**Fourth Annual ACLS and SABES Conference on**

**Implementing the College and Career Readiness (CCR) Standards**

**in the ABE and ESOL Classroom**

**Select one day: October 18 or 19, 2016**

**8:00 a.m. – 4:00 p.m.**

**Devens Common Center:** [**http://www.devenscommoncenter.com/**](http://www.devenscommoncenter.com/)

(Sessions will be identical for both days, so participants will choose one day to attend.)

***Important Pre-Registration Information***

**This conference is for ESE-funded ABE and ESOL program teachers and directors**. In response to feedback from conference participants over the past several years, we will be customizing conference sessions this year to accommodate two different levels of practitioner experience and expertise in implementing the CCR Standards.

The emphasis of this year's conference will be on instruction, with daylong sessions for each instructional content area (Math, ELA, and ESOL). Each PD Center will offer two sessions with similar content. One session will accommodate practitioners who are newer to and have limited experience working with the CCR Standards, and another session will address the needs of practitioners with more knowledge of and experience working with the CCR Standards. The conference content is the same on both days, so you will register for one day.

Our goal is to make sure that you find yourself in the session that best meets your individual needs. Note that presenters in sessions for those newer to working with the CCR Standards will not go more quickly to accommodate more experienced practitioners, and presenters in sessions for more experienced practitioners will not slow the pace to accommodate more novice practitioners. Presenters will also be advised to expect that all practitioners will have some understanding of the CCR Standards, including the key instructional shifts, so be sure to review the prerequisites for the session you choose.

The work in the afternoon will build on the morning activities, so participants will not be able to move from one session to another. Therefore, please be sure to carefully review the descriptors for each practitioner level (pages 2-3) and the content workshop descriptions (pages 4-9). If you have questions about a specific session or instructional content area, please contact the appropriate PD Center director. They are ready and eager to assist you:

* Donna Curry (donnac@gwi.net), SABES PD Center for Math
* Merilee Freeman (mfreeman@qcc.mass.edu) SABES PD Center for ELA
* Dori McCormack (Dmccormack@hcc.edu) SABES PD Center for ESOL

For general questions about the conference, please contact Luanne Teller, Director of the SABES Coordination Center at Luanne\_Teller@worlded.org.

**Directors and staff must objectively review the guidelines that follow**

**to select the session that makes most sense for them.**

In addition to these descriptors, please be sure to review and complete

the **prerequisites** for the content area workshop you plan to attend.

**Sessions for Practitioners Newer to Working with the CCR Standards**

***Please note***: The descriptors for ABE and ESOL practitioners are the same at this level.

**ABE and ESOL Practitioners**

You should attend this session if one or more of these statements generally describe you:

* Have worked in ABE but are just beginning to move – or are still in the process of moving – towards aligning curriculum, lesson plans, and instruction with the CCR Standards.
* Are somewhat familiar with the CCR Standards, but still working on how to translate them into classroom instruction.
* Have taught in ABE for some time, but are teaching in a new content area and not as familiar with the CCR Standards for that content area.
* Are new to ABE with fewer than two years of experience in an adult education classroom.
* Have attended only one CCR Standards Conference or none at all.

**Sessions for Practitioners More Experienced in**

**Working with the CCR Standards**

***Please note:*** There are different descriptors for ABE and ESOL practitioners at this level.

**ABE Practitioners**

You should attend this session if one or more of these statements generally describe you:

* Can explain how the CCR Standards are structured, name and describe the instructional shifts and/or mathematical practices, and name and explain at least some specific standards that you have been focusing on with your class.
* Can provide examples of how you apply instructional strategies, shifts, or mathematical practices into classroom instruction.
* Have been teaching to the CCR Standards for at least two years.
* Work in a program that has aligned its curriculum with the CCR Standards and can connect instruction and lesson plans to the CCR Standards.
* Have viewed the video overview of the CCR Standards for the content area(s) you teach:
	+ Math: <http://www.sabes.org/content/ccr-math-standards-exploration>
	+ ELA: <http://www.sabes.org/content/introduction-college-and-career-readiness-ccr-standards-ela-narrated-19-min>
* Have attended at least one SABES CCR Standards-related PD activity.
* Have attended one or more CCR Standards Conferences.

