

## 2021-22 Professional Learning Opportunities Course Schedule

This document was created to help agencies plan professional development activities for the 2021-22 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. If you are interested in enrolling in a course or have questions, please consult with your in-house professional development specialist (IHPDS) to determine if the course meets your professional learning goals.

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## Administrator Courses

<b>Course Name:</b>	<b>New Administrator Training</b>
Course type:	Administrator
Course format and time commitment:	Online course with live webinars; 25 hours over 11 weeks
When offered:	Fall
Start date(s):	9/17/2021
Course description:	This online course provides information for new adult education program administrators. The course includes ten live webinar meetings: five introductory presentation webinars with five check-in/networking webinars as follow-up. The topics include the following: Grant Administration, Workforce Innovation and Opportunity Act, eData, Program Improvement and Professional Development, and Leadership. Participants will complete assignments between webinars.
Act 48 hours:	25

## Assessment Courses

<b>Course Name:</b>	<b>BEST Literacy Implementation Training</b>
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):	10/1/2021; 4/1/2022
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

<b>Course Name:</b>	<b>BEST Plus 2.0 Test Administrator Training</b>
Course type:	Assessment
Course format and time commitment:	This fully online course covers the same content as the full-day face-to-face training.
When offered:	Fall, Winter, Spring
Start date(s):	10/27/2021; 1/24/2022; 3/7/2022
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

<b>Course Name:</b>	<b>BEST Plus 2.0 Scoring Refresher</b>
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):	9/9/2021; 1/24/2022
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

<b>Course Name:</b>	<b>Early Learning Accomplishment Profile (E-LAP) and Learning Accomplishment Profile - 3rd Edition (LAP-3) Assessment Implementation</b>
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):	9/1/2021; 3/1/2022
Course description:	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.
Act 48 hours:	3

<b>Course Name:</b>	<b>PA CASAS Training Paper-Based</b>
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 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 online training modules on the CASAS website and modules in the PD Portal with information that is specific to programs in Pennsylvania. This course is for practitioners who will administer paper-based CASAS assessments. 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.</p> <p><b>Please note:</b></p> <ul style="list-style-type: none"> <li>This course is for practitioners who will administer paper-based CASAS assessments. Participants who will administer CASAS eTests should enroll in the <i>PA CASAS Training eTests</i> course in the PD Portal. Participants who will administer <b>both</b> paper-based tests and CASAS eTests may enroll in the combined <i>PA CASAS Training Paper-Based and eTests</i> course available in the PD Portal.</li> </ul>
Act 48 hours:	4

<b>Course Name:</b>	<b>PA CASAS Training eTests</b>
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 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 online training modules on the CASAS website and modules in the PD Portal with information that is specific to programs in Pennsylvania. This course is for practitioners who will administer the CASAS eTests. For the final assignment of the course, participants will perform three distinct administrations of the CASAS eTests assessment under the observation of a trained peer</p> <p><b>Please note:</b></p> <ul style="list-style-type: none"> <li>• This course is for practitioners who will administer CASAS eTests. Participants who will administer paper-based tests should enroll in the <i>PA CASAS Training Paper-Based</i> course in the PD Portal. Participants who will administer <b>both</b> paper-based tests and CASAS eTests may enroll in the combined <i>PA CASAS Training Paper-Based and eTests</i> course available in the PD Portal.</li> <li>• 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.</li> </ul>
Act 48 hours:	4

<b>Course Name:</b>	<b>PA CASAS Training Paper-Based and eTests</b>
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 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 online training modules on the CASAS website and modules in the PD Portal with information that is specific to programs in Pennsylvania. This course is for practitioners who will administer <b>both</b> paper-based CASAS assessments and CASAS eTests. For the final assignment of the course, participants will perform three distinct administrations of the CASAS assessment (including at least one paper-based and at least one eTests) under the observation of a trained peer.</p> <p><b>Please note:</b></p> <ul style="list-style-type: none"> <li>• This course is for practitioners who will administer <b>both</b> paper-based CASAS assessments and CASAS eTests. Participants who will only administer either paper-based tests or CASAS eTests should enroll in either the PA CASAS Training Paper-Based course or the PA CASAS Training eTests course available in the PD Portal.</li> <li>• 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.</li> </ul>
Act 48 hours:	5

