

**Please note:**

- *Many of these workshops can be used to address relicensure areas:*
  - *adapting curriculum, materials, and instruction to meet the needs of students*
  - *further reading preparation*
- *Most workshops can be adjusted to be appropriate for ESL or general ABE.*
- *ATLAS facilitators can also develop workshops on many other topics. Just ask!*

## I. Adult Teaching and Learning

### **How to Talk Less and Teach More**

Our goal as ESL instructors is to create learner-centered classrooms. But what does learner-centered really mean? How can we help beginning-level learners, or those who are used to a teacher-centered approach, become fully involved in our lessons? Come and explore these issues and learn concrete strategies for helping all of your students become fully engaged learners. Learn to how to step back and observe the learning that happens in your classrooms.

### **Keeping Learners at the Center**

Being a learner-centered teacher means turning the spotlight onto the learning process; it means shifting the focus from what the teacher is doing to what the students are doing. What does this mean in actual practice? In this interactive session, we will examine principles of learner-centered teaching, critically examine our own practices, and identify ways to keep learners at the center.

### **Learning How to Learn from the Start**

One of the best ways for ESL learners to continue their language development outside of the classroom is to use learning strategies at home, in the community, and at work. Training in learning strategies is often integrated into intermediate to advanced level textbooks, but is seen less often at the lower levels of instruction. What can teachers do at all levels to help learners organize information, use compensation strategies, or anticipate content? How can learners optimize their learning on their own? In this session, learn about integrating training in learning strategies from the very start.

### **Promoting Learner-Centered Teaching in Adult ESL Classes**

How do you validate learners' knowledge and experiences? What roles do learners have in your classes? What choices do learners make about content and classroom activities in your lessons? To what extent do learners control the direction of activities? These are but a few of the questions explored in this reflective session. Participants identify the ways in which their instruction is truly learner centered and they develop action plans to make their classrooms even more learner centered. The presenter offers concrete suggestions that teachers can implement to make lessons more responsive to their students' strengths, wants and needs.

### **Teaching the Adult Student with Limited Formal Schooling**

The needs and abilities of students with interrupted or limited formal schooling can create challenges for all teachers. What is the nature of those challenges? How can teachers best address these issues to facilitate learning for students? In this session, we will explore some of the particular issues that can slow success for students, do some awareness-raising work about our assumptions and understanding of classroom culture, and also identify strategies for teachers to best meet the needs of adult students with limited formal schooling.

### **Teaching and Learning for the Adult Student**

Designed for both new and seasoned teachers, this workshop reviews the basic principles of effective teaching of adult learners and considers learning styles, preferences and needs in some new and more complex ways. This very interactive session includes a self-assessment to identify our own learning styles (moving beyond the typical visual, auditory and kinesthetic categories) and incorporates multiple activities that model teaching techniques to meet the varied needs and styles of adult students.

## **II. Cultural Competence**

### **Becoming Culturally Aware Teachers and Learners**

How aware are you of the impact culture has on learning? How aware are learners of their classmates' cultural perspectives and backgrounds? In this interactive, hands-on session, participants take part in a series of activities that can be used for multiple purposes: to raise teachers' awareness of the role of culture in learning; to help learners understand the multiple perspectives of their classmates; finally, to help learners make sense of US cultural practices. Many of the activities can be used at all levels and with teachers and learners in many settings.

### **Exploring Alternative Ways of Knowing**

Teachers know that students come to the adult classroom with many differences: abilities, background, personalities. But how aware are we of alternative ways of learning and knowing for students, including differences between men and women? How might these alternative ways of knowing impact educational success in our classrooms? In this session, we'll explore some of these alternatives, assess what we do in the adult classroom, and identify strategies to make teaching relevant for our diverse students.

### **Using Learners' Culture in the Classroom**

Language lessons are most effective when the content is familiar to the learners. Your learners' culture is a rich context that can provide the familiarity needed to increase learner comprehension. Come learn how to use your learners' culture as a tool to develop meaningful lessons.

## **III. Curriculum**

### **100 Favorite Concrete Activities**

Need an idea for next week's class? In this workshop, we'll look at resources that provide concrete activities, share some of our own favorite teaching ideas, and look at characteristics of good, communicative activities. The presenter will also share many of her own.

### **Aligning Learner Outcomes with Teacher Objectives**

One of the keys to successful lessons is being clear about your objectives for the day. Equally important is knowing whether or not learner outcomes actually match those objectives. How do you and your students know what they've been learning? In this workshop, you'll learn about setting clear objectives, teaching to those objectives, and techniques for informally evaluating students' learning and for helping students to do self-evaluations.

### **Aligning Program Outcomes to Learner Needs**

As programs are held more accountable for their learners' test score outcomes, it becomes more important for teachers to consciously integrate those outcomes (such as CASAS or Civics Outcomes) into their day-to-day teaching. At the same time, we need to keep a focus on the learners' real-life needs. In this session, we'll explore a variety of techniques to help you examine, plan, teach, and informally assess these learner outcomes in your classes.

### **Critical Thinking as a Life Skill**

Critical thinking isn't just important for the college student! The ability to think critically is an essential part of becoming an engaged citizen or for making informed decisions in the workplace or in life. In this interactive session, we'll explore the idea of critical thinking, share the challenges of encouraging critical thinking with our ESL students, and assess and identify practical ways to infuse critical thinking into activities and curricula at any level.

### **Introduction to Universal Design**

Despite the best intentions of many teachers, there is often a mismatch between what teachers understand about students' learning styles and needs and the instructional methods that best address them. There is hope! Universal Design of Instruction offers ways to teach in which nearly all students benefit, making instruction more accessible for students with various learning styles, linguistic and cultural differences, and many disabilities. In this session, participants will be introduced to the principles of Universal Design and explore ways to utilize these principles to make instruction more accessible for all students.