**ESOL Practitioners**

You should attend this session if one or more of these statements generally describe you:

* Can explain how the CCR Standards are organized and can name and describe the instructional shifts and some anchor standards and level-specific standards.
* Have been applying the CCR Standards along with the MA ESOL Curriculum Framework in your instruction for at least two years.
* Work in a program that has aligned its ESOL curriculum with the CCR Standards and can connect instruction and lesson plans to the CCR Standards.
* Can provide examples of how you apply CCR Standards, instructional strategies, and shifts to your classroom instruction.
* Have viewed *The ESOL Standards – An Overview* video at <http://www.sabes.org/content/esol-standards-overview>.
* Have attended at least one SABES CCR Standards-related PD activity.

**Conference FAQs**

1. ***What time will the conference begin and end?*** (8:00 a.m. – 4:00 p.m.)

Registration will be held from 8:00 a.m. - 9:00 a.m. Several SABES PD Centers will be available to meet with you during this time. You should plan to arrive a few minutes early so you can be seated in time for our State Director Jola Conway’s opening remarks, which will begin promptly at 9:00 a.m. The conference will end at 4:00 p.m., and participants are expected to stay for the entire day.

1. ***When will registration open?***

Online registration will open on or around September 19 and will be announced on [www.SABES.org](http://www.SABES.org).

1. ***Who should attend the conference?***

The focus of this year’s conference is on aligning instruction with the CCR Standards. ESE-funded ABE and ESOL program directors and teachers are encouraged to attend, including those who have previously attended the conference and those who are new. There is no limit on how many staff from each program may attend. However, registrations will accepted be on a first-come, first-served basis, so we strongly recommend that you take the time now to review the conference information, plan accordingly, and register as early as possible, especially if you have a strong preference for which day you would like to attend.

**2016 Conference Workshop Descriptions and Presenters**

**Math: Up Close and Hands-on with the CCR Math Standards**

***Workshop Description***

Experience the CCR Math Content Standards, the CCR Standards for Mathematical Practice, and the instructional shifts first hand in this all-day, hands-on session. Together, we’ll closely examine some of the CCR Standards and then explore how they play out in the classroom by watching videos of real teachers and students in action. You will reflect on the videos, try out classroom activities meant to deepen conceptual understanding of math concepts, and look at examples of student performance tasks. You will also learn how digital literacy and formative assessment can be smoothly integrated into class activities. Come to get ideas, get inspired, and see what CCR Standards for Math look like on the ground.

***Learning Objectives***

*Upon completion of this professional development activity, you will be able to:*

1. Describe how fraction concepts are introduced developmentally across several levels.
2. Explain the value of using visual tools such as number lines.
3. Informally assess students’ understanding of fraction concepts.
4. Use technology to enhance understanding of fractions.
5. Give examples of ways the three components of rigor can be woven into a unit plan on fractions.
6. Add to your bank of resources to teach fractions for understanding.

***Prerequisites***

* View the *Overview of the CCR Standards for Math* video at <http://www.sabes.org/content/ccr-math-standards-exploration>
* Complete the five-hour online *Foundations for New Staff: Overview of ABE*. If you have not yet completed this course, you will need to take it prior to the conference.
	+ - To register for the September course, go to <http://sabes.org/event/1164> or
		- To register for the October course, go to <http://sabes.org/event/1224>.
* Bring your own copy of the CCR Standards which may be found at <http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>.

***Presenters***

**Melissa Braaten** has been teaching adult numeracy for the past six years in Dorchester, Massachusetts to women with all levels of math ability and confidence. She is also a consultant for the SABES PD Center for Mathematics and Adult Numeracy and has worked on developing and facilitating several online and in-person trainings for adult numeracy practitioners, including the *Mathematizing ESOL* series.

