

2022-23 Professional Learning Opportunities Course Schedule

This document was created to help agencies plan professional development activities for the 2022-23 program year. For more detailed information about an upcoming course and course requirements, please go to the [PD Portal](#) to view the course catalog and course syllabus. Courses and syllabi will typically be available in the catalog 1-2 months prior to the course start date. All course information, dates, and times are subject to change. This schedule will be updated with additions and revisions as they occur. You can find the latest copy on the [PA Adult Education Resources Website](#). If you are interested in enrolling in a course or have questions, please consult with your in-house professional development specialist (IHPDS) to determine whether the course meets your professional learning goals. Where relevant, a list of targeted [Adult Education Teacher Competencies](#) is included in the description of each course.

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Administrator Courses

Details	Course Information
Course name	New Administrator Training
Course type	Administrator
Course format and time commitment	Asynchronous online training with individualized coaching meetings. The training includes a course introduction and five additional course sections. Participants will have up to 15 days to complete each section of the training and 90 days to complete the entire sequence.
When offered	On-demand
Start date(s)	Participants can be enrolled at any time and have 90 days from enrollment to complete six sections of training.
Course description	This on-demand, online training provides information for new adult basic education program administrators. The training includes asynchronous activities and individualized support for these five topics: The Role of the Administrator, Workforce Innovation and Opportunity Act (WIOA), eData, Continuous Program Improvement and Professional Development, and Leadership.
AETC	This course supports the development of the following Adult Education Teacher Competencies: 4.2, 4.3, 4.4.
Act 48 hours	25 hours total (5 hours per topic)

Assessment Courses

Details	Course Information
Course name	BEST Literacy Implementation Training
Course type	Assessment
Course format and time commitment	Asynchronous online; 4 hours over 30 days. Enroll within first seven days of the month and complete by the end of the month.
When offered	Fall, Spring
Start date(s)	9/30/2022; 3/1/2023
Course description	This online training is for staff who will be administering, scoring, and/or interpreting the BEST Literacy assessment. It is appropriate for those who have never completed training or those who need a review of administration procedures. The training will include information about BEST Literacy components and materials, the skills that are tested, policy information that is linked to the assessment, proper administration, and use of assessment results.
Act 48 hours	4

Details	Course Information
Course name	BEST Plus 2.0 Test Administrator Training
Course type	Assessment
Course format and time commitment	This fully online course includes two live webinars.
When offered	Summer, Fall, Spring
Start date(s)	7/20/2022; 10/5/2022; TBA
Course description	This training is intended for English as a Second Language (ESL) staff who are new to administering the BEST Plus 2.0. This online course will provide an overview of BEST Plus 2.0, administration and scoring procedures for BEST Plus 2.0, and interpreting BEST Plus 2.0 scores. At the end of the course, participants will complete an implementation assignment and submit the assignment to the facilitator for feedback.
Act 48 hours	8

Details	Course Information
Course name	BEST Plus 2.0 Scoring Refresher
Course type	Assessment
Course format and time commitment	This an online course. Participants will view a two-part scoring refresher video while taking notes in a BEST Plus Refresher Toolkit and participate in two live webinars to address any questions they have. After participants have completed the review, they will complete a scoring activity that will be submitted for a grade; participants must receive a passing score as described by the Center for Applied Linguistics.
When offered	Fall, Spring
Start date(s)	8/30/2022; TBA
Course description	This activity is for staff who have been previously trained as BEST Plus 2.0 Test Administrators and are currently administering the test. (BEST Plus 2.0 administrators must complete an annual BEST Plus 2.0 Scoring Refresher training.) During the course, participants will review information on scoring the BEST Plus 2.0, participate in scoring practice activities, have an opportunity to discuss their questions, and complete a scoring assessment that will be evaluated. Participants need to have their BEST Plus 2.0 Test Administrator Guide available throughout the course.
Act 48 hours	5

Details	Course Information
Course name	PA BEST Plus 2.0 Remote Test Administration Certification
Course type	Assessment
Course format and time commitment	Asynchronous online; 45 days
When offered	On-demand
Start date(s)	Enroll anytime and have 45 days from enrollment to complete the course.
Course description	<p>The purpose of this certification process is to ensure test administrators have the technology and skills to administer the BEST Plus 2.0 at a distance. Participants review the BEST Plus 2.0 Remote Test Administration Guidance for Pennsylvania and prepare for a remote test administration certification session with their facilitator where they will demonstrate the skills needed to administer the test remotely.</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> • Prior to participating in this activity, participants must have completed BEST Plus 2.0 Test Administrator Training or the BEST Plus 2.0 Scoring Refresher in the PD Portal within the past year. If you are not current in your certification to administer the BEST Plus 2.0, please complete the appropriate course in the PD Portal before enrolling in this course. • Participants will need to ensure they have all the required software and technology needed for remote test administration before participating in this activity.
Act 48 hours	no