<b>Course Name:</b>	<b>PA TABE 11&amp;12 Training</b>
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&amp;12 assessment. Participants will be able to identify key points of the PDE Assessment Policy, administer and score the TABE 11&amp;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&amp;12 assessment, computer-based and/or paper-based, under the observation of a trained peer.</p> <p><b>Please note:</b> This training does not certify participants to administer the TABE 11&amp;12 remotely. Participants who intend to administer the TABE 11&amp;12 remotely must complete an additional certification process.</p>
Act 48 hours:	5

<b>Course Name:</b>	<b>Using and Scoring ACIRI</b>
Course type:	Assessment
Course format and time commitment:	Asynchronous online; 3 hours over 30 days
When offered:	Fall, Spring
Start date(s):	10/15/2021; 3/15/2022
Course description:	<p>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).</p> <p><b>Required materials:</b> 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.</p>
Act 48 hours:	no

## CCRS (College and Career Readiness Standards) Courses

<b>Course Name:</b>	<b>CCRS Foundations – ELA Lesson Planning</b>
Course type:	CCRS
Course format and time commitment:	Online course with live webinars
When offered:	Fall
Start date(s):	9/13/2021
Course description:	<p>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.</p> <p>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.</p> <p><b>Please note:</b> 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.</p>
Act 48 hours:	30

<b>Course Name:</b>	<b>CCRS Foundations – Math Lesson Planning</b>
Course type:	CCRS
Course format and time commitment:	Online course with live webinars
When offered:	Spring
Start date(s):	3/1/2022
Course description:	<p>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.</p>
Act 48 hours:	18

<b>Course Name:</b>	<b>CCRS Key Shifts for English Language Arts</b>
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 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.</p> <p><b>Recommended prerequisites:</b> 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>
Act 48 hours:	no

<b>Course Name:</b>	<b>CCRS Key Shifts for Mathematics</b>
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><b>Recommended prerequisites:</b> 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>
Act 48 hours:	no

<b>Course Name:</b>	<b>CCR Standards for Mathematical Practice</b>
Course type:	CCRS
Course format and time commitment:	Asynchronous module
When offered:	On-demand
Course description:	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. <b>Recommended prerequisites:</b> 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.
Act 48 hours:	no

<b>Course Name:</b>	<b>Observing College and Career Readiness Standards in Action</b>
Course type:	CCRS
Course format and time commitment:	Online course with live webinars and online meeting with course coach/facilitator.
When offered:	Fall 2021
Start date(s):	10/4/2021
Course description:	This course is designed for administrators, IHPDS, and lead teachers who are well versed in the CCRS and key advances in math and ELA, and who want to improve overall CCRS alignment within their agencies. Participants can choose either the math or ELA track, or they can choose to do both tracks.  Participants enrolled in the course will complete an introductory module to learn about the process of observing and aggregating data around CCRS implementation, and then attend a live webinar in either math, ELA, or both. Next, participants will use an observation tool to complete a sample observation. In the second webinar, participants will review the observation and aggregation tools. Participants will then complete a real observation on their own and check in with the coach/facilitator. Participants will complete at least four additional observations, and they will aggregate the data from all of the observations to create an action plan. Finally, participants will meet with the coach/facilitator to identify at least one area of improvement based on their action plans.
Act 48 hours:	6.5 for completing either ELA or Math; 9.5 for completing both ELA and Math

<b>Course Name:</b>	<b>CCRS Advanced Lesson Planning: Preparing Students for Workplace and Academic Success</b>
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):	3/8/2022
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. Participants will utilize the following standards/frameworks for their lesson planning: College and Career Readiness Standards (CCRS), Foundation Skills Framework, and digital literacy standards. The lesson plans developed in the course will also be submitted to the Lesson Bank review team for possible inclusion on the PA Adult Education Resources website.</p> <p><b>Course prerequisites:</b> Prior to participating in this course, participants must have completed either the CCRS Foundations – ELA Lesson Planning or CCRS Foundations – Math Lesson Planning course, the Introduction to the Foundation Skills Framework course, and the Staff Induction Module: Introduction to Digital Literacy.</p>
Act 48 hours:	16.5

<b>Course Name:</b>	<b>CCRS Resource Alignment and Lesson Revision – ELA Hybrid</b>
Course type:	CCRS
Course format and time commitment:	This hybrid course includes viewing ELA Resource Alignment and Revision modules, participating in a face-to-face training with a coach, implementing the lesson alignment process in the agency PLC independently, and then joining the coach for a final webinar to review the agency's experiences in implementing the process and to address additional questions as needed.
When offered:	By agency request
Start date(s):	October 2021
Course description:	This training is for agency professional learning communities who have requested the CCRS Resource Alignment and Lesson Revision – ELA Hybrid as the focus for program improvement-professional development. This training reviews the steps of both creating and revising lessons so they are aligned to the College and Career Readiness Standards.
Act 48 hours:	no

<b>Course Name:</b>	<b>CCRS Resource Alignment and Lesson Revision – Math Hybrid</b>
Course type:	CCRS
Course format and time commitment:	This hybrid course includes viewing Math Resource Alignment and Revision modules, participating in a face-to-face training with the coach, implementing the lesson alignment process in the agency PLC independently, and then joining the coach for a final webinar to review the agency's experiences in implementing the process and to address additional questions as needed.
When offered:	By agency request
Start date(s):	October 2021
Course description:	This training is for agency professional learning communities who have requested the CCRS Resource Alignment and Lesson Revision – Math Hybrid as the focus for program improvement-professional development. This training reviews the steps of both creating and revising lessons so they are aligned to the College and Career Readiness Standards.
Act 48 hours:	no

<b>Course Name:</b>	<b>CCRS Lesson Study Hybrid—ELA or Math option</b>
Course type:	CCRS
Course format and time commitment:	This hybrid course includes viewing lesson study modules, participating in a face-to-face training with a coach, implementing the lesson study process in the agency PLC independently, and then joining the coach for a final webinar to review the agency's experiences in implementing the process and to address additional questions as needed.
When offered:	By agency request
Start date(s):	October 2021
Course description:	This training is for agency professional learning communities who have requested the CCRS Lesson Study Hybrid as the focus for program improvement-professional development. This training reviews the steps of the Lesson Study process. The steps include creating and refining CCRS-aligned lessons to meet explicit instructional goals.
Act 48 hours:	no

<b>Course Name:</b>	<b>CCRS Student Work Protocol Hybrid</b>
Course type:	CCRS
Course format and time commitment:	This hybrid course includes viewing Student Work Protocol (SWP) modules, participating in a face-to-face training with a coach, implementing the SWP in the agency PLC independently, and then joining the coach for a final webinar to review the agency's experiences in implementing the process and to address additional questions as needed.
When offered:	By agency request
Start date(s):	October 2021
Course description:	This training is for agency professional learning communities who have requested the College and Career Readiness Standards – SWP Hybrid as the focus for program improvement-professional development. This training reviews the steps of protocol as part of the process to align lessons to the College and Career Readiness Standards.
Act 48 hours:	no

## Distance Education Courses

<b>Course Name:</b>	<b>Intake and Orientation for Supplemental Distance Learning</b>
Course type:	Distance Education
Course format and time commitment:	Online asynchronous course
When offered:	Fall
Start date(s):	9/7/2021
Course description:	In this course, participants will learn best practices for screening and orienting supplemental 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.
Act 48 hours:	11

<b>Course Name:</b>	<b>Improving Instruction for Supplemental Distance Learning</b>
Course type:	Distance Education
Course format and time commitment:	Online asynchronous course
When offered:	Spring
Start date(s):	1/10/2022
Course description:	By the end of this course, participants will learn ways they can improve their instruction for supplemental distance learning by focusing on how they communicate with students, using mobile-friendly resources, and selecting supplemental 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

<b>Course Name:</b>	<b>Introduction to eData v2 for Adult Education</b>
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):	10/5/2021; 11/9/2021; 12/6/2021; 1/11/2022; 4/4/2022
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

<b>Course Name:</b>	<b>Introduction to eData v2 for Family Literacy</b>
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):	10/12/2021; 11/16/2021; 12/13/21; 1/18/2022; 4/11/2022
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

