent theory (nature of the reading process, stages of reading development, readability, the reading components approach, and history and phonology of the English language), but the majority of time will be spent on exploring strategies and materials for teaching and assessment. Topics include vocabulary, grammar, comprehension, writing, spelling, higher-level structural analysis, and study skills. Interested participants must make their own arrangements for access to ABE students for the practicum portion of this course.

## Reading and Writing 9-12 GLE

**Professional Standards**

- (a) Understanding the Adult Learner
- (b) Diversity and Equity
- (c) Instructional Design and Teaching Approaches

**Description:**

This course will provide teachers with a grounding in the principles underlying reading and writing instruction for adult learners at the 9-12 grade level. The course will examine social, cultural, and cognitive perspectives for understanding literacy development and the complementary relationships between reading and writing processes. Particular attention will be paid to instructional strategies that promote growth in these processes and the suitability of particular instructional practices for learners of diverse learning styles, cultural and linguistic backgrounds, and learning goals. Participants will also explore ways to integrate learner goals for lifelong learning, such as transitions to higher education, training, and other possible "next steps" beyond ABE.



Archived Licensure Compatible Courses

## Learning Disabilities

**Professional Standards**

- (a) Understanding the Adult Learner
- (b) Diversity and Equity
- (c) Instructional Design and Teaching Approaches

**Description:**

This course has been designed to help the ABE practitioner take on the critical LD challenges of the classroom: acceptance by staff that LD is a reality; commitment to training that assures both understanding and ability; commitment to time for full, appropriate assessment; understanding and monitoring of executive function in learners with LD; and so forth. Physical, neurological, and emotional aspects of LD are fully examined, and new knowledge is applied to learners in the course practicum.

## Multicultural Education in ABE

**Professional Standards**

- (b) Diversity and Equity
- (c) Instructional Design and Teaching Approaches

**Description:**

The course will introduce participants to the field of multicultural education and the process of teaching diversity in adult basic education contexts. Participants will learn about the philosophy, theory, and practice of multicultural education, to include issues (among others) of race, ethnicity, class, gender, and sexual orientation. The two main goals of the course will be to (a) identify methods of integrating multicultural education and teaching into the ABE curriculum, and (b) provide the knowledge and awareness that practitioners need in order to undertake multicultural teaching practices in their classrooms. Throughout, participants will be challenged to consider collaborative methods and to acknowledge issues of diversity and equity in their classrooms and programs, including recognizing and using learners as resources.



Archived Licensure Compatible Courses

## Math/Numeracy

**Professional Standards**

- (a) Understanding the Adult Learner
- (c) Instructional Design and Teaching Approaches
- (d) Learner Assessment and Evaluation

**Description:**

This challenging but rewarding course provides an opportunity to learn a great deal about math skills, theory, and teaching strategies. Enrollees will be supported by presenters and each other. The course emphasizes math as process, exploration, and application, with special attention to validating and exploiting learners' own natural and self-developed strategies. Emphasis is placed on practical math, manipulatives, pattern-making, and learner engagement. GED2002/math is used partially as a self-assessment tool and a tool for setting long-range classroom goals.

## Technology in the Classroom

**Professional Standards**

- (c) Instructional Design and Teaching Approaches

**Description:**

An opportunity to learn a great deal about several forms of technology, the underlying thinking skills needed to become proficient in their use, and strategies for using technology for instruction, empowerment, and self-reflection. Participants will engage with software, hardware, and the web. They will be supported by presenters and each other. For this course, enrollees must have keyboard and mouse skills and personal access to a computer and the Internet. E-mail accounts will be set up at the first class meeting.



## Appendix

### Building a Standards-Based System

1. MA Indicators of Program Quality (IPQs)
2. MA ABE Subject Matter Knowledge Requirements
3. MA Professional Standards for Adult Basic Education Teachers



**The Massachusetts Indicators of ABE Program Quality**

In 1992 revisions to the National Adult Education Act created a mandate for states to adopt Indicators of Program Quality and to use those Indicators to evaluate and monitor program effectiveness. ACLS developed the Indicators of Program Quality that Massachusetts would use by engaging with the field to identify measures, standards, and resources. Although the Indicators of Program Quality have been reorganized over the years, they reflect the values identified in consultation with ABE practitioners in the early 1990s. They continue to represent the foundation on which the ACLS Program Monitoring is built. These include:

<b>Indicators of Program Quality</b>	
<b>Indicator</b>	<b>Descriptor</b>
<b>Indicator 1: Curriculum Development, Implementation and Instructional Methods</b>	Curriculum development and instruction are aligned with and incorporate learning standards from the Massachusetts ABE Curriculum Frameworks, and contribute to students’ progress toward achieving their goals.
<b>Indicator 2: Student Educational Progress</b>	Students demonstrate gains in literacy and/or English skills and abilities that impact their roles as workers, family members, community members, and as lifelong learners.
<b>Indicator 3: Instructional Support Services</b>	The program offers counseling and other services to support instruction and meet students’ needs.
<b>Indicator 4: Community Linkages</b>	The program has developed linkages that connect community assets to student needs.
<b>Indicator 5: Program Continuous Improvement Planning</b>	Program continuous improvement planning embodies effective organizational structures and processes to serve the needs of adult students.
<b>Indicator 6: Professional Development</b>	Exemplary professional development opportunities enhance educator professionalism to provide quality instruction for students.
<b>Indicator 7: Program Management, Leadership and Accountability</b>	Program management and accountability are efficient, and effectively address all components of service delivery

**Licensure of Adult Basic Education Teachers and Preparation Program Approval**  
**47.07: Subject Matter Knowledge Requirements for Adult Basic Education Teachers**

**1) English/Reading and Writing**

- (a) Literature:
  - Literature appropriate for a range of adult reading levels.
  - Genres, literary elements, and literary techniques.
  - Nature, history, and structure of the English language: lexicon and grammar.
- (b) Reading and Writing:
  - Knowledge of theories, practices, and programs for developing reading skills and reading comprehension for adult learners.
  - Phonemic awareness and phonics: principles, knowledge, and instructional practices.
  - Vocabulary development.
  - Theories on the relationships between beginning writing and reading.
  - Writing process and formal elements of writing.