Details	Course Information
Course name	Early Learning Accomplishment Profile (E-LAP) and Learning Accomplishment Profile - 3rd Edition (LAP-3) Assessment Implementation
Course type	Assessment
Course format and time commitment	Asynchronous online; 3 hours over 30 days. Enroll within first seven days of the month and complete by the end of the month.
When offered	Fall, Spring
Start date(s)	9/1/2022; 3/1/2023
Course description	<p>This course is for family literacy staff who will be using the Early Learning Accomplishment Profile (E-LAP) and/or the Learning Accomplishment Profile, 3rd Edition (LAP-3) for child assessment. The course will review logistics of implementing the assessments in a variety of settings and provide participants with opportunities to practice calculating chronological age, basal score, ceiling score, and developmental age. The course will encourage participants to evaluate assessment results to share with program staff and parents and to guide classroom instruction.</p>
Act 48 hours	3

Details	Course Information
Course name	PA CASAS Training
Course type	Assessment
Course format and time commitment	Asynchronous online; 45 days
When offered	On-demand
Start date(s)	Enroll anytime and have 45 days from enrollment to complete the course.
Course description	This online training is for staff who will be administering or interpreting the CASAS assessment. It is appropriate for those who have never completed PA CASAS Training or those who need a review of administration procedures. Participants will complete training modules on the CASAS website and modules in the PD Portal with information that is specific to programs in Pennsylvania. For the final assignment of the course, participants will perform three distinct administrations of the CASAS paper-based assessment under the observation of a trained peer. This course is for practitioners who will administer paper-based CASAS assessments, CASAS eTests, or both. Please Note: This training does not certify participants to administer the CASAS remotely. Participants who intend to administer the CASAS remotely must complete an additional certification process.
Act 48 hours	5

Details	Course Information
Course name	PA CASAS Remote Test Administration Certification
Course type	Assessment
Course format and time commitment	Asynchronous online; 45 days
When offered	On-demand
Start date(s)	Enroll anytime and have 45 days from enrollment to complete the course.
Course description	The purpose of this certification process is to ensure test administrators have the technology and skills to administer the CASAS test at a distance. Participants review the testing options and guidelines for administering the CASAS remotely in Pennsylvania and prepare for a remote test administration certification session with their facilitator where they will demonstrate the skills needed to administer the test remotely. Prerequisites: <ul style="list-style-type: none"> • Prior to participating in this activity, participants must have completed PA CASAS Training in the PD Portal within the past two years. If you are not current in your certification to administer the CASAS, please complete the PA CASAS Training course in the PD Portal before enrolling in this course. • Participants will need to ensure that their agency has met all the requirements (agreements, technology, and software) needed to administer the CASAS eTests remotely according to the guidelines before participating in this activity.
Act 48 hours	no

Details	Course Information
Course name	PA TABE 11&12 Training
Course type	Assessment
Course format and time commitment	Asynchronous online; 45 days
When offered	On-demand
Start date(s)	Enroll anytime and have 45 days from enrollment to complete the course (available starting 1/4/2022).
Course description	<p>This online training is for staff who will administer or interpret the TABE 11&12 assessment. Participants will be able to identify key points of the PDE Assessment Policy, administer and score the TABE 11&12 assessment, and use results to inform instruction. This course uses a combination of Data Recognition Corporation (DRC) online trainings and PA-developed, PA-specific learning activities. For the final assignment of the course, participants will perform three distinct administrations of the TABE 11&12 assessment, computer-based and/or paper-based, under the observation of a trained peer.</p> <p>Please note: This training does not certify participants to administer the TABE 11&12 remotely. Participants who intend to administer the TABE 11&12 remotely must complete an additional certification process.</p>
Act 48 hours	5

Details	Course Information
Course name	PA TABE 11&12 Remote Test Administration Certification
Course type	Assessment
Course format and time commitment	Asynchronous online; 45 days
When offered	On-demand
Start date(s)	Enroll anytime and have 45 days from enrollment to complete the course.
Course description	<p>The purpose of this certification process is to ensure test administrators have the technology and skills to administer the TABE 11&12 test at a distance. Participants review the TABE Examiner Instructions for Remote Testing in Pennsylvania and prepare for a remote test administration certification session with their facilitator where they will demonstrate the skills needed to administer the test remotely.</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> • Prior to participating in this activity, participants must have completed PA TABE 11&12 Training in the PD Portal within the past three years. If you are not current in your certification to administer the TABE 11&12, please complete the PA TABE 11&12 Training course in the PD Portal before enrolling in this course. • Participants will need to ensure they have all the required software and technology needed for remote test administration before participating in this activity.
Act 48 hours	no

