ACLS and SABES Third Annual Conference on

*Implementing the College and Career Readiness (CCR) Standards in the ABE and ESOL Classroom*

***Conference Information***

***Sessions will be identical for both days, so***

***participants will choose one day to attend.***

**Thursday, November 19, 2015 *OR* Friday, November 20, 2015**

Participants will have the opportunity to continue developing their program curriculum, and to explore what CCR Standards-aligned instruction looks like in the classroom.

**NOTE**: Please see page 3 for pre-conference resources. This conference builds on conferences of the past two years, and we are providing additional PD/resources prior to the conference, so practitioners are expected to come to the conference with a basic understanding of the CCR Standards.

**Who should/may attend?**

* ESE-funded ABE and ESOL program directors and teachers are strongly encouraged to attend, including those who have previously attended the conference and those who are new.
* Programs are encouraged to bring teams of teachers and other staff involved in curriculum development.
* There is no limit on the number of people who can attend from each program.

**What is the focus of the conference?**

* Participants will attend day-long strands on either ELA, Math, or ESOL.
* This year’s conference will build on our work to develop CCR Standards-aligned curriculum.
* Presenters will discuss how to use the CCR Standards to plan for standards-based instruction and assessment of learning. In response to feedback from last year’s conference, presenters will integrate teaching strategies that can be applied in the classroom.
* Participants will have an opportunity to work together in their program teams during the last session with guided support from SABES and ACLS.

**What do I need to know to register?**

* The conference location is the same as last year, *Mariott SpringHill Devens Common Center Andrews Parkway, Devens, MA 01434*
* Online registration will open on or about September 28, 2015. An announcement will be posted on the home page of the SABES website ([www.sabes.org](http://www.sabes.org)) when registration is opened.

The goal of ABE in Massachusetts has always been to move learners out of poverty by preparing them for post-secondary education, job training, and/or careers that lead to family-sustaining wages. As new WIOA regulations are implemented, this full-day conference will expand our collective efforts to fully meet these demands.



**FY16 ACLS and SABES CCR Standards Conference**

 s

1. What time does the conference begin and end?

Registration is from 8:30 a.m. - 9:30 a.m. Several SABES PD Centers will be available to meet with you during this time. The conference begins promptly at 9:30 a.m. and ends at 4:45 p.m.

1. When will registration open?

Online registration will open on September 28 and will be announced on [www.SABES.org](http://www.SABES.org).

1. Why is the conference being offered twice this year?

In order to accommodate everyone who would like to attend the conference, we will repeat the same one-day conference on two consecutive days. Each person will pick ***one*** day to register.

1. Is there a limit on how many staff may attend from each program?

No, in fact, programs are encouraged to bring teams. However, registration will be available on a first-come, first-served basis. Friday registration may fill up first, so we strongly recommend that you take the time now to review the conference information, plan accordingly, and register as early as possible.

1. Who may/should attend?

We are excited that more people will be able to attend the conference this year, and encourage programs to bring teams of teachers and other staff involved in curriculum development.Program directors should coordinate which program staff should attend which sessions.

1. Who will register staff?

This year, rather than have program directors register staff, each staff member will register him/ herself. Please see FAQs # 3 & 4 about deciding who from each program will attend.

1. What do I need to do to prepare for the conference?
* Every person is expected to be familiar with the CCR Standards: (<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>).
* You should bring your own copy of the CCR Standards. In response to feedback, we will not be providing additional copies this year.
* Please see the following pages for information about conference sessions and pre-conference resources and/or pre-requisites.
1. What should I do if I want to attend more than one session?

Once registration is closed, if there is still space available, registrants will be able to register for both days if they are interested in attending different sessions. Look for an email on or around November 1.

1. Who do I contact with questions?
* Look for updated FAQs on the *SABES website* [www.sabes.org](http://www.sabes.org).
* For general conference information, email Luanne Teller at Lteller@worlded.org, and for content-specific information (ELA, Math, or ESOL), please contact the person listed on the following pages.

**Pre-Conference Resources and Pre-requisites**

**SABES PD Center for Mathematics and Adult Numeracy**

<http://sabes.org/pd-center/math>

**Contact:** Donna Curry, donnac@gwi.net

**Conference presenters will expect participants to be familiar with the CCR Standards for Adult Education:**

1. The three Mathematical Instructional Shifts
2. The eight Standards for Mathematical Practice
3. The math content domains and standards across the five CCR Standards levels (A-E).

