ACLS and SABES Third Annual Conference on
Implementing the College and Career Readiness (CCR) Standards in the ABE and ESOL Classroom

Post-Conference Resource Packet

Want more support for implementing the CCR Standards?

Post-Conference Resources

This packet includes referrals to online resources, all of which are provided for free to MA ABE program staff. Included in the SABES PD Center sections are PD opportunities designed to continue to support your implementation of the CCR Standards following the conference.

- ➢ SABES PD Center for English Language Arts
- ➢ SABES PD Center for English for Speakers of Other Languages (ESOL)
- ➢ SABES PD Center for Mathematics and Adult Numeracy
- ➢ SABES PD Center for Educational Leadership and Strengthening ABE Programs
- ➢ SABES PD Center for MA ABE Assessments
- ➢ SABES PD Center for Education and Career Planning
- ➢ SABES PD Center for ABE Distance Learning and Technology Support
- ➢ New! The LINCS Learner Center
- ➢ Tech Tips for Teachers
- ➢ The Change Agent

Stay up-to-date with what's happening at SABES!

SABES Website: (sabes.org)
- Check the SABES website regularly for important updates and relevant new information.
- From the home page, you can join the mailing list to receive email newsletters and information about trainings and events from the SABES PD Centers based on your preferences.
- Check each SABES PD Center's home page on the SABES website for news, resources, and new PD activities that have been posted.

SABES Calendar (sabes.org/calendar)
- You can find and register for SABES PD activities on the Calendar. Be sure to check back often as activities are added on a regular basis. New features allow you to search for specific PD.

SABES Staff: Contact Us!
- Contact any SABES PD Center directly by email or phone for information or if you have specific PD needs you would like to discuss. Contact information is provided on the following page, or you can go to: http://sabes.org/content/sabes-pd-center-directory.

Annual FY16 Calendar-at-a-Glance:
- You can find the calendar of projected activities by location and by quarter for all of SABES at http://sabes.org/content/statewide-calendar-glance).
- To see a specific PD Center's Calendar-at-a-Glance, go to the "What's New" section on that PD Center's home page.

SABES Contact Information

For further information, please contact your SABES PD Centers:

Priority Instructional Areas

SABES PD Center for English Language Arts
Quinsigamond Community College, 670 W. Boylston Street, Worcester, MA 01606
Contact: Merilee Freeman, (508) 854-4296, mfreeman@qcc.mass.edu

SABES PD Center for English for Speakers of Other Languages
Quinsigamond Community College, 670 W. Boylston Street, Worcester, MA 01606
Holyoke Community College, Picknelly Adult & Family Education Center
206 Maple St., Holyoke, MA 01040
Contact: Dori McCormack, (413) 552-2393 dmccormack@hcc.edu

SABES PD Center for Mathematics and Adult Numeracy
Technical Education Research Centers (TERC), 2067 Massachusetts Avenue, Cambridge, MA 02140
Contact: Donna Curry, (617) 873-9600, donnac@gwi.net

Other Priority Areas

SABES PD Center for Educational Leadership and Strengthening ABE Programs
Quinsigamond Community College/Holyoke Community College
670 W. Boylston Street, Worcester, MA 01606
Contact: Sue Miller, (508) 854-4513, smiller@qcc.mass.edu

SABES PD Center for Massachusetts ABE Assessments
Bristol Community College – Workforce Education Institute
Office Location: 1082 Davol Street, Fall River, MA 02720
Mailing Address: 777 Elsbree Street, SABES-Building Q, Fall River, MA 02720
Contact: Joan Ford, (774) 357-2190, joan.ford@bristolcc.edu

SABES PD Center for ABE Distance Learning and Technology Support
Quinsigamond Community College, 670 W. Boylston Street, Worcester, MA 01606
Contact: Eunice Snay, (508) 854-4514, esnay@qcc.mass.edu

SABES PD Center for Education and Career Planning
World Education, Inc., 44 Farnsworth Street, Boston, MA 02210
Contact: Sandy Goodman, (617) 385-3816, SGoodman@worlded.org