**Donna Curry** is the director of the SABES PD Center for Mathematics and Adult Numeracy at the Technical Education Research Center (TERC). She is an adult numeracy training specialist who is also a past president of the Adult Numeracy Network, co-director for the National Science Foundation’s Teachers Investigating Adult Numeracy (TIAN) project, and co-developer of OCTAE’s Adult Numeracy Initiative(ANI). During her more than 25 years of experience in adult education, Donna has worked on math standards development with several states. She was also involved in the piloting of *Standards in Action.*

**Connie Rivera** teaches numeracy skills to adults of various skill levels and student populations including ABE, court involved youth, and English language learners. She is also a math consultant, providing math strategies and support to programs implementing the CCR Standards in Connecticut and Massachusetts. As a consultant for the SABES PD Center for Mathematics and Adult Numeracy, Connie facilitates trainings and guides teachers in curriculum development. Connie is President-elect of the Adult Numeracy Network and a LINCS national trainer for math and numeracy.

**ELA: Preparing Students for College and Careers:**

**Building Knowledge, Vocabulary, and Digital Literacy**

***Workshop Description***

The instructional shifts, also known as key advances, prompted by the CCR Standards are:

* Text Complexity: Regular Practice With Complex Text (and its Academic Language)
* Evidence: Reading and Writing Grounded in Evidence From Text
* Building Knowledge: Building Knowledge Through Content-Rich Nonfiction

During the session, you will engage in a variety of exercises and activities to develop instructional strategies that support the critical role that building knowledge and vocabulary plays in the CCR Standards and in students’ ability to read and communicate proficiently. You will experience a sample text set in both digital and print form, including interactive websites, infographics, maps, and articles from trusted online sources like CNN, NPR, and PBS; discuss the design of the coherently sequenced set of resources within the context of a unit plan; and consider implications for classroom instruction. The session will highlight the impact on learner gains when students are accountable for the critical knowledge and skills acquired from what they read. You will also learn how to identifystrong writing and speaking classroom activities that will help students collect and articulate their learning through authentic career and college experiences.

***Learning Objectives***

*Upon completion of this professional development activity, you will be able to:*

1. Describe the role of vocabulary and knowledge in preparing students for college and careers.
2. Explorea variety of instructional resources to support intentional vocabulary and knowledge building.
3. Incorporate relevant formative assessment techniques into classroom instruction.
4. Set goals to design comprehensive learning activities that integrate instructional strategies and resources from the training.

***Additional details about the session for those newer to working with the CCR Standards:***

Upon completion, you will be able to utilize and pilot in your own classroom a variety of instructional strategies and resources for intentional vocabulary and knowledge building, incorporate relevant formative assessment techniques into classroom instruction, and set goals to implement instructional strategies and resources from the training.

***Additional detail about the session for those with more experience working with the CCR Standards:***

Upon completion, you will be able to describe the role of vocabulary and knowledge in preparing students for college and careers, explorea variety of instructional resources to support intentional vocabulary and knowledge building, incorporate formative assessment techniques into classroom instruction, and set goals to design comprehensive learning activities that integrate instructional strategies and resources from the training.

***Prerequisites***

* View the video *Introduction to the College and Career Readiness Standards for ELA* at <http://www.sabes.org/content/introduction-college-and-career-readiness-ccr-standards-ela-narrated-19-min>
* Complete the five-hour online *Foundations for New Staff: Overview of ABE*. If you have not yet completed this course, you will need to take it prior to the conference.
* To register for the September course, go to <http://sabes.org/event/1164> or
* To register for the October course, go to <http://sabes.org/event/1224>.
* Bring your own copy of the CCR Standards which can be found at <http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>.

***Presenters***

**Carol H. Coffey, MSEd**

As a member of the CCR Standards in Action implementation team, Carol has helped lead the transformational shift to standards-based instruction in Virginia’s Adult Education system. She works closely with teachers, instructional specialists, and program managers to build this essential core competency throughout the state. Additionally, Carol was delighted to serve as an ELA coach at the recent OCTAE-sponsored CCR Standards in Action trainings in Dallas, Texas and Memphis, Tennessee.

Carol’s professional experiences include teaching at the high school, community college, and university levels, as well as leading organizational and human resource development and training initiatives in business and industry, non-profits, and trade associations. She has worked with workforce development and adult education programs in Virginia for over 12 years including her current leadership role with the Thomas Jefferson Adult and Career Education Regional Program in Charlottesville, Virginia.