**Pre-Conference Professional Development Opportunities**

Math conference presenters will assume that participants have a basic level of understanding of the CCR Standards for Math. To assist those who need support, the following webinars will be offered prior to the conference. Participants are encouraged to attend these webinars in order to be fully prepared for the day’s activities:

* **CCR Standards for Mathematical Practice**: September 22 – October 13 (afternoon sessions)

**Additional Resources**

**Inside Mathematics:**

<http://www.insidemathematics.org/>
A professional resource for educators passionate about improving students’ mathematics learning and performance. Tools for educators include “Problems of the Month”, classroom videos, and performance assessment tasks.

**Achieve the Core**

<http://achievethecore.org/dashboard/300/search/1/2/0/1/2/3/4/5/6/7/8/9/10/11/12>
This website is full of free content designed to help educators understand and implement the Common Core and other college and career ready standards. It was created in the spirit of collaboration and designed to provide tools to be shared. While attentive to K-12, there are a host of resources that can be used and adapted for ABE, such as assessments, unit plans, and annotated lessons.

**Mathematics Assessment Project**

<http://map.mathshell.org/stds.php>

The Mathematics Assessment Program (MAP) aims to bring the Common Core State Standards to life in a way that will help teachers and their students turn their aspirations for achieving them into classroom realities. The project materials exemplify Common Core State Standards for Math (CCSSM) in explicit down-to-earth performance terms and were produced as part of a collaboration between the University of California, Berkeley and the Shell Center team at the University of Nottingham, with support from the Bill & Melinda Gates Foundation.  They include:

* Formative Assessment Lessons: *Classroom Challenges*

100 lessons for formative assessment, some focused on developing math concepts, others on solving non-routine problems.

* Summative Assessment Tasks

A set of 94 exemplar summative assessment tasks to illustrate the range of performance goals required by CCSSM. The tasks come with scoring rubrics and examples of scored student work.

* Prototype Tests

Complete summative test forms and rubrics designed to help teachers and students monitor their progress using a range of task types similar to the 'Tasks' section.

* Professional Development Modules

5 Prototype modules that encourage groups of teachers to explore the practical and pedagogical concepts behind the MAP materials, such as formative assessment, collaborative learning and the use of unstructured problems.

* The TRU Math Tools Suite

The Teaching for Robust Understanding of Mathematics (TRU Math) suite is a set of tools with applications in professional development and research based around a framework for characterizing powerful learning environments.

 **Engage NY**

<https://www.engageny.org/>

Engage NY is dedicated to providing educators across New York State with real-time, professional learning tools and resources to support educators in reaching the State’s vision for a college and career ready education for all students. On this site, you will find:

* Resources on data-driven instruction
* A video library with resources for parents and families
* A Teacher/Leader Effectiveness Library
* Resources on the Common Core

**SABES PD Center for English Language Arts (ELA)**

<http://sabes.org/pd-center/ela>

**Contact:** Merilee Freeman, mfreeman@qcc.mass.edu

**Conference presenters will expect participants to be familiar with the CCR Standards for Adult Education in English Language Arts (ELA):**

1. The three ELA Instructional Shifts
2. The ELA Anchor Standards for Reading, Writing, Speaking and Listening, and Language across the five CCR Standards Levels (A-E)
3. Foundational Skills (for teachers who teach this level)

**Pre-Conference Professional Development Opportunities**

To assist those who need support, the following PD will be offered *(locations and details can be found at* [*sabes.org*](http://sabes.org/calendar/month/2015-10?tid=All&field_event_topic_area_target_id=1&title=)*/calendar):*

* **Scope & Sequence Part 1** (Oct. 21-22)

Work with guidance though the process of developing a Scope & Sequence for ELA and developing a plan for one unit within the Scope & Sequence. This unit will include a goal objective, bundled CCR Standards, anchor standards, and unit assignments.

* **Scope & Sequence Part 2** (Nov. 4-5)

Program teams fine-tune and further develop Scope & Sequences for ELA. Major ideas from the first training will be reviewed and "sticking points" will be addressed as a group. 🡪Prerequisite: Scope & Sequence Part 1 (contact Merilee Freeman, Director of the SABES PD Center for English Language Arts at mfreeman@qcc.mass.edu for exceptions).