SABES PD Center for Using SMARTT and Cognos
Holyoke Community College, Picknelly Adult & Family Education Center
206 Maple Street, Holyoke, MA 01040
Contact: Charlie Herbert, (413) 552-2019, cherbert@hcc.edu

SABES Support Centers

SABES PD Communication Center
Education Development Center (EDC), 43 Foundry Avenue, Waltham, MA 02453
Contact: Erin Earnst, (781) 414-9753, eearnst@edc.org

SABES PD Coordination Center
World Education, Inc., 44 Farnsworth Street, Boston, MA 02210
Contact: Luanne Teller, (617) 385-3748, Lteller@worlded.org

SABES PD
COMMUNICATION CENTER
At Education Development Corporation (EDC)

For more information, please contact Erin Earnst, eearnst@edc.org, 781-414-9753.

Check Out what's New on the SABES Website!

www.SABES.org

Visit the SABES website to:

- Create a SABES account and join our mailing lists.

- Read the latest ABE news.

- Register for high-quality PD offerings.

- Access up-to-date resources and curriculum.

- View job postings from the Massachusetts ABE community.

Connect with SABES on Social Media

Did you know SABES has Twitter, Facebook and LinkedIn pages?
Please take a minute to connect with us on these sites.

Twitter:
https://twitter.com/SABESPD

Tag your tweets with **#SABESPD**

Facebook:

https://www.facebook.com/sabespd

LinkedIn:

http://go.edc.org/linkedinsabespd

SABES PD CENTER FOR ENGLISH LANGUAGE ARTS
at Quinsigamond Community College

After the conference, how do you take your learning with you and keep it going and growing, while working on your Scope and Sequences, dealing with WIOA, and continuing to unpack the CCR Standards?

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.

"The emergence of WIOA … makes it clear that the adult education and teaching and training workforce must adapt to… the growing emphasis on college and career preparation, increasing attention to transitioning to credit-bearing college-level coursework, and new efforts to link high school equivalency exams to rigorous college and career readiness standards."

Johan Uvin, Acting Assistant Secretary of Education, OCTAE, researcher and teacher; and Gail Spangenberg, President, National Council for Adult Learning [http://sites.ed.gov/octae/2015/09/24/throwing-down-the-gauntlet-for-pd/]

ELA skills in reading comprehension, critical thinking, and written expression are known predictors of academic and career success.

To support programs in continuing to work towards these goals, the SABES PD Center for ELA offers these post-conference trainings, complete with follow-up.
*Please check the SABES calendar [**www.sabes.org/calendar**] for actual dates and locations as events may change and new events are posted.*
Contact: Merilee Freeman, Director (mfreeman@qcc.mass.edu)

Scope and Sequence (2 days each): *A curriculum overview combining structure with flexibility, and including what you hope students will know and be able to do by the time they complete a given level:*
Scope and Sequence Part 1: Work with guidance though the process of developing a Scope and Sequence for ELA and developing a plan for one unit within the Scope and Sequence. This unit will include a goal objective, bundled CCR Standards, anchor standards, and unit assignments.

Scope and Sequence Part 2: Program teams fine-tune and further develop Scope and Sequences for ELA. Major ideas from the first training will be reviewed and "sticking points" will be addressed as a group. *Prerequisite: Scope and Sequence Part 1 (contact us for exceptions).*

Designing Integrated ELA Units: Draft a unit aligned with the ELA CCR Standards, contextualized within meaningful topics identified by your Scope and Sequence, and integrating reading, writing, speaking, and listening standards. *Prerequisite: Scope and Sequence Part 1 or 2 or the November conference (contact us for exceptions).*

Teaching with Understanding of the Standards and their Key Shifts (1 day)

Selecting Appropriate Text: Participate in hands-on activities to explore how to determine readability; how to use the CCR Standards rubrics to analyze text complexity for informational and literary texts; and how to help students tackle text complexity at the word, sentence, paragraph, and whole text levels.

Close Reading and Text Dependent Questions: Close Reading helps the reader to gather evidence, knowledge, and insight from what they read. Learn strategies for Close Reading and for how to assess and write text-dependent questions.

Increasing Writing Fluency: Work with effective practices for increasing the fluency of struggling writers, with a focus on integrating writing assignments with readings.