Details	Course Information
Course name	Using and Scoring ACIRI
Course type	Assessment
Course format and time commitment	Asynchronous online; 3 hours over 30 days
When offered	Fall, Spring
Start date(s)	10/14/2022; 3/15/2023
Course description	This is an asynchronous course for family literacy program staff who administer, score, and use the results of the ACIRI assessment for assessing the effectiveness of parent education and Interactive Literacy Activities (ILA). Required materials: To complete the course activities, participants must have a copy of <i>Let's Read Together: Improving Literacy Outcomes with the Adult-Child Interactive Reading Inventory</i> – ISBN 1-55766-762-4.
Act 48 hours	no

CCRS (College and Career Readiness Standards) Courses

Details	Course Information
Course name	CCRS Foundations – ELA Lesson Planning
Course type	CCRS
Course format and time commitment	Online course with live webinars
When offered	Fall
Start date(s)	9/12/2022
Course description	This course introduces new instructors, tutors, and in-house professional development specialists to using the College and Career Readiness Standards (CCRS) - English Language Arts (ELA) to develop lesson plans. Participants will learn the organization and purpose of the standards, the key shifts in teaching when using the standards, and the benefits of using the standards to plan lessons. Participants will utilize CCRS-aligned lesson planning tools to guide them in lesson development. By the end of the course, participants will be able to create, teach, and reflect on a lesson plan that is aligned to the CCRS. Participants will meet with a coach four times during the course to review assignments, feedback, and progress in meeting the course objectives. In the final part of the course, participants will meet two more times with a coach to set a goal for continued implementation of the skills learned in the course, review their progress, and plan future action. Please note: English as a Second Language instructors who are interested in enrolling in this course must have completed the ESL Basics course in the PD Portal prior to participating.
AETC	This course supports the development of the following Adult Education Teacher Competencies: 1.2, 2.2, 2.3, 4.3.
Act 48 hours	30.5

Details	Course Information
Course name	CCRS Foundations – Math Lesson Planning
Course type	CCRS
Course format and time commitment	Online course with live webinars
When offered	Spring
Start date(s)	TBA
Course description	This course introduces new instructors, tutors, and in-house professional development specialists to using the College and Career Readiness Standards (CCRS) for Mathematics to develop lesson plans. Participants will learn the organization and purpose of the standards, the key shifts in teaching when using the standards, and the benefits of using the standards to plan lessons. Participants will also learn about CCRS tools and resources that are used to guide resource alignment and lesson revision. By the end of the course, participants will be able to create a lesson plan that is aligned to the CCRS and that incorporates digital literacy and workforce skills.
AETC	This course supports the development of the following Adult Education Teacher Competencies: 1.2, 2.2, 2.3, 2.4, 4.3.
Act 48 hours	19

Details	Course Information
Course name	CCRS Key Shifts for English Language Arts
Course type	CCRS
Course format and time commitment	Asynchronous module
When offered	On-demand
Course description	The College and Career Readiness Standards Key Shifts for English Language Arts module will provide information about the key shifts for English Language Arts (ELA) that are part of the College and Career Readiness Standards (CCRS). The key shifts for ELA describe how classroom instruction can address the depths of the standards. This module will explain each key shift as well as illustrate how they apply to the classroom. This module is appropriate for practitioners considering how to implement the CCRS ELA standards in instruction. Recommended prerequisites: It is recommended that participants become familiar with the College and Career Readiness ELA content standards and/or complete Staff Induction Module: CCRS Overview – English Language Arts (ELA) before taking this module.
AETC	This module supports the development of the following Adult Education Teacher Competencies: 2.2, 2.3, 4.3.
Act 48 hours	no

Details	Course Information
Course name	CCRS Key Shifts for Mathematics
Course type	CCRS
Course format and time commitment	Asynchronous module
When offered	On-demand
Course description	<p>The College and Career Readiness Standards Key Shifts for Mathematics module will provide information about the key shifts for math that are part of the College and Career Readiness Standards. The key shifts for math describe how classroom instruction can address the depths of the standards. This module will explain the key shifts and illustrate how they apply to the classroom. This module is appropriate for practitioners considering how to implement the CCRS math standards in instruction.</p> <p>Recommended prerequisites: It is recommended that participants become familiar with the College and Career Readiness math content standards and/or complete Staff Induction Module: CCRS Overview – Math before taking this module.</p>
AETC	This module supports the development of the following Adult Education Teacher Competencies: 2.2, 4.3.
Act 48 hours	no

Details	Course Information
Course name	CCR Standards for Mathematical Practice
Course type	CCRS
Course format and time commitment	Asynchronous module
When offered	On-demand
Course description	<p>This module will introduce the College and Career Readiness (CCR) Standards for Mathematical Practice and explain how they support students in learning and applying math. For each math practice, participants will learn what students do when applying the practice and what types of learning activities support the practice. This module is appropriate for practitioners considering how to implement the math practices in instruction.</p> <p>Recommended prerequisites: It is recommended that participants become familiar with the College and Career Readiness math content standards and/or complete Staff Induction Module: CCRS Overview – Math before taking this module.</p>
AETC	This module supports the development of the following Adult Education Teacher Competencies: 2.2, 2.3, 4.3.
Act 48 hours	no