* **Close Reading & Text-Dependent Questions** (Oct. 30)

Learn strategies for Close Reading and for how to assess and write text-dependent questions. Close Reading helps the reader to gather evidence, knowledge and insight from what they read. This is one of the three major instructional shifts in the CCR Standards.

**Additional Resources**

**LINCS** (Literacy Information and Communication System)

[LINCS.ed.gov](http://lincs.ed.gov/):

* The CCR Standards themselves; particularly read the Introduction, pages 1-11, with special attention to page 8: <http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>
* Print-out activity: [Read & Rename the ELA CCR Standards (PDF)](http://lincs.ed.gov/publications/pdf/ccr/ELA_Unit_1_Materials/ELA_Unit_1_Part_Matr.pdf)

**Achieve the Core**

<http://achievethecore.org>

This website, written for K-12 and adaptable for ABE, is designed to provide resources to help educators understand and implement the Common Core and other college and career ready standards.

* + [Introduction to the ELA / Literacy Shifts Module](http://achievethecore.org/page/394/professional-development-introduction-to-the-ela-literacy-shifts-detail-pg) is a 1–2 hour module that provides you with an introduction to the key shifts required by the Common Core State Standards for ELA/Literacy.
	+ [Introduction to Literacy Shifts in Content Areas Module](http://achievethecore.org/page/395/professional-development-introduction-to-literacy-shifts-in-content-areas-detail-pg) is a 1-4 hour module that provides you with an introduction to the key shifts required by the Common Core State Standards for Literacy in the content areas: history/social studies, science, and technical subjects.

**Understanding by Design Framework Introduction**

<http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf>

The Understanding by Design framework, created by Grant Wiggins and Jay McTighe, helps the user to design a standards-based curriculum that leads to student understanding and achievement. Read this downloadable PDF introduction to the UbD Framework.

**The Change Agent**

<http://changeagent.nelrc.org/in-the-classroom/ccr/>

This biannual magazine for adult learners and educators uses socially relevant material with lesson plans and extensions that help learners to practice skills representing some of the key shifts in the new CCR Standards. Recent issues contain charts showing exactly which articles and lesson plans are aligned with which standards. All ESE-funded ABE and ESOL programs have free online access.

**Read Write Think**

<http://www.readwritethink.org>

This website provides standards-based lesson plans centered on readings which can be sorted by GLE. Many are useable and adaptable for ABE students.

**“Just Write!” from TEAL (Teaching Excellence in Adult Literacy)**

<https://teal.ed.gov/tealGuide/toc>

The Just Write! Guide is an online or downloadable PDF resource guide for ABE teachers, intended to increase familiarity with evidence-based writing instruction and to facilitate translation of research findings into teaching practices and products that will enhance the quality of instruction.

**Kentucky Adult Education**

<http://kyae.ky.gov/educators/ccr.htm>

Kentucky’s page of resources on the CCR Standards and Common Core State Standards is helpful. The rest of the site provides information and resources for adult educators on curriculum, standards-based instruction, and a bank of lessons.

**Engage NY**

<http://www.engageny.org/>

This website provides information on K-12 curriculum and instructional resources aligned to the Common Core State Standards for K-12, bilingual resources, performance tasks and assessment guidelines, and materials developed by NYSED.

**SABES PD Center for English for Speakers of Other Languages (ESOL)**

<http://sabes.org/pd-center/esol>

**Contact:** Dori McCormack, dmccormack@hcc.edu

Non-native English speakers need both ELA and Math skills. For the purposes of this year’s conference, however, **presenters will expect participants to be familiar with the CCR Standards for Adult Education in English Language Arts (ELA)**:

1. The three ELA Instructional Shifts
2. The ELA Anchor Standards for Reading, Writing, Speaking and Listening, and Language across the five CCR Standards Levels (A-E)

Additionally, **participants should be familiar with the Massachusetts ABE Curriculum Framework for English Speakers of Other Languages** (<http://www.doe.mass.edu/acls/frameworks/frameworks.html>).

To assist those who need support, the following resources are recommended:

**Pre-Conference Professional Development Opportunities**

* **Refining an ESOL Scope & Sequence for One Class Level**

October 16, 2015 at Quinsigamond Community College, <http://sabes.org/event/593>

In this hands-on workshop, participants will continue to develop their ESOL program's scope and sequence with guidance from SABES ESOL professional development providers. A presenter will first review the essential elements of an ESOL scope and sequence, including alignment to the MA ESOL Curriculum Framework and the CCR Standards. Most of the session will be devoted to participants working on their individual program's scope and sequence for one class level using the checklist and template provided. ESOL PD facilitators will circulate among the participants and provide individualized feedback, support, and guidance.