Connecting the Dots— Aligning Instruction to Standards: Integrating Reading and Writing across the Content Areas: Learn and practice a wealth of strategies and instructional activities for integrating the CCR Reading and Writing Standards; helping students construct meaning before, during, and after reading; writing logical responses; and citing evidence from text.

Building Knowledge through Content-Rich Non-Fiction: Focus on what the CCR Standards instructional shifts looks like in practice, making building knowledge about the world a reality in classrooms. Explore topic and text selection, and the strategic use of questions to support academic discourse and writing.

[see http://www.sabes.org/pd-center/ela for updates to this list]

LINCS (Literacy Information and Communication System)

LINCS.ed.gov:

- Explore the standards themselves; particularly read the Introduction, pages 1-11, with especial attention to page 8: http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

- Print-out activity: Read & Rename the ELA CCR Standards

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 (1–2 hours) provides an introduction to the key shifts required by the Common Core State Standards (CCSS) for ELA/Literacy.

- Introduction to Literacy Shifts in Content Areas Module (1-4 hours) provides an introduction to the key shifts required by the CCSS for Literacy in the content areas: history/social studies, science, and technical subjects.

Introduction to the Understanding by Design Framework

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.

"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.

Read Write Think

http://www.readwritethink.org

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

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 CCR Standards. All ESE-funded ABE and ESOL programs have free online access. (Please see the flyer on page 20 for information on how to access the Change Agent online for free.)

SABES PD Center for ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) at Holyoke Community College

For more information, please contact Dori McCormack, Director, dmccormack@hcc.edu, 413-552-2393 or Jacqueline Lynch, jmlynch@qcc.mass.edu, 508-854-4556.

Communities of Practice: Increasing the Rigor in ESOL Instruction

Communities of Practice (CoPs) are designed to follow-up the CCR Standards Conference and allow practitioners to apply what they've learned with support and guidance. Participants may choose to try particular teaching techniques or new materials, or they may choose to work on aligning their unit or lesson plans more to the CCR Standards. Whatever the focus is, practitioners will be supported by their peers and guided by a facilitator in increasing the rigor in their ESOL instruction and helping learners be more college and career ready.

[Interested parties will be invited to sign up at the end of their session at the conference or may contact the SABES PD Center for ESOL directly.]

ESOL Unit Planning Using Backward Design

This workshop focuses on designing instructional units that integrate the ESOL Curriculum Framework and the CCR Standards. The Backward Design approach, originated by Wiggins and McTeague, helps connect the desired outcomes of teaching to the ways in which students will demonstrate their learning, and the effective learning activities and resources in which they will engage. The session includes the role of the CCR Standards in all of these components of a unit plan. *Offered December 11, 2015, 9:00 -1:00 at Devens, and again in 2016. Register through the SABES Calendar at:* http://sabes.org/event/728

Incorporating the CCR Standards into an ESOL Curriculum

What does it mean to have an ESOL curriculum that *"Incorporates the CCR Standards and level-specific standards where applicable and (is) supportive of English language learners' next steps for college and/or careers?"* This workshop helps ESOL teachers, directors, and curriculum designers understand not only how to "incorporate" the CCR Standards into an ESOL curriculum, but also to recognize the "applicability," i.e., the relevance and value of the CCR Standards for *all* ESOL learners, including those at the beginning level, those with no obvious interest in college, and those who are gainfully employed.

[Visit http://sabes.org for more information]

ESOL Scope and Sequence

In this hands-on workshop, participants develop, revise and refine their program's ESOL Scope and Sequence with guidance from SABES ESOL professional development providers. A review of the most essential elements of a Scope and Sequence are presented, including the central role of the CCR Standards and the ESOL Curriculum Framework. For most of the session, participants work in real time on their individual program's Scope and Sequence, with ESOL PD facilitators circulating and providing individualized feedback, support, and guidance.

[Visit http://sabes.org for more information]

Massachusetts Professional Standards for Teachers of Adult ESOL

For more information, please contact Dori McCormack, Director, dmccormack@hcc.edu, 413-552-2393 or Jacqueline Lynch, jmlynch@qcc.mass.edu, 508-854-4556.