### **Lesson Planning Made Manageable**

What are the key components of effective lesson planning for the adult ESL classroom? How can we make lesson planning more manageable? In this workshop, relevant for the new teacher or as a refresher for the experienced teacher, participants will first identify the purposes and key components of an effective lesson plan, and then review the TESOL standards for effective instruction in adult ESL education. Throughout, we will identify and share time-saving lesson planning techniques for the busy teacher.

### **What's the Best Fit? Creating and Sustaining Responsive Adult ESL Curricula**

Does your site have a specific ESL curriculum that it follows? What role do you play in the creation of the curriculum at your site and how do you make it responsive to the needs of adult ESL learners you serve? In this session, participants explore the process of creating responsive curricula from the start, with a focus on ongoing assessment, curriculum mapping and lesson planning.

## IV. English as a Second Language

### **Building a Bridge to Academic Success: ESL**

Moving successfully into post-secondary education can be a challenge to our adult ESL students, and transition level courses play an important role in preparing students to meet the demands of an academic environment. Together we will explore the meaning of transition level teaching and learning, paying particular attention to constructing activities and lessons that integrate language and content learning with critical thinking and the development of the skills and strategies important to academic success.

### **Getting Ready for Work**

Thriving in the workplace involves the ability to ask for help, seek clarification, interact with co-workers, follow safety regulations, make small talk, among other things. This session explores how this language of work can become the basis of *any* work-readiness curriculum. The ideas can also be applied to general Adult ESL programs that include a work-readiness component. Activities that teach to work-readiness outcomes are demonstrated and participants develop some of their own.

### **Hit the Ground Running: Preparing Non-native Speakers for Academic Readiness**

Does development of academic readiness need to wait for transition-level classes? For learners to thrive in the workplace and in their communities, and to access information and prepare for further education, it is vital that we integrate academic skills from the very start, whether you teach ESL classes or any classes with non-native English speaking students. Presenters will focus on three key areas: reading, strategic competence, and critical thinking and will share practical strategies and activities that can be used at all levels—beginning through transition—to prepare students for academic success.

### **How to Talk Less and Teach More**

Our goal as ESL instructors is to create learner-centered classrooms. But what does learner-centered really mean? How can we help beginning-level learners, or those who are used to a teacher-centered approach, become fully involved in our lessons? Come and explore these issues and learn concrete strategies for helping all of your students become fully engaged learners. Learn to how to step back and observe the learning that happens in your classrooms.

### **Saving Grammar: Don't Throw the Baby out with the Bathwater**

The current focus of Adult ESL instruction is on the development of skills and competencies that allow learners to interact in their communities, gain employment and fulfill their daily needs. Less emphasis is placed on explicit grammar instruction; however, many adult learners expect to learn discrete grammar points, study grammar rules and do grammar exercises in their ESL classes. Also, becoming competent in a second language *does* include competency in grammar. In this session, participants look critically at the linguistic features learners need to acquire in order to meet competency-based objectives. Strategies for teaching grammar within meaning-based, real-world contexts are demonstrated.

### **Teaching Grammar in Context**

Much of Adult ESL teaching and learning revolves around particular content areas, for example, civics, life skills, or workplace English. Approaches to teaching include Project-based learning, Language Experience Approach, and Communicative Language Teaching. Where does grammar instruction fit into these frameworks? How can a teacher integrate instruction of grammar in meaningful ways within these content areas? In this workshop, you'll learn how to contextualize grammar instruction within learner-centered, content-based lessons.

## **Using Learners' Culture in the Classroom**

Language lessons are most effective when the content is familiar to the learners. Your learners' culture is a rich context that can provide the familiarity needed to increase learner comprehension. Come learn how to use your learners' culture as a tool to develop meaningful lessons.

# **V. Enhancing Quality of Life for Teachers**

## **Decision-Making in the Culturally Diverse Adult Classroom**

Teaching is more than activities and lesson plans, above all it is the meeting of one human with another. This fundamental reality involves constant and sometimes difficult decision-making, especially in the often culturally diverse adult basic education classroom. In this workshop, we'll begin an exploration of the morality of teaching in our own contexts. Together, we'll explore values and beliefs, identify moral dilemmas from our own teaching experiences, and consider ways to understand and solve professional moral dilemmas to better meet the needs of our varied student population.

## **Effective Reflection: Continual, Critical, Collaborative**

Becoming reflective is much more than a "touchy-feely" practice designed to encourage us to feel good about who we are and what we do. It is a continual process of gaining awareness of what makes an effective learning and teaching environment; it is about considering our own beliefs and actions and how these impact the students that we serve. In this session, relevant for all ABE teachers and staff, we will define reflective practice and explore the value of making this "critical" and a lifelong, collaborative endeavor.

## **Exploring the Morality of Teaching**

Teaching is more than activities and lesson plans, above all it is the meeting of one human with another. This fundamental reality involves constant, often difficult, moral decision-making that sometimes requires close reflection to understand. In this workshop, we'll begin an exploration of the *morality of teaching* in our own contexts. Together, we'll explore our values and beliefs, identify moral dilemmas from our own teaching experiences, and consider ways to understand and solve professional moral dilemmas.

## **Introduction to Professional Development**

This session works with teachers to better understand the philosophy behind teacher professional development. What is it? What is effective? Participants will consider past and future experiences with the many types of professional development available and will have opportunities to share what has worked, what hasn't, and to set goals for their own development beyond the one-shot workshop.

## **The Teacher as Researcher: Investigating Classroom Puzