

# Improving Program Capacity and Learner Achievement through Staff Professional Development

The Core Skills Workshops for Adult ESOL provide foundations in effective instructional practices in Adult ESOL. 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 ESOL Practitioners



# The Core Skills Workshops in Adult ESOL

## *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.

## *Classroom Management Techniques in Adult ESOL*

This workshop offers general techniques for managing an Adult ESOL classroom, including facilitating intercultural interactions; dealing with multilevel classes; creating a safe, supportive environment; and building community among your learners.

## *Get Adult ESOL Students Engaged! Interactive Strategies for Teaching Listening, Speaking, Reading Writing (Beginning levels)*

Beginning level adult ESOL learners want and need opportunities to practice their new language. Learn some tried and true activities to get beginning level learners actively to use new vocabulary and structures, building their skills, confidence, and fluency.

## *Get Adult EOL Students Engaged! Interactive Strategies for Teaching Listening, Speaking, Reading Writing (Intermediate to Advanced levels)*

Learn teaching strategies to get intermediate to advanced level learners actively engaged in learning English! Participants share what interactive teaching strategies they currently use and create new interactive activities during the workshop.

## *Assess Outside of the Box! Creating and Using Performance-based Assessments for Adult ESOL*

Using actual samples as well as experiential methods, the presenter will show participants how to create and use different forms of performance-based assessments for adult ESOL including portfolios, peer evaluations, student self-evaluations, listening-in, and others.

## *Integrating Technology in Adult ESOL Instruction*

Technology can be a powerful tool for enhancing and extending instruction for adults English language learners. In this workshop, participants 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 ESOL 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 for Speakers of Other Languages (ESOL) settings.

The Core Skills Workshops for Adult ESOL are specifically for practitioners working with adult learners who are developing listening, speaking, reading and writing skills in English, in a variety of contexts. This set of Core Skills Workshops addresses topics that support Adult ESOL practitioners in their planning and delivery of instruction for adult English language learners, including topics such as lesson planning, classroom management, interactive activities and techniques, 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 English 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 Adult ESOL 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, on the other hand, 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.