Introduction to the Professional Standards for Teachers of Adult ESOL

This 1.5-hour, self-paced online tutorial provides an overview of the Standards, including why they were developed and how they can be used. Participants take a private short self-assessment to target areas of strength and weakness, and choose which standards they would like to know more about.

Principles of Second Language Acquisition - Standard 1

In this workshop, participants investigate research-based principles and practices that support adult ESOL learners' second language acquisition (SLA). The workshop includes collaborative opportunities to design communicative tasks that promote meaningful interaction and address the College and Career Readiness (CCR) Standards.

The Components of Language - Standard 2

This workshop explores the basic building blocks of English from the point of view of an English language learner: sounds in English, kinds of vocabulary, word order, communication, and context. An understanding of these components of language will help teachers to model appropriate language use and to provide meaningful language awareness activities for learners during ESOL instruction.

Intercultural Awareness - Standard 3

An ESOL teacher's focus on intercultural awareness leads to a deeper understanding of the impact that cultural values, beliefs, perceptions, and behavioral norms can have on language teaching and learning. Workshop activities will guide ESOL teachers to act as facilitators for students transitioning between their home cultures and languages and the cultures and language of the United States, while also preparing learners to meet the goals of the CCR Standards.

Curriculum and Instructional Design - Standard 4

This workshop focuses on using a learner-driven curriculum design process to review program goals, develop curriculum Scope and Sequence, and make connections to both the ESOL Curriculum Framework and the CCR Standards. Activities include hands-on practice with developing contextualized thematic curriculum units that allow students to demonstrate learning. Instructional resources and materials are shared to minimize the need to "reinvent the wheel."

Instructional Delivery and Classroom Management - Standard 5

This workshop explores ESOL instructional designs that maximize learner interaction and communication. Participants practice with a variety of strategies and tools to design and facilitate group and pair work activities that foster a cooperative learning environment, even within a multilevel setting.

Acknowledging Learner Accomplishment: Assessment in the ESOL Classroom - Standard 6

This workshop addresses the importance of using informative and summative assessments to guide and improve instruction. The various purposes for assessment are considered. Different ways that assessment data can benefit ESOL programs, teachers, and learners, as well as the roles that learners can play in tracking their own progress are explored. Activities include designing formative and summative assessments, practicing corrective feedback techniques, and making instructional decisions using assessment data.

SABES PD Center for
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)
at Holyoke Community College

**For more information, please contact Dori McCormack, Director,
SABES Center for ESOL, dmccormack@hcc.edu, 413-552-2393**

CCR Standards Resources for ESOL

➢ The **Center Applied Linguistics (CAL)** practitioner briefs, reports on topics of current high interest in applied linguistics and language education designed to help translate research into practice for education practitioners. This is the first brief in the series.
http://sabes.org/sites/sabes.org/files/resources/CAL%20practitioner-brief%20Implementing-common-core-for-english-learners.pdf

➢ A LINCS Publication on a **Framework for Raising Expectations and Instructional Rigor for English Language Learner Students**
https://lincs.ed.gov/professional-development/resource-collections/profile-830

➢ CAELA Network Brief on **Promoting Learner Transitions to Postsecondary Education and Work: Developing Academic Readiness Skills From the Beginning**
http://www.cal.org/caelanetwork/resources/transitions.html

➢ **Introduction to the Understanding by Design Framework**
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.
http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

➢ **The SABES Professional Development Center for ESOL**
For resources and information on ESOL professional development:
http://sabes.org/pd-center/esol

ABE TEACHER LICENSURE

Does your program have teachers who want to hone their craft and bring their teaching to the next level?

An ABE Teacher's License may be the answer!