<b>Course Name:</b>	<b>English Language Proficiency Standards Overview</b>
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><b>Suggested prerequisite:</b> 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>
Act 48 hours:	no

<b>Course Name:</b>	<b>ESL Basics: Second Language Acquisition and Principles of Second Language Teaching</b>
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):	9/17/2021; 2/4/2022
Course description:	<p>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.</p>
Act 48 hours:	15.5

<b>Course Name:</b>	<b>ESL Contextualized Lesson Planning</b>
Course type:	ESL
Course format and time commitment:	Online course with four live webinars over eleven weeks.
When offered:	Spring
Start date(s):	2/15/2022
Course description:	<p>This training is designed for ESL instructors of all levels. By the end of the course, participants will be able to develop and teach contextualized ESL lessons that are integrated with the skills learners need to reach their goals. Participants will learn how to write lesson objectives, identify the skills needed to achieve the objectives, scan resources to identify the language skills and components addressed, and develop assessment tools to determine how well students achieved the objectives. Best practices for teaching integrated ESL lessons will also be shared. The course includes a series of webinars and online assignments. Participants will work on creating a contextualized and integrated ESL lesson plan throughout the course, use the lesson plan with students, and reflect on the experience. A course facilitator and coach will provide support throughout the course.</p> <p><b>Course prerequisites:</b> Prior to participating in this course, participants must have completed the <i>ESL Basics</i> course in the PD Portal. Participants should be familiar with the College and Career Readiness Standards. Completion of the <i>CCRS Foundations - ELA Lesson Planning</i> course or the <i>Staff Induction Module: College and Career Readiness Standards Overview - English Language Arts (ELA)</i> in the PD Portal is suggested.</p>
Act 48 hours:	9

<b>Course Name:</b>	<b>Teaching Emergent Readers in an ESL Classroom</b>
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):	4/1/2022
Course description:	<p>This online course is designed for current English as a Second Language (ESL) instructors serving English language learners (ELLs) who are emerging readers. This course will 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. After completing a course module, participants will apply their new knowledge to their practice by creating and implementing a lesson plan that addresses the needs of their ESL emergent readers with the support of a course coach.</p> <p><b>Course prerequisites:</b> 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>
Act 48 hours:	9

<b>Course Name:</b>	<b>Working With English Language Learners: The Role of Formative Assessment</b>
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):	5/2/2022
Course description:	<p>This online course is designed for current English as a Second Language (ESL) or adult basic education (ABE) instructors with English language learners (ELLs) in their classrooms. It builds on the module, <i>Formative Assessment to Inform Quality Adult ESL Instruction</i>. This course will help instructors to expand their understanding of formative assessments and to 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 design and implement, in person or virtually, formative assessments for their English language learners with the support of a course coach.</p> <p><b>Course prerequisites:</b> 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>
Act 48 hours:	8

## Family Literacy Courses

<b>Course Name:</b>	<b>Family Literacy Foundations</b>
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):	10/15/2021; 2/14/2022
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><b>Course prerequisite:</b> 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>
Act 48 hours:	13.75

## Instructional Courses

<b>Course Name:</b>	<b>Integrating Technology Into the Adult Education Classroom</b>
Course type:	Instructional
Course format and time commitment:	Online course with wrap-around coaching
When offered:	Fall
Start date(s):	9/20/2021
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 their technology integration.</p> <p><b>Course prerequisites:</b> 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>
Act 48 hours:	16.75

<b>Course Name:</b>	<b>Strategies for Working With Students With Learning Differences</b>
Course type:	Instructional
Course format and time commitment:	Online course with live webinars
When offered:	Spring
Start date(s):	2/28/2022
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>
Act 48 hours:	13.5

## Staff Induction

<b>Course Name:</b>	<b>Staff Induction Verification Course</b>
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, 2021 – June 30, 2022
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 three steps of the staff induction onboarding process, <b>the new staff person enrolls in the course</b> 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

<b>Course Name:</b>	<b>Staff Induction Modules</b>
Course type:	Staff Induction
Course format and time commitment:	Asynchronous modules each take approximately one hour to complete.
When offered:	On-demand
Course description:	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. <b>The modules currently available include:</b> 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.
Act 48 hours:	no