**Rachel Etienne**

Rachel Etienne is an ELA/literacy and professional development (PD) specialist for Student Achievement Partners. Mrs. Etienne has created and curated online curriculum resources for educators, led PD in literacy for instructional leaders, and coordinated teams of researchers and teachers to disseminate best practices in literacy instruction. Her current work involves providing high quality PD services in grades K-12 to schools, districts, states, and professional organizations in order to improve teachers’ content knowledge and classroom effectiveness while implementing the Common Core State Standards (CCSS). In addition, Mrs. Etienne creates and reviews exemplar curriculum materials aligned to the CCSS.

As a member of the literacy team at Student Achievement Partners, Mrs. Etienne has partnered with the Council of the Great City Schools, the GE Foundation, America Achieves, and many other partners to provide comprehensive communication, support, and training in all areas of CCSS implementation including PD, curriculum development, assessment, and publishing. Before joining Student Achievement Partners, Mrs. Etienne worked as an elementary school classroom teacher for the New York City (NYC) Department of Education (DOE), and served as a premier literacy coach for the NYC DOE, the Archdiocese of NYC, and several nationally recognized charter school organizations. Mrs. Etienne holds a bachelor’s degree in Mathematics and Elementary Education from Eastern Michigan University.

**Amy R. Trawick, PhD**

Amy directs the Center for Adult Learning Leadership and Advancement (CALLA) and provides consulting and training services to adult basic education programs in the area of English Language Arts and standards-based education. She has facilitated standards development and implementation in Massachusetts, Rhode Island, Oregon, Virginia, and Oklahoma and has consulted with national projects such as STAR, Equipped for the Future, and Standards in Action.

In 2008, Amy was the recipient of the National Reading Conference’s J. Michael Parker Award for contributions to adult literacy research. She is the former director of the Higher Education Graduate Program at Appalachian State University.

**ESOL: There is a distinct session description for each level.**

**Session I: For Practitioners Newer to Working with the CCR Standards**

**Meeting the Needs of Today’s Adult English Language Learner: Increasing the Rigor in our ESOL Classrooms**

This session explores concrete steps ESOL teachers can take to increase the rigor of instruction in their classrooms. Through video teaching demonstrations and hands-on experience, you will learn how to integrate critical thinking, complex texts, digital literacy, formative assessment, and strategies for reading and writing into your language learning classroom. Activities are correlated with the CCR Standards across class levels so that you will be able to see and reflect on the applicability of the CCR Standards for all your learners, from beginner through advanced. You are asked to bring a lesson or unit you have been working on to enhance or expand **and** a handheld communications device (e.g., smartphone, tablet, etc.) for interactive digital activities.

***Learning Objectives***

*Upon completion of this professional development activity, you will be able to:*

1. Explain the rationale for providing rigorous instruction to all adult ELLs in ways that support the CCR Standards.
2. Connect practices of rigorous instruction to level-appropriate CCR Standards.
3. Embed instruction in academic language, language strategies for accessing complex texts, and critical thinking skills in lessons for all levels of adult ESOL.
4. Make use of simple technologies (e.g., polls, online forms, online audio) to enhance instruction and give ELLs practice in digital literacy.
5. Build in formative assessments that measure outcomes in academic language, language strategies for accessing complex texts, and critical thinking skills.

***Prerequisites***

* Read two LINCS ESL Pro Issue Briefs:
1. *Career Pathways* <https://lincs.ed.gov/publications/pdf/ELL_Context_Instruction_508.pdf>
2. *Digital Literacy* <https://lincs.ed.gov/publications/pdf/ELL_Digital_Literacy_508.pdf>
* Complete the five-hour online *Foundations for New Staff: Overview of ABE*. If you have not yet completed this course, you will need to take it prior to the conference.
	+ To register for the September course, go to <http://sabes.org/event/1164> or
	+ To register for the October course, go to <http://sabes.org/event/1224>.
* Bring a lesson or unit you have been working on **and** a handheld communications device (e.g., smartphone, tablet, etc.)
* Bring your own copy of the CCR Standards which can be found at <http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>.