The SABES PD Center for Educational Leadership and Strengthening ABE Programs has launched a NEW support system for license seekers. It includes:

- Support in the pursuit of the MA Tests for Educational Licensure (MTEL), development of performance portfolio and teaching demonstration
- An "ABE Licensure Prep" course, a 36-hour hybrid course which provides a scaffolded framework of interactive assignments and spaced full-day workshops to cover all elements of the license portfolio (for eligible Route 4 practitioners only)
- The opportunity to join an online community of license seekers, facilitated by licensure coaches
- Face-to-face support at quarterly cohort meetings
- Technology support to assist with electronic portfolio development and online collaboration tools
- Access to a wealth of resources—available on the SABES website and in the online course
- An ABE Licensure Honor Roll with information about successful licensure candidates and their programs

FY'16 Cohort Meeting Dates: November 21, 2015. March 12, 2016. June 11, 2016

For more information, contact
    Jacqueline Lynch
    jmlynch@qcc.mass.edu
    (508) 854-4556

SABES
System for Adult Basic Education Support
Training Leaders in Adult Basic Education

SABES PD Center for
MATHEMATICS AND ADULT NUMERACY
at Technical Education Research Centers (TERC)

For more information, please contact Donna Curry, Director, SABES Center for Mathematics and Adult Numeracy, donnac@qwi.net, or Sherry Soares, sherry_soares@terc.edu

Curriculum Development Support

It can be challenging at times to work with the CCR Math Content Standards. These new Standards require that teachers think differently about what topics to teach, along with when and how. It is no longer a set sequence of whole numbers, followed by fractions, then percents, and much later data, geometry, and algebra. Even at Level A, students are expected to think algebraically and to apply number sense through geometry and data concepts. Our Center is here to support you as your program develops a curriculum that aligns with those Standards. Contact us about exploring these ideas together. We strongly encourage programs to have staff work in teams, so talk to your peers about hosting us.

Math Needs Assessment Survey (Help *Us* Help *You* Help *Your Students*!)

To help our Center develop professional development activities that align with your needs, we have developed a math needs assessment. This needs assessment covers number sense and algebraic reasoning, two of the most critical areas of instruction. We have developed this assessment to get a sense of the math that adult basic education teachers feel comfortable that they know and can teach to others. The assessment is completely anonymous. Please contact us for more information.

A Few Online Resources to Support Standards-Based Instruction

SEDL's Common Core Mathematics videos are helpful in clarifying the meaning of certain standards. They provide an explanation with examples to aid teacher understanding. http://secc.sedl.org/common_core_videos/index.php

Open Middle provides a collection of Standards-organized, deep-thinking problems which increase students' understanding of procedures and at the same time, allow for multiple means toward a solution. http://www.openmiddle.com/

Three-Act Mathematical Tasks by Dan Meyer is a spreadsheet full of free, video or photograph-based curriculum ideas with easy-to-spot standard codes.
http://tinyurl.com/DanMeyerMathTasks
http://www.ted.com/talks/dan_meyer_math_curriculum_makeover

SABES PD Center for
ABE Assessments
at Bristol Community College

For more information, please contact Joan Ford, Director,
SABES Center for ABE Assessments, joan.ford@bristolcc.edu, 774-357-2190

Formative Assessment Trainings

Presented by: **Susan Gracia,** a former ABE teacher, holds a PhD in Educational Measurement, Research, and Evaluation. She is currently the Assessment Director for the School of Education and Human Development at Rhode Island College. Susan teaches graduate level assessment and evaluation courses.

Hosted at: ***Cambridge Adult Learning Center, Cambridge… Nov., Jan., Feb.***
and
Quinsigamond Community College, Worcester… Jan., Feb., March

Did you know research has demonstrated that high quality assessment for learning has a significant impact on student learning and motivation, representing a positive strategy for closing achievement gaps?

Did you know that Learning Targets (also known as learning outcomes, learning objectives, standards, expectations, etc.) form the foundation of teaching and assessment in adult basic education? Nevertheless, learning targets are sometimes worded in such a way that they are unclear, unnecessarily complex, or open to interpretation.

Do you know which assessment methods are and are not appropriate for each of the five types of learning targets?

Join us for: Formative Assessment Training #1: Assessment *for* and *of* Learning
Formative Assessment Training #2: Learning Targets for ABE Students
Formative Assessment Training #3: Sound Assessment Design

In the first training, **Formative Assessment Training #1: Assessment *for* and *of* Learning,** participants will learn to differentiate between assessments, identify uses and users, and critique their own practice.

In the second training, **Formative Assessment Training #2: Learning Targets for ABE Students,** participants will learn which assessment methods are and are not appropriate for each of the five types of learning targets. They will also analyze assessments to determine if their learning targets match the assessment method(s) used. Further, participants will practice developing assessment plans, or blueprints, by defining the importance, depth, and breadth of the learning targets being assessed, as well as plan for how to involve adult learners in assessment planning and development.