Details	Course Information
Course name	CCRS Advanced Lesson Planning: Preparing Students for Workplace and Academic Success
Course type	CCRS
Course format and time commitment	Online course with live webinars over the course of ten weeks, followed by four weeks of implementation and coaching follow-up.
When offered	Spring
Start date(s)	TBA
Course description	<p>This course teaches instructors how to develop standards-aligned lessons that prepare students for the academic and technology demands needed for workplace and postsecondary education success. This online course builds on the skills learned in the CCRS Foundations courses. Participants will refine standards-aligned lesson planning skills, learn how to incorporate contextualization for building workplace readiness and digital literacy skills, and implement assessment strategies that accurately measure student progress toward meeting learning objectives. Participants will plan, teach, and reflect on a contextualized standards-aligned lesson and work with a coach to receive feedback throughout the course, as well as set long-term goals for continued implementation. The lesson plans developed in the course will be submitted to the Lesson Bank review team for possible inclusion on the PA Adult Education Resources website.</p> <p>Course prerequisites: Prior to participating in this course, participants must have completed either the CCRS Foundations – ELA Lesson Planning or the CCRS Foundations – Math Lesson Planning course and the Staff Induction Module: Introduction to Digital Literacy.</p>
AETC	This course supports the development of the following Adult Education Teacher Competencies: 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 4.3.
Act 48 hours	16.5

Distance Education Courses

Details	Course Information
Course name	Designing Supplemental Distance Lessons
Course type	Distance Education
Course format and time commitment	Online course with two live online workshops
When offered	Spring
Start date(s)	TBA
Course description	In this seven-week course, participants will learn the essentials of planning a distance learning lesson that will allow students to earn supplemental distance learning time. Participants will engage with their facilitators and peers during two live online workshops. At the conclusion of the training, each participant will develop an asynchronous lesson that is ready for submission to the Supplemental Distance Lessons section of the PA Adult Education Resources Lesson Bank. All approved lessons will be placed in the Lesson Bank and be available for tracking supplemental distance learning time. This professional learning opportunity is open to instructors of all experience levels.
Act 48 hours	7.5

Details	Course Information
Course name	Intake and Orientation for Distance Learning
Course type	Distance Education
Course format and time commitment	Online asynchronous course over four weeks with a facilitator follow-up meeting two weeks after the final action plan assignment.
When offered	Fall
Start date(s)	9/12/2022
Course description	In this course, participants will learn best practices for screening and orienting distance learners. They will also evaluate and identify opportunities in their agency's current intake and orientation processes and develop an action plan to address challenges. Agencies that are interested in enrolling multiple participants will have the opportunity to work through the course as a team.
Act 48 hours	11

Details	Course Information
Course name	Improving Instruction for Distance Learning
Course type	Distance Education
Course format and time commitment	Online asynchronous course
When offered	Winter
Start date(s)	1/9/2023
Course description	By the end of this course, participants will learn ways they can improve their instruction for distance learning by focusing on how they communicate with students, using mobile-friendly resources, and selecting distance resources. Participants will finish the course with a concrete plan for solving a teaching/learning problem encountered at their agencies.
Act 48 hours	16

eData Courses

Details	Course Information
Course name	Introduction to eData v2 for Adult Education
Course type	eData
Course format and time commitment	This is an online course, which is offered over a two-week span. It includes three mandatory, synchronous webinars.
When offered	Fall, Winter, Spring
Start date(s)	9/13/2022; 10/17/2022; 11/7/2022; 12/6/2022; 1/10/2023; 2/6/2023; 4/7/2023
Course description	This online course provides a basic introduction to the eData system and is required for all data entry staff and new Data Quality Specialists, and is available to other staff members who collect data or who track data in the eData system. This course will cover data entry for adult basic education services (061 and 064 contracts). If you also need to learn data entry for family literacy services (054), please register for the Introduction to eData for Family Literacy in addition to this course.
Act 48 hours	no

Details	Course Information
Course name	Introduction to eData v2 for Family Literacy
Course type	eData
Course format and time commitment	This is an online course, which is offered over one week. It includes two mandatory, synchronous webinars.
When offered	Fall, Winter, Spring
Start date(s)	9/20/2022; 10/24/2022; 11/14/2022; 12/13/22; 1/17/2023; 2/13/2023; 4/14/2023
Course description	This online course provides a basic introduction to the specifics of family literacy data entry in the eData system. This course will cover data entry for family literacy services (054 contracts). If you are new to eData and need to learn data entry into this system, please register for the Introduction to eData in addition to this course.
Act 48 hours	no

