

# Improving Program Capacity and Learner Achievement through Staff Professional Development

The Core Skills Workshops for ABE provide foundations in effective instructional practices in ABE. They represent the best recommendations of adult education practitioners and experts regarding effective, responsible instruction, and serve as a tool that District adult education programs and practitioners can use to support adult learner success and continual program improvement.

For descriptions of other Core Skills Workshops, or more information about the AEPDC in general, visit us on the Web at [www.dclearns.org/aepdc](http://www.dclearns.org/aepdc).

The Adult Education Professional Development Center collaborates with the diverse programs and staff of D.C.'s adult education community to facilitate a system of professional development that will sustain and expand the quality and consistency of adult education instruction in the District.

The AEPDC is a project of D.C. LEARNs, with support from the D.C. Office of the State Superintendent for Education.



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# Adult Education Professional Development Center

# Core Skills Workshops for Adult Basic Education (ABE) Practitioners



# The Core Skills Workshops in ABE

## *Orientation to Adult Education in DC*

Adult education encompasses many different contexts, goals, populations, and practitioners. Find out more about where you fit in this overview of adult education service in the District.

## *Working with Adult Learners is Different!*

Teaching adults is different! Review adult learning and instructional theory, and best practices and strategies that you can use in the classroom to make learning meaningful and relevant for adult learners.

## *Basic Lesson Planning for ABE, GED, and Adult ESOL*

Good lesson planning is essential to meeting learners' needs and maximizing their educational gains. This interactive workshop will focus on components of a good lesson plan and different lesson planning formats.

## *ABE Instructional Techniques and Classroom Management*

Add to your repertoire of strategies and methods for creating a safe, respectful, and effective classroom environment that better accommo-

dates learners' diverse backgrounds, abilities, and goals.

## *Foundations of Reading 1*

This workshop is the first in a series of two that focuses on elements in the reading process and reading instruction. It covers how to teach phonemic awareness (the ability to focus on and manipulate sounds in words), word analysis (methods that help students figure out words) and methods that will help students become better spellers.

## *Foundations of Reading 2*

This workshop is the second in a series of two that focuses on elements in the reading process and reading instruction. It covers how to teach vocabulary and reading comprehension to adults.

## *Are We There Yet? Making Assessment Work for You and your Students*

We can't get where we're going if we don't know where it is—or even where we've been. This workshop examines techniques for setting goals and objectives, establishing baselines of skills and knowledge, and measuring and evaluating progress and outcomes along the way.

## *Value of Diversity: Integrating Learners' Everyday Realities in the Classroom*

The diverse realities learners experience in their everyday lives have direct impact on their learning. Learn more about strategies that you can

use to better understand students' real life contexts and incorporate them in instruction, making learning more relevant.

## *Youth in Adult Education Settings: A Holistic Approach to Achieving Outcomes*

Are you experiencing an influx of youth (16-24) in your Adult Education Program? If so, come to this workshop and learn about innovative ways to retain and engage youth in education programs; and in the process, learn how to assist youth in achieving their goals.

## *Integrating Technology in Instruction for Adults*

Technology can be a powerful tool for enhancing and extending instruction for adults. This workshop gives participants the opportunity to explore why and how they might practically incorporate technology—from audio/video to software programs and the Web—in their lessons.

## *Learning Disabilities in Adult Education*

This workshop provides an overview of learning disabilities in adults, including what learning disabilities are (and aren't); how learning disabilities are addressed in adult education; and basic teaching strategies that can increase accessibility of instruction for learning disabled adults.

## The Core Skills Workshops for Adult Basic Education (ABE) Practitioners

The Adult Education Professional Development Center (AEPDC) is committed to supporting District adult education practitioners' ongoing efforts to learn and grow. The Core Skills Workshops represent one aspect of that support. These workshops target development in foundational knowledge and skills that practitioners need to create effective and responsive instruction for their adult learners Adult Basic Education (ABE), General Educational Development (GED), and adult English to Speakers of Other Languages (ESOL) settings.

The Core Skills Workshops for ABE are for practitioners working with adult learners who have basic level skills development needs, specifically in math, reading, and writing. This set of Core Skills Workshops addresses topics that support ABE practitioners in their planning and delivery of instruction, including topics such as lesson planning, foundations of reading, working with diverse populations, instructional techniques and classroom management, and assessment. It also includes workshops that are slightly broader in scope, such as instruction for adult learners and learning disabilities in adults, that encourage interaction and networking with practitioners working in the larger community of adult education in the District.

Each workshop is structured to offer practitioners an overview of the important themes and information related to teaching basic skills to adult learners, as well as strategies and techniques that they can put immediately to use in planning instruction. New or less experienced practitioners in ABE are strongly urged to consider taking as many of the Core Skills Workshops as possible, to establish a baseline of professional skills. More experienced practitioners could select individual workshops that meet identified professional development needs. Program administrators can tap into the workshops to provide training for their new staff or to help address areas to be targeted in program improvement efforts.