In the third training, **Formative Assessment Training #3: Sound Assessment Design**, participants will learn to classify all learning targets into one of five target types and break them down as necessary to facilitate teaching and assessment. This workshop will also focus on how to make learning targets clear to learners and how to use targets to involve learners in the assessment process and in directing their own learning.

Comments from last year's participants:

"I am using the information to work with teachers to develop gateway assessments for math. I rely on the concepts presented to evaluate and guide our work. We have also tried to take this knowledge into consideration as we develop program Scope and Sequence."

"It has changed the way I look at how I structure tests and how I present information during teaching sessions. It has made me conscious of being more specific rather than too general."

For registration and more information about formative assessment trainings, please go to the SABES calendar: www.sabes.org/calendar

For those who attended this Formative Assessment series last year, additional trainings are being developed.

Dates, times, and locations have not yet been determined.

The following trainings that build on the first three will not need to be taken in any specific order. Please watch the SABES calendar for:

Formative Assessment Training #4: Developing and Using Extended Written Response Assessment with ABE Students (*online course*)

Formative Assessment Training #5: Developing and Using Select Response

Formative Assessment Training #6: Developing and Using Performance Assessments

Formative assessment trainings, standardized assessment trainings, BEST Plus Recertification, and TABE CLAS-E Writing Recertification are run through the SABES PD Center for Assessment which is located at Bristol Community College. Contacts: Joan Ford joan.ford@bristolcc.edu or Nicola Machado Nicola.machado@bristolcc.edu.

SABES PD Center for
EDUCATION AND CAREER PLANNING
at World Education, Inc.

**For more information, please contact Sandy Goodman, Director,
SABES Center for Education and Career Planning, sgoodman@worlded.org, 617-385-3816.**

CAREER FOCUSED BASIC SKILLS CURRICULUM DEVELOPMENT

- Workshop 1A: December 4, 2015, 9:00 a.m. - 1:00 p.m. (Southeast)
- Workshop 1B*: December 7, 2015, 9:00 a.m. - 1:00 p.m. (Boston)
- Workshop 2**: January 22, 2016, 10:00 a.m. - 1:00 p.m. (location TBD)

This workshop is geared towards ASE and ESOL instructors, and especially relevant to those teaching in Adult Career Pathway Programs. Using LaGuardia Community College's evidence-based Bridge to College and Careers Program as a model, this workshop introduces you to contextualized curriculum and program design strategies that develop adult learners' academic competencies and career awareness in preparation for the high school equivalency exams and postsecondary education.

*Workshop 1B is a repeat of Workshop 1A to be offered in a different location

** Prerequisite is participation in Workshop 1 or CFC Workshops offered in FY15. This is an opportunity to apply the concepts from Workshop 1 and begin developing career-focused lessons using authentic materials.

SABES PD Center for
ABE DISTANCE LEARNING and TECHNOLOGY SUPPORT
at Quinsigamond Community College

For more information, please contact Eunice Snay, Director, esnay@qcc.mass.edu or 508-854-4514

The International Society for Technology in Education (ISTE) Position Statement on the Common Core State Standards (http://www.iste.org/standards/common-core**)**

ISTE believes digital learning plays a central and substantive role in ensuring all students graduate college and career ready. Technology, used effectively, can help all students meet and exceed the rigorous learning goals embedded in the Common Core State Standards by providing access to tools and resources that personalize instruction and creating rich, engaging and relevant learning environments.

Tech Tools for Teachers - What tools can you use?

"It's important to know what tools we have at our disposal and what they're capable of doing. But it's arguably more important to understand why we would use them so we can choose wisely when designing learning activities."[1]

Three Questions for High School Teachers Vetting New Tech Tools[2] (and for Adult Educators too).

1. **What rules does my school have for bringing in new technology?** Teachers should find out if they are allowed to bring in whatever technology they want or if there is an approval process, says Okoye. This is especially important for tools that have a social media component. If teachers do bring in tools with a social media aspect, they should have a discussion with teens about what is appropriate to say to each other online, says Okoye.