ESL Courses

Details	Course Information
Course Name	English Language Proficiency Standards Overview
Course type	ESL
Course format and time commitment	Asynchronous module
When offered	On-demand
Course description	<p>The English Language Proficiency Standards Overview module will introduce participants to the structure and the layout of the English Language Proficiency Standards (ELPS), including the level descriptors and language domains. The module will provide an introduction to View One of the standards (ELPS). Participants will learn the benefits of using the ELPS and how the standards apply to lesson planning and teaching English as a second language adult learners.</p> <p>Suggested prerequisite: It is recommended that participants become familiar with the College and Career Readiness ELA content standards and/or complete Staff Induction Module: CCRS Overview – English Language Arts (ELA) before taking this module.</p>
AETC	This module supports the development of the following Adult Education Teacher Competencies: 1.1, 2.2, 2.5, 4.1.
Act 48 hours	no

Details	Course Information
Course name	ESL Basics: Second Language Acquisition and Principles of Second Language Teaching
Course type	ESL
Course format and time commitment	Twelve-week online course with three live webinars and a meeting with a course coach.
When offered	Fall, Spring
Start date(s)	9/2/2022; TBA
Course description	This online course is designed for instructors currently teaching an English as a second language (ESL) class. ESL Basics will help teachers to better understand and provide instruction that meets the unique needs of the adult English language learners (ELLs) in their classrooms. The course provides key information for teaching adult ELLs. The first part of the course is designed to help teachers build knowledge related to the theories behind second language acquisition. In the second part of the course, participants will focus on best teaching practices for ELLs, including planning lessons, implementing lessons, and managing instruction. The culminating activity in the third part of the course will ask teachers to put their new knowledge into practice by creating, teaching, and reflecting on an ESL lesson with the support of a coach.
AETC	This course supports the development of the following Adult Education Teacher Competencies: 1.1, 2.2, 2.3, 2.5, 4.1.
Act 48 hours	15.5

Details	Course Information
Course name	Teaching Emergent Readers in an ESL Classroom
Course type	ESL
Course format and time commitment	This is an online course offered over the span of one month and includes a meeting with a course coach.
When offered	Spring
Start date(s)	TBA
Course description	<p>This course is designed for current English as a Second Language (ESL) instructors serving English language learners (ELLs) who are emergent readers. The course is designed to help instructors identify and understand the needs and experiences of ESL emergent readers (individuals with little to no literacy skills in any language). Instructors will also learn and utilize strategies and best practices that tailor instruction to maximize the achievement of ESL emergent readers. Participants will complete learning modules, then apply their new knowledge with the support of a coach by creating and implementing a lesson plan that addresses the needs of their ESL emergent readers.</p> <p>Course prerequisites: Prior to participating in this course, participants need at least one of the following: 1) to have completed the ESL Basics course in the PD Portal, or 2) to have a certificate or degree in TESOL or a related field.</p>
AETC	This course supports the development of the following Adult Education Teacher Competencies: 1.1, 1.3, 2.1, 2.2, 2.3, 4.1.
Act 48 hours	9

Details	Course Information
Course name	Working With English Language Learners: The Role of Formative Assessment
Course type	ESL
Course format and time commitment	This is an online course offered over the span of one month and includes a meeting with a course coach.
When offered	Spring
Start date(s)	TBA
Course description	<p>This course is for current English as a Second Language (ESL) instructors or adult basic education (ABE) instructors with English language learners (ELLs) in their classrooms. The course is designed to help instructors expand their understanding of formative assessments and learn strategies and techniques for designing assessments, assessing students' oral and print language skills, providing meaningful error correction, and giving feedback that meets the needs of their English language learners. Participants will complete learning modules, then apply their new knowledge with the support of a coach by designing and implementing formative assessments, either virtually or in person, for their English language learners.</p> <p>Course prerequisites: Prior to participating in this course, participants need at least one of the following: 1) to have completed the ESL Basics course in the PD Portal, and/or 2) to have a certificate or degree in TESOL or a related field, and/or 3) to have more than 3 years' experience teaching English language learners in an adult education setting.</p>
AETC	This course supports the development of the following Adult Education Teacher Competencies: 1.1, 1.3, 1.4, 2.2, 2.3, 3.1.
Act 48 hours	8

Family Literacy Courses

Details	Course Information
Course name	Family Literacy Foundations
Course type	Family Literacy
Course format and time commitment	This nine-week online course includes five live webinars and asynchronous activities to complete each week.
When offered	Fall, Winter
Start date(s)	9/27/2022; TBA
Course description	<p>This course is for instructors new to family literacy programming or experienced instructors who wish to refresh their skills. The course provides an explanation of the components of a family literacy program, including the purpose of each and how each relates to an integrated family literacy program. The course will focus on the importance of and strategies for integrating the four components into lesson planning. The course will introduce participants to key resources and planning tools that they will use throughout the course to develop an integrated lesson plan. Participants will be expected to write and then to teach lesson plans that they create through course assignments. During a series of five webinars and an independent activity, the course facilitator and coaches will provide support.</p> <p>Course prerequisite: Prior to participating in the first webinar of the course, participants need to complete Staff Induction Module: Family Literacy Overview in the PD Portal.</p>
AETC	This course supports the development of the following Adult Education Teacher Competencies: 1.2, 1.4, 2.1, 2.2, 3.4, 4.1, 4.3.
Act 48 hours	13.75