## Student Support Coordinator Courses

<b>Course Name:</b>	<b>Student Support Coordinator Basics</b>
Course type:	Student Support
Course format and time commitment:	This online course includes two, 2-hour webinars with assignments following each webinar, including posting to discussion forums in the PA Adult Education Resources PD Portal. The course facilitator will support the participant in setting a goal for implementing what they learn in the course into their practice.
When offered:	Fall, Spring
Start date(s):	9/20/2021; 2/7/2022
Course description:	This course is designed for new student support coordinators with little to no experience in assisting students with goal setting, as well as limited knowledge in identifying barriers and locating resources to address them. It includes two, two-hour webinars with assignments following each webinar, including postings to discussion forums on the Pennsylvania Adult Education Resources PD Portal. 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. 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.
Act 48 hours:	10

<b>Course Name:</b>	<b>Student Support Coordinator Professional Development Resources</b>
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

<b>Course Name:</b>	<b>Supporting Adult Learner Transition: The Role of the Student Support Coordinator</b>
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):	2/28/2022
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. <b>Recommended course prerequisites:</b> 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.
Act 48 hours:	9.5

## Topics in Adult Education

<b>Course Name:</b>	<b>Advancing Equity in Adult Education</b>
Course type:	Topics in Adult Education
Course format and time commitment:	Online course with live webinars over 8 weeks
When offered:	Spring
Start date(s):	1/10/2022
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.
Act 48 hours:	14

## Tutor Coordinator Courses

<b>Course Name:</b>	<b>Tutor Coordinator Basics</b>
Course type:	Tutor
Course format and time commitment:	Online course requiring 15 hours, or 18 hours if tutor coordinator provides training to tutors, over 12 weeks. The course includes required attendance at 5 bi-weekly webinars. Tutor Coordinators managing a tutor program will attend one additional webinar.
When offered:	Fall, Winter
Start date(s):	9/22/2021; 2/2/2022
Course description:	Tutor Coordinator Basics is a course designed to prepare tutor coordinators to effectively manage volunteer classroom aides and tutors in adult education agencies. Course participants will learn about the policies and procedures that apply to their role. All assignments and activities are those that are necessary for tutor coordinators to implement a successful volunteer program. The course includes creating and sharing classroom aide and tutor job descriptions; reviewing tutor recruitment, orientation, and training; documenting and reporting student progress; volunteer retention and evaluation; professional development; and additional volunteer management topics. Participants will create a volunteer management plan as the culminating assignment of the course.
Act 48 hours:	15 (18 for participants who complete an additional course section for those who provide training to tutors in planning and using lessons)

## Tutor Training Modules

<b>Course Name:</b>	<b>Tutor Training Modules</b>
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.
Act 48 hours:	no

## Workforce Courses

<b>Course Name:</b>	<b>Integrated Education and Training (IET) Development Series</b>
Course type:	Workforce
Course format and time commitment:	Over a three-month period, agency teams will attend three live 2-hour 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):	10/13/21; 1/12/22
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 three live two-hour 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

<b>Course Name:</b>	<b>Introduction to Integrated Education and Training</b>
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>
Act 48 hours:	no

<b>Course Name:</b>	<b>Introduction to the Foundation Skills Framework</b>
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.
Act 48 hours:	3

<b>Course Name:</b>	<b>Reentry Resources and Best Practices for Working With Offenders</b>
Course type:	Workforce
Course format and time commitment:	This is an online course with three live webinars. 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. All participants will be enrolled in the PA Adult Education Resources PD Portal and will need to complete two assignments and download or print a virtual binder prior to the first webinar meeting. Participants will be expected to complete an action plan on how they will implement material from the training.
When offered:	Fall
Start date(s):	10/18/21
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.
Act 48 hours:	6.5

<b>Course Name:</b>	<b>Using Labor Market Data Analysis for Program Planning</b>
Course type:	Workforce
Course format and time commitment:	This is a six-week online week course with two live webinars.
When offered:	Spring
Start date(s):	4/4/2022
Course description:	During this course, adult education practitioners will explore labor market data resources, discover ways to use the data to align programming to local area needs, and develop an action plan to implement strategic programmatic changes that lead to an increase in the number of adult learners transitioning to self-sustaining employment in targeted industry sectors.
Act 48 hours:	11.5