2. **What value does the tool add to my instruction?** High school teachers often teach one, narrow subject, and not every piece of technology available is going to be helpful, says Okoye. Teachers should introduce new tech tools if they help accomplish the goals of the class, she says.

3. **Will my students understand how to use the tool?** Don't assume that because a teen grew up with technology they know how to use it in a meaningful way, Okoye says. "Digital natives are experts at knowing how to consume media," Okoye says. "They don't really know how to produce content." Teachers may need to explain to students the difference between using technology for educational and work purposes, versus how they would use it for personal use, she says.

Coulter notes that in rural communities, teens may not even have a computer at home, so teachers may need to account for time to teach students the basics of the technology.

Here are some helpful resources for you. If you have time please stop by at the SABES Resource Table during the conference for more that I'd like to share with you.

1. EdTech Teacher - http://edtechteacher.org/tools/ has an annotated listing of tech tools organized by subject and skills.

2. Teaching English with Technology [TEWT]- http://tewt.org/

3. Education Technology and Mobil Learning - http://www.educatorstechnology.com/2012/12/a-list-of-all-best-ipad-apps-teachers.html has this list of all the best apps teachers need for iPads.

   This site also has the list of teacher tools.

4. Tech Tips for Teacher: http://techtipsforteachers.weebly.com/ blog post by practitioners integrating technology in their practice. Categorized by date and topic.

5. Blended Learning for the Adult Education Classroom: http://app.essentialed.com/resources/blended-learning-teachers-guide-web.pdf

   This free publication published by Essential Education written by David Rosen and Carmine Stewart includes many ideas to integrate blended learning in and out of your classroom to use in your practice.

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[1] Cool Tools Are Fun, But Learning Should Come First, EdTech
http://www.edtechmagazine.com/k12/article/2014/06/cool-tools-are-fun-learning-should-come-first
[2] 4 Questions for High School Teacher Vetting New Tech Tools, US News and World Report
http://www.usnews.com/education/blogs/high-school-notes/2014/10/06/4-questions-for-high-school-teachers-vetting-new-tech-tools
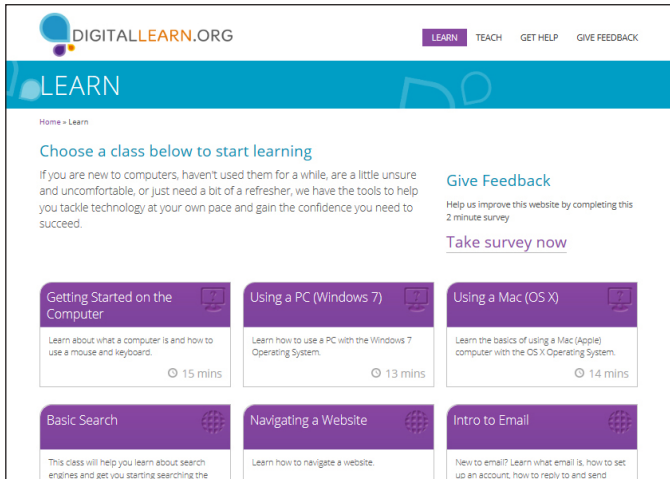
The LINCS Learner Center

The online and mobile LINCS Learner Center connects adult learners to free resources to assist in reaching life goals in areas such as improving reading, math, and science skills, learning English, building job and job search skills, and becoming a U.S. citizen.

The Learner Center is open to the public, and adult learners will not need to create a LINCS account to use the site and access its resources. State leadership is encouraged to share the Learner Center with local practitioners who can connect their adult learners to this collection of high-quality, on-demand learning resources for students.