Staff Induction

Details	Course Information
Course name	Staff Induction Verification Course
Course type	Staff Induction
Course format and time commitment	Online course available on-demand throughout the program year. New staff enroll and submit the required form to verify completion of the staff induction process. A facilitator is available to answer questions.
When offered	Available on-demand
Start date(s)	Enroll in the course July 1, 2022 – June 30, 2023
Course description	The purpose of the Staff Induction Verification Course is to document required agency onboarding for new staff in Pennsylvania Department of Education, Division of Adult Education–funded agencies. After completing the first four steps of the staff induction onboarding process, the new staff person enrolls in the course and does the following: 1) Downloads the Staff Induction Verification Form from the course, 2) Completes the form and has it verified and signed by the agency administrator, 3) Scans and uploads the completed, signed form to the course. See the Staff Induction Implementation Guide in the Agency PD Team course for additional information about the Staff Induction process.
Act 48 hours	no

Details	Course Information
Course name	Staff Induction Modules
Course type	Staff Induction
Course format and time commitment	Asynchronous modules each take approximately one hour to complete.
When offered	On-demand
Course description	<p>The Staff Induction Modules are a series of modules for new agency staff members as part of a customizable onboarding process. Agency administrators and the in-house professional development specialist can work with new staff members to identify appropriate modules to build job-specific knowledge. These modules are designed to supplement, not replace, agencies' own on-boarding procedures. All modules include an end-of-module quiz that requires an 80% passing score. Existing staff may also enroll in Staff Induction Modules of interest.</p> <p>The modules currently available include: College and Career Readiness Standards Overview – English Language Arts (ELA), College and Career Readiness Standards Overview – Math, Exploring Adult Education Resources, Family Literacy Overview, Introduction to Digital Literacy, Introduction to Standards-Aligned Lesson Planning, Introduction to Supplemental Distance Learning, Introduction to Teaching English as Second Language (ESL), Introduction to the Workforce Innovation and Opportunity Act (WIOA), Quality Data Flow: Processes and Roles, Student Intake/Orientation Overview, Student Support Services Overview, Teaching Adult Learners, Using Assessment to Inform Instruction, Using Assessments to Determine Measurable Skill Gains, Using the Classroom Toolkit, Working in a Professional Learning Community, and Writing Lesson Objectives. Coming soon: Using the Adult Education Teacher Competencies</p>
AETC	See course descriptions in the PD Portal catalog for the list of Adult Education Teacher Competencies addressed.
Act 48 hours	no

Student Support Coordinator Courses

Details	Course Information
Course name	Student Support Coordinator Basics
Course type	Student Support
Course format and time commitment	Online course with live webinars. After completing all assignments, participants will meet with the facilitator to develop a plan for implementing what they learned. Participants will meet again with the facilitator for coaching meetings three weeks and three months after setting their goals for implementation.
When offered	Fall, Spring
Start date(s)	9/19/2022; TBA
Course description	This course is designed for new student support coordinators or other student support coordinators who want to learn more about making student goal plans and working with partners to establish supportive services. This course introduces participants to the foundations of student support in adult education with a focus on using a student-centered approach to goal setting and identifying and addressing potential barriers to student success. It includes two webinars with assignments following each webinar, including postings to discussion forums. Participants will review the SMART goal setting process and explore several approaches for assisting students to develop SMART goal plans. Participants will learn how to use those identified goals to help students recognize and develop action steps to overcome identified barriers. Participants will review the types of barriers commonly identified by adult education students and learn how to locate resources that may be helpful for addressing those types of barriers. Participants will also explore the benefits of using student goal plans and other resources to gather data and monitor student progress toward goal attainment.
AETC	This course supports the development of the following Adult Education Teacher Competencies: 2.1, 3.3.
Act 48 hours	15

Details	Course Information
Course name	Student Support Coordinator Professional Development Resources
Course type	Resources
Course format and time commitment	Online repository of resources for student support staff in state-funded programs
When offered	Available on demand
Start date(s)	Enroll at any time to gain access to resources.
Course description	Student Support Coordinator Resources serves as a repository of resources for student support staff, including the link to the Student Support Coordinator Hub, links to Networking Meetings, and the link to Open Office Hours for Student Support Coordinators.
Act 48 hours	N/A

Details	Course Information
Course name	Supporting Adult Learner Transition: The Role of the Student Support Coordinator
Course type	Student Support
Course format and time commitment	This is an online course that is offered over a span of several weeks and includes a mandatory live webinar. During the course, participants create a plan where they identify at least one external agency with whom they will develop a relationship to support their students in transitioning to a postsecondary or training program. The course facilitator/coach meets with each participant to help them identify and address any challenges to plan implementation.
When offered	Spring
Start date(s)	TBA
Course description	This online course is intended for adult education student support coordinators/career coaches or instructors who serve as case managers and provide support services to students with a goal of transitioning to postsecondary education or training programs. Recommended course prerequisites: Three to six months of experience either as a student support coordinator or currently engaging in case management activities/services with students; completion of Student Support Coordinator Basics course.
AETC	This course supports the development of the following Adult Education Teacher Competencies: 3.1, 3.3, 4.4.
Act 48 hours	9.5