**(2) English as a Second Language**

- (a) Theories of language acquisition and development, including first and second language acquisition and development.
- (b) Linguistics, including phonology, morphology, syntax, semantics, and pragmatics of English, other languages, and language variations.
- (c) Language assessment procedures and instruments: selection, administration, and interpretation.

**(3) Mathematics**

- (a) Basic principles and concepts related to mathematics, including algebra.
- (b) Number sense and numeration.
- (c) Patterns and functions.
- (d) Geometry and measurement.
- (e) Data analysis.

**(4) History and Social Science**

- (a) Major developments and figures in Massachusetts, United States, and world history.
- (b) Principles, ideals, institutions, and processes of American government and the Founding Documents of the United States.
- (c) Basic geographical principles and concepts:
  - Major physical features of the world.
  - Key concepts of geography and its effects on various peoples.

**(5) Science**

- (a) Basic principles and concepts of physical and life sciences appropriate to the adult secondary curriculum.
- (b) Principles and procedures of scientific inquiry.

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## Professional Standards for Adult Basic Education Teachers

- (1) **Application.** The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required of ABE teachers. These Standards are used by ABE teacher preparation providers in preparing their candidates, by the Department in reviewing programs seeking state approval, and by the Department as the basis for evaluating applicants' proficiency. Candidates shall demonstrate that they meet the Standards required by the appropriate route to licensure (603 CMR 47.06) and in so doing shall participate in a performance assessment that includes a demonstration of teaching, either in a field-based experience (603 CMR 47.05) or for the ABE Panel Review for Licensure (603 CMR 47.04).
- (2) **Professional Standards.**
  - (a) **Understanding the Adult Learner**
    1. Incorporates theories of and research in adult development in designing effective instruction appropriate to the learning environment (e.g., in the classroom, workplace, homeless shelter).
    2. Incorporates theories of and research in adult learning and in learning disabilities in designing effective instruction appropriate to the learning environment.
    3. Uses knowledge of the factors that influence adult learners' participation and persistence in adult basic education programs to increase learner success.
  - (b) **Diversity and Equity**
    1. Interacts equitably and responsibly with all learners.
    2. Provides learners with strategies and tools to collaborate with other learners, co-workers, and community members.
    3. Draws on the range of interests, needs, and approaches of learners in planning instruction.
    4. Promotes learner understanding of American civic culture, its underlying ideals, political principles, institutions, procedures, and processes in the design of curriculum.
    5. Uses, in appropriate contexts, instructional materials conveying a range of contributions of various immigrant and native groups have made to American society.
  - (c) **Instructional Design and Teaching Approaches**
    1. Draws on the history, structure, purpose, and critical issues of adult basic education in planning instruction.
    2. Uses needs analyses in the design of instruction.
    3. Designs curriculum relevant to the experiences, interests, and goals of learners, the particular instructional setting, and the Department's adult basic education curriculum frameworks.

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## Professional Standards for Adult Basic Education Teachers

### (c) Instructional Design and Teaching Approaches (cont'd.)

4. Integrates appropriate use of technologies into the adult education teaching and learning process.
5. Sets forth the learning objectives, instructional methods, and their rationale in the design of instruction and makes them available to colleagues and learners.
6. Uses a variety of instructional methods, techniques, and tools that facilitate adult learning.
7. Uses strategies that are effective for learners to develop and use critical thinking and to solve complex problems.

### (d) Learner Assessment and Evaluation

1. Creates and uses formal and informal assessments for the purpose of placing learners at the appropriate instructional level.
2. Creates and uses formative and summative assessments to evaluate learner progress.
3. Confers with colleagues, supervisors, and community resources when special assessments are required.
4. Evaluates the effectiveness of instruction and modifies it based upon results and student feedback.
5. Uses data collection systems for program improvement.

### (e) Facilitating the Adult Learning Environment

1. Communicates effectively and appropriately with learners.
2. Creates an environment conducive to adult learning.
3. Promotes learner involvement in community and societal issues.
4. Refers adult learners with challenging life issues to the appropriate resources.
5. Uses resources available to learners to develop employment readiness skills.
6. Collaborates effectively with learners, colleagues, and relevant members of various educational settings (e.g., family literacy, corrections, or workplace education) and the community at large.
7. Incorporates the principles of lifelong learning (e.g., modeling self-application methods) to prepare learners for continued education and training outside the classroom.

### (f) Professionalism/Continuing Education

1. Reflects critically on the experiences of self and others, such as learners, colleagues, and supervisors.
2. Develops goals for an individual professional development plan.
- 3.

#### Regulatory Authority:

603 CMR 47.00: M.G.L. c.69, § 1H. Most Recently Amended by the Board of Education June 22, 2004



Training Leaders in Adult Basic Education

[www.sabes.org](http://www.sabes.org)

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