The Learner Center is accessible on LINCS at https://learner.lincs.ed.gov/
If you do not have an account, you can join LINCS at https://community.lincs.ed.gov/
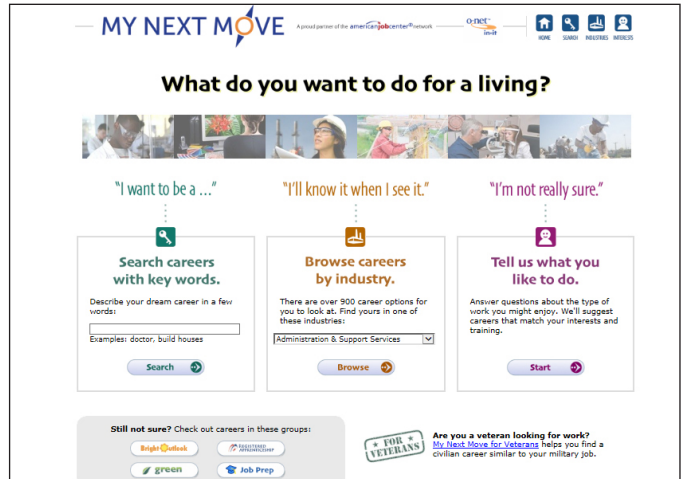
http://lincs.ed.gov

Sample Resources

Digital Learn

Improve your computer skills through short online lessons (some lessons in Spanish).

Public Library Association and Institute of Museum and Library Services

My Next Move

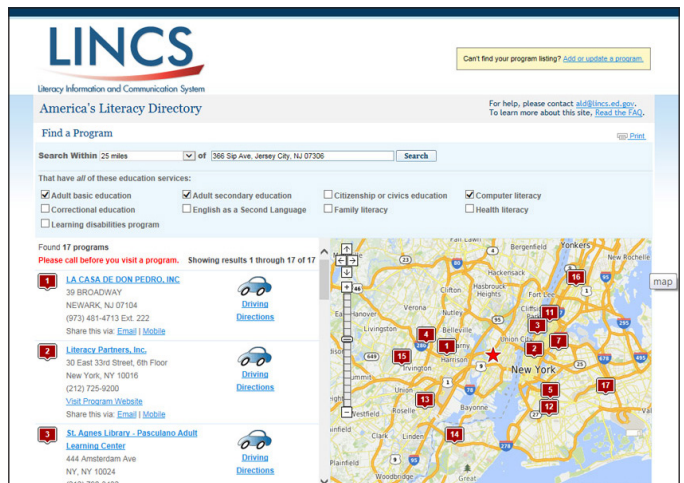Explore what you want to do for a living (also in Spanish).

U.S. Department of Labor

Money Smart Podcast Network

Learn about banks and banking products.

Federal Deposit Insurance Corporation

America's Literacy Directory

Enter your zip code to find an education program near you.

U.S. Department of Education

Twitter: **@LINCS_ED**   LinkedIn: **LINCS_ED group**   YouTube: **LincsEd**

http://lincs.ed.gov

TECH TIPS FOR TEACHERS

Tech Tips for Teachers is a blog for adult education teachers and tutors looking for straight-forward help on integrating technology into instruction. We hope that you find some inspiration here to try something new!

Sample Posts

Reading *Using Online Audio Articles*
Learners listen to recorded articles then read them to the class or make their own recordings.

Writing *Using Discussion Boards in the Classroom*
Help your students prepare for college by introducing discussion boards in your classroom.

Speaking *Giving and Receiving Directions*
Using their cell phones, learners make videos indicating a route on a map while giving directions.

Listening *A Revolution: Adding Activities to Any YouTube*
Add discussion questions, polls, and multiple choice questions to videos to check comprehension.

Math *Excel Activity for ESOL or Basic Skills Classroom*
Learners use a spreadsheet to collect data and calculate averages.

Organizing Information *Using Pinterest in the Classroom*
Explore classroom uses of Pinterest, consider some logistics, and try out a geography project.

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❖ **PDFs of all back issues**. Each issue of the magazine features powerful student writing and ready-to-use lessons on a wide range of themes from food to health to immigration.

❖ **Global index of leveled articles + audio.** Articles in audio help students improve fluency and comprehension. Reading levels help students set goals and gauge progress.

❖ **Webinars.** These free 1-hour webinars are a great introduction to navigating the magazine and the online resources and learning how to use them in the classroom.

❖ **Lesson Packets.** Engaging and relevant lesson plans pull together Change Agent articles from various issues into thematic units.

❖ **College and Career Readiness Standards.** For each issue, you receive an easy-to-use grid that shows how different articles and lessons help you teach to the CCR standards.