**Additional Resources**

**The College and Career Readiness Standards for Adult Education**

[http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf](http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf%22%20%5Ct%20%22_blank)

**Achieve the Core**

* **An Introduction to the Common Core Standards**

[http://achievethecore.org/page/398/professional-development-why-the-common-core-how-these-standards-are-different-detail-pg](http://achievethecore.org/page/398/professional-development-why-the-common-core-how-these-standards-are-different-detail-pg%22%20%5Ct%20%22_blank)

* **An Introduction to the CCR Standards ELA Shifts**

[http://achievethecore.org/page/394/professional-development-introduction-to-the-ela-literacy-shifts-detail-pg](http://achievethecore.org/page/394/professional-development-introduction-to-the-ela-literacy-shifts-detail-pg%22%20%5Ct%20%22_blank)

**Implementing the Common Core for English Learners-**A brief from CAL (Center for Applied Linguistics) [http://www.cal.org/resource-center/briefs-digests/briefs](http://www.cal.org/resource-center/briefs-digests/briefs%22%20%5Ct%20%22_blank)

**Workshop Descriptions**

**Mathematics and Adult Numeracy**

**Purposeful Planning:  Organizing Units for Student Understanding**

Continue to develop your program's math curriculum with the personal guidance from the SABES PD Center for Mathematics and Adult Numeracy team in this all-day session. Together, we'll use Wiggins and McTighe's Understanding by Design model to frame instructional units, which are the core of your scope and sequence. We will focus on using the CCR Math Content Standards as well as the CCR Standards for Mathematical Practice to design pieces of your curriculum, starting from where you are now. As we design units, we will begin to explore how classroom application and instructional strategies are influenced by the CCR Standards.

**Presenters**

**Donna Curry**

Donna Curry is the director of the SABES PD Center for Mathematics and Adult Numeracy at the Tech 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 OVAE’s *Adult Numeracy Initiative* (ANI). During her over 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.*

**Barbara Fox**

Barbara Fox is a retired teacher from Cambridge Public Schools. She keeps active in retirement by supervising student teachers, teaching university courses, facilitating teacher workshops, and working with SABES projects. Her focus is, as it was during much of her teaching career, on working with teachers to improve mathematics teaching and learning. Barbara is an adjunct professor at Lesley University, Regis College, and the University of MA (Boston) where she teaches courses to both undergraduate and graduate students.

**Debrah Morris**

Debrah Morris has been involved in Adult Education for ESE-funded programs in Massachusetts for seven years.  She is presently an ABE/HiSET/Vocational Instructor with a focus on curriculum design and instruction for the Worcester County Sheriff's Office.  Debrah also has supported the SABES Mathematics and Numeracy Professional Development Center for the last year in the areas of curriculum and instruction.

**Connie Rivera**

Connie Rivera teaches numeracy skills to adults of various skill levels, 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 for Adult Education in Connecticut and Massachusetts.  As a consultant for the SABES numeracy team, 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.

**English Language Arts (ELA)**

**Connecting the Dots - Aligning Instruction to Standards: Integrating Reading and Writing across the Content Areas**

Presenter: Dr. Mary Ann Corley

Skills in reading comprehension, critical thinking, and written expression are known predictors of academic and career success. This session will provide a wealth of instructional activities for integrating the CCR Reading and Writing Standards, and for helping students construct meaning before, during, and after reading. It will address strategies for writing logical responses, citing evidence from the text.

**Thinking Big! Developing a Scope and Sequence for ELA**

Presenter: Dr. Amy Trawick

This session will be a step-by-step, hands-on workshop for programs to work towards the completion of their scope and sequence for English Language Arts. Tough questions will be tackled, such as:

* *How do we consider students who might repeat a level*?
* *How do we build in the flexibility to meet the needs of the students we have in the room while also addressing established curricular goals*?

Lesson learned from the first round of submitted ELA scope and sequences will be shared.  Participants who come in teams and with rough drafts of units or of a scope and sequence will benefit in particular from this session, but everyone is welcome.  The ELA PD Center staff will be available to serve as a resource to participants.