Topics in Adult Education

Details	Course Information
Course name	Advancing Equity in Adult Education
Course type	Topics in Adult Education
Course format and time commitment	Online course with live webinars over 2 months
When offered	Spring
Start date(s)	1/17/2023
Course description	This training is designed to help all agency staff develop some common language and frameworks for understanding systemic oppression and inequity as well as understanding the role of power, privilege, and minoritization as applied to policies, procedures and practices within your organization. Led by national trainers, this eight-week course will include both synchronous and asynchronous activities.
AETC	This course supports the development of the following Adult Education Teacher Competencies: 2.1, 2.3, 3.4, 4.3.
Act 48 hours	14

Topics in Instruction

Details	Course Information
Course name	Evidence-Based Reading Strategies
Course type	Instructional
Course format and time commitment	Online course with live webinars and individualized coaching meetings
When offered	Spring
Start date(s)	TBA
Course description	<p>This course will focus on evidence-based instructional strategies for teaching reading to beginning, intermediate, and advanced-level ABE learners. Participants will learn how to assess learners in the four components of reading and plan evidence-based lessons and activities that are aligned to the College and Career Readiness Standards (CCRS) and address specific learner needs. Participants will also learn how to monitor student progress through formative assessment. For the final course assignment, participants will create an action plan for implementing the skills learned in the course into their regular teaching practice. Individual coaching will be integrated throughout the course.</p> <p>Recommended course prerequisites: Participants should be familiar with the CCRS and may want to complete the Staff Induction Module: College and Career Readiness Standards Overview – English Language Arts before participating in this course.</p>
AETC	This course supports the development of the following Adult Education Teacher Competencies: 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 4.1, 4.3.
Act 48 hours	16.5

Details	Course Information
Course name	Integrating Technology Into the Adult Education Classroom
Course type	Instructional
Course format and time commitment	Online course with live webinars and wrap-around coaching
When offered	Spring
Start date(s)	TBA
Course description	<p>Participants in this course will learn two methods to guide integrating instruction into the adult education classroom and use them to develop lessons that improve students' digital literacy skills. The course will include examples of how adult educators have used technology with adult learners and an opportunity for participants to explore different technologies that can be used while teaching academic and workplace skills. Participants will develop two lessons that integrate technology, and then they will use the lessons with students. A coach will support participants throughout the lesson planning process. The course includes two mandatory webinars and an online meeting with a coach who will support technology integration.</p> <p>Course prerequisites: Participants will need basic computer skills to complete the course. Participants will complete a pre-assessment survey regarding comfort level with technology, using technology with learners, and access to technology in the classroom.</p>
AETC	This course supports the development of the following Adult Education Teacher Competencies: 2.1, 2.4, 4.1, 4.3.
Act 48 hours	16.75

Details	Course Information
Course name	Strategies for Working With Students With Learning Differences
Course type	Instructional
Course format and time commitment	Online course with live webinars
When offered	Spring
Start date(s)	TBA
Course description	<p>This course is designed for adult basic education (ABE), adult secondary education (ASE), and English as a second language (ESL) instructors and aides who would like an introduction to integrating adaptive techniques into lesson planning and classroom culture in order to support students with learning differences. The content is also applicable to tutor coordinators and volunteer tutors. The course will describe different types of learning differences, how to identify patterns that may indicate a learning difference, and tools and strategies that can be used to address learning differences when working with adult learners. Participants will learn ways to incorporate multiple modalities and differentiated instruction into their practice by adapting pre-existing lessons and activities and creating a project-based activity.</p>
AETC	This course supports the development of the following Adult Education Teacher Competencies: 2.1, 2.3, 2.4, 4.1.
Act 48 hours	13.5

Tutor Coordinator Courses

Details	Course Information
Course name	Tutor Coordinator Basics
Course type	Tutor Coordinator
Course format and time commitment	Online course with live webinars and at least one live coaching session with the facilitator
When offered	Fall, Winter
Start date(s)	9/14/2022; TBA
Course description	This course will provide tutor coordinators with a comprehensive introduction to their role, including recruitment and screening of volunteer tutors and classroom aides, providing orientation and training to volunteers, matching volunteers with students, and planning ways to retain tutors and classroom aides. The course is appropriate for tutor coordinators who are new to their position and those who need a review, as well as staff who manage classroom aides in adult education classrooms. Throughout the course, participants will develop and/or revise a volunteer management plan that will guide their program's tutoring and classroom aide programs. The course requires participants to examine the guidelines and policies around tutoring and classroom aides and consider how these can be applied in their programs.
AETC	This course supports the development of the following Adult Education Teacher Competencies: 2.2, 3.1, 4.1, 4.2, 4.3.
Act 48 hours	20.5