***Presenter***

**Betsy Parrish**, professor at Hamline University, has worked as an ESL/EFL teacher, teacher educator, writer and consultant for over 30 years. She has worked with learners and language teachers in the United States, Bangladesh, France, India, Russia and Vietnam. Betsy authored *Teaching Adult ESL* (McGraw Hill 2004) and *Four Point: Advanced Listening and Speaking* (University of Michigan Press 2014). She was on the development team of a 12-part video series for adult ESL educators, *Teaching ESL to Adults: Classroom Approaches in Action* and participated in the development of the Minnesota Transitions Integration Framework (TIF), which serves to support the integration of transitions skills at all levels of instruction in adult basic education. As a subject matter expert on the OCTAE ESL Pro project through the American Institutes for Research, Betsy developed the online professional development module and issue brief on *Meeting the Language Needs of Today’s Adult English Language Learner*.

**Session II: For Practitioners with More Experience Integrating the CCR Standards into their ESOL Instruction**

**Working it Out: Contextualizing the Instructional Strategies, Tasks, and Projects that Integrate CCR Standards in our ESOL Classrooms**

This hands-on workshop expands on our work with the CCR Standards with English language learners by focusing on integrating the CCR Standards into English language instruction that is contextualized to develop learners’ employability and academic skills for workplace, postsecondary, and community settings. You will explore and analyze sample contextualized lesson materials at various levels in order to determine how they address specific standards and then collaborate on applying the materials’ underlying principles to your own lesson planning.

You will also practice instructional strategies and develop a variety of instructional tasks (applicable across levels) to help your learners assess their college and career readiness strengths and needs, identify their transferrable skills, develop language learning strategies, build academic vocabulary, employ digital literacy skills, and demonstrate their critical thinking, problem-solving, and soft skills. You are asked to bring a lesson or unit you have been working on to enhance or expand **and** a handheld communications device (e.g., smartphone, tablet, etc.) for interactive digital activities.

***Learning Objectives***

*Upon completion of this professional development activity, you will be able to:*

1. Identify, adapt and/or develop instructional strategies to help your learners identify their interests, future goals, and transferrable skills.
2. Enhance and/or develop contextualized lesson activities to build learners’ language strategies.
3. Provide direct instruction in five vocabulary learning strategies to increase learners’ command of academic vocabulary.
4. Infuse contextualized learning with basic digital tasks and tools that increase learners’ digital literacy.
5. Adapt and/or develop tasks and projects to help learners demonstrate their critical thinking and problem solving skills.
6. Correlate, with relative ease, your contextualized lesson activities to the appropriate CCR level standards.

***Prerequisites***

* Read two LINCS ESL Pro Issue Briefs:
1. *Career Pathways* <https://lincs.ed.gov/publications/pdf/ELL_Context_Instruction_508.pdf>
2. *Digital Literacy* <https://lincs.ed.gov/publications/pdf/ELL_Digital_Literacy_508.pdf>
* Complete the five-hour online *Foundations for New Staff: Overview of ABE*. If you have not yet completed this course, you will need to take it prior to the conference.
	+ To register for the September course, go to <http://sabes.org/event/1164> or
	+ To register for the October course, go to <http://sabes.org/event/1224>.
* Bring a lesson or unit you have been working on **and** a handheld communications device (e.g., smartphone, tablet, etc.)
* Bring your own copy of the CCR Standards which can be found at <http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>.

***Presenter***

**Jayme Adelson-Goldstein** Jayme Adelson-Goldstein is a national educational consultant, author, and frequent presenter at national and international conferences. Specializing in adult ESOL teacher education, Jayme is the co-developer of TESOL’s online course “Teaching and Assessing Adult Learners” and the co‑creator of the *Virtual Workroom for Multilevel Instructors*. Her recent work with the OCTAE/AIR *ESL Pro* project allowed Jayme to support two state-wide cohorts in Wisconsin and Florida focused on instructional rigor and contextualization for work and career pathways, respectively. Currently, she is assisting Maine’s Portland Adult Education curriculum team as they create a new framework for integrating the CCR Standards. This month she is also celebrating the publication of the third edition of the *Oxford Picture Dictionary* along with a set of Open Educational Resources (OERs) developed as a scaffold to college and career readiness for beginning adult English language learners.