 **Presenters**

**Mary Ann Corley, Ph.D.**

Dr. Corley is an adult literacy consultant/professional learning specialist. Her more than 35 years’ experience in adult education includes teacher, local program administrator, Maryland State GED Administrator, and Director of the National Adult Literacy and Learning Disabilities Center.  Recently retired as Principal Researcher for the American Institutes for Research in Washington, D.C., Mary Ann directed the Teaching Excellence in Adult Literacy (TEAL) project (2009-2015), as well as the California Adult Literacy Professional Development (CALPRO) Project (2001-2008), and she was the lead professional development specialist on the National Reporting System (NRS) annual trainings (2002-2011).  In 1988, the Baltimore County program she directed received the U.S. Secretary of Education's award for "Outstanding Adult Basic Education Program." Her main focus is translating educational research to practice and creating professional development materials for adult educators on effective teaching practices and on instructional leadership.

**Amy R. Trawick, Ph.D**

Dr. Trawick 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 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.

**English for Speakers of Other Languages (ESOL)**

There will be ***three*** day-longstrands of ESOL - One focusing on the Beginning level ESOL learner, one on the Intermediate, and one on the more Advanced.  Each session will be cover similar content in a way that is customized to the specific learner levels.

In addition to the workshop presenter, each session will be attended by two ESOL professional development consultants who will help during the sessions and provide follow-up support to the workshop participants after the conference.

**What Do the CCR Standards Look Like in The ESOL Classroom?** (Part 1, morning session)

How can teachers implement the CCR Standards into beginning, intermediate, and advanced ESOL classrooms? Each morning session will explore standards-based strategies, techniques and activities appropriate for teachers to use with English language learners at each level of language proficiency. From using formative assessments to asking the right questions, scaffolding activities and selecting appropriate materials, each session will provide teachers with a variety of ways to help English language learners build their academic language, metacognitive and critical thinking skills, identify evidence from texts, and gain information from complex, compelling materials. Teachers will leave with a plan to implement a new strategy or technique in their classroom, and follow-up support will be available.

**Instructional Planning through a CCR Standards Lens** (Part 2, afternoon session)

What does it mean to “Incorporate the CCR Standards and level-specific standards where applicable”? How can ESOL instruction be “supportive of English language learners' next steps for college and/or careers”? The afternoon sessions will help teachers answer these questions by showing ways to add the CCR Standards layer when designing relevant and purposeful ESOL instructional units. Presenters will walk teachers through a thematic unit planning process in which they explore, identify, and include the CCR-level Standards that align with the unit’s learning objectives, provide opportunities to assess student performance, and increase the academic rigor. Participants will leave with a plan to implement the CCR Standards into their instructional design, and follow-up support will be available.

**Presenters**

**Jayme Adelson-Goldstein,** Beginning Level ESOL Learner Sessions

Jayme Adelson-Goldstein is an ESOL professional development specialist, curriculum consultant, and author. She facilitates *Lighthearted Learning*workshops on ESOL teaching techniques throughout the United States, teaches online teacher education courses for U.S. and international teachers, and consults on a variety of projects, most recently  AIR and OCTAE’s ESLPRO project. Jayme conducted the pilot CCR Standards training for the California Adult Literacy Professional Development Project (CALPRO) and has been developing and delivering College and Career Readiness-ESOL integration workshops for the past five years.

**Andy Nash,** Intermediate ESOL Learner Sessions

Andy Nash is a Professional Development Specialist at World Education and the Director of the New England Literacy Resource Center. She is a former teacher who specializes in participatory ESOL, learner persistence, standards-based instruction, and the integration of adult education with civic engagement. She has contributed to many national projects, including Standards in Action, CAELA, and ELL-U. Her current work includes the Networks for Integrating New Americans initiative, which aims to build the role of ESL programs in community coalitions that are working to support immigrant integration.

**Betsy Parrish,** Advanced ESOL Learner Sessions

Betsy Parrish is a professor of TEFL and Adult ESL in the School of Education at Hamline University. She has worked as an ESL/EFL teacher, teacher educator, writer, and consultant for over 30 years in the U.S. and abroad. She authored Teaching Adult ESL (McGraw Hill 2004) and Four Point: Advanced Listening and Speaking (University of Michigan Press 2014), and was on the development team of a 12-part video series for adult ESL educators, Teaching ESL to Adults: Classroom Approaches in Action. Betsy is a frequent presenter at state, national and international conferences on adult education issues, including academic and career readiness, workplace ESL, cross-cultural communication, and learner-centered teaching practices.