Tutor Training Modules

Details	Course Information
Course name	Tutor Training Modules
Course type	Staff Induction
Course format and time commitment	Asynchronous module
When offered	On-demand
Course description	Tutor training modules are designed to support agency tutors and classroom aides. These modules include the foundational skills needed by volunteers working in adult education programs. The modules serve as a component of volunteer tutor and classroom aide training. The modules include: Tutoring Routines, Teaching Adults, Teaching Adult Basic Education (ABE), Teaching English as a Second Language (ESL), Lesson Planning, Using Textbooks and Authentic Materials, Preparing Students for the High School Equivalency Exams, Teaching Strategies, and Learning Differences.
AETC	See course descriptions in the PD Portal catalog for the list of Adult Education Teacher Competencies addressed.
Act 48 hours	no

Workforce Courses

Details	Course Information
Course name	Integrated Education and Training (IET) Development Series
Course type	Workforce
Course format and time commitment	Agency teams will attend live webinars, complete training-related activities between webinars, and receive support during customized monthly meetings with a coach (remote and/or face-to-face).
When offered	Fall, Spring
Start date(s)	10/4/2022; TBA
Course description	<p>This training and technical assistance series will prepare adult education agencies to design an Integrated Education and Training (IET) program that addresses the needs of learners, partners, and the agency. Participants will learn the required components of an IET program, understand the steps for developing an IET program, assess their capacity for developing an IET, and develop an action plan for next steps. Agency teams enrolled in the training will include the administrator and instructors; it is recommended that the student support coordinator and relevant partners (industry-recognized skills training providers, employment partners, workforce development board partners, etc.) also enroll as part of the agency team.</p> <p>Participants will attend live webinars and complete activities between webinars to explore each phase of IET development. Facilitators will provide virtual and face-to-face coaching throughout the course. As the culminating activity of the training, participants will develop an action plan that identifies their next steps, which may include IET implementation. After the course ends, technical assistance will be available to agencies that are planning to develop an IET or that want to continue to explore their capacity to develop an IET.</p>
Act 48 hours	22

Details	Course Information
Course name	Introduction to Integrated Education and Training
Course type	Workforce
Course format and time commitment	Approximately one-hour module available on demand
Course description	<p>This module will introduce participants to Integrated Education and Training (IET) as described in the Workforce Innovation and Opportunity Act. Participants will learn the required components of an IET and how an IET program can benefit students and programs. The module will introduce resources to identify local labor market information which can be used when planning an IET program. Participants will also learn how integration between the components occurs and how that leads to a single set of learning objectives. The module will provide information regarding required and suggested IET partners and how adult basic education agencies and use resources to plan their IET programs.</p>
AETC	This course supports the development of the following Adult Education Teacher Competencies: 4.4
Act 48 hours	no

Details	Course Information
Course name	Introduction to the Foundation Skills Framework
Course type	Workforce
Course format and time commitment	Asynchronous online; 3 hours over 30 days
When offered	On-demand
Start date(s)	Enroll anytime and have 30 days from enrollment to complete the course.
Course description	This online course provides a basic foundation for new adult education instructors, experienced instructors, program administrators, and student support coordinators who want an overview of the Foundation Skills Framework (FSF). Practitioners will be able to identify the skills and competencies associated with each section of the skills wheel. The culminating activity will examine High Priority Occupations and align the skills identified through O*NET with the FSF.
AETC	This course supports the development of the following Adult Education Teacher Competencies: 2.1, 2.5.
Act 48 hours	3

Details	Course Information
Course name	Reentry Resources and Best Practices for Working With Offenders
Course type	Workforce
Course format and time commitment	The online version of this training includes three live webinars held over four weeks and will be offered during the fall. A face-to-face one-day training will be offered in the spring at PaTTAN Harrisburg.
When offered	Fall, Spring
Start date(s)	10/3/2022; 4/6/2023
Course description	This course provides adult education practitioners, case managers, prison partner staff, and workforce system partner staff with an overview of evidence-based reentry resources and best practices for working with offenders and reentrants. Through small group activities during the training, and collaboration with community partners after the training, participants will be better equipped to provide services to offenders and reentrants that align to the Local Workforce Development Area Plan initiatives, reduce recidivism, and increase successful transitions to self-sufficient employment. Participants are encouraged to participate with someone from a partner agency (PA CareerLink® staff, Parole/Probation staff, Mental Health Program staff, etc.) who works collaboratively with adult education staff to provide services to offenders and/or reentrants. Participants will be expected to complete an action plan on how they will implement material from the training.
AETC	This course supports the development of the following Adult Education Teacher Competencies: 4.2, 4.4.
Act 48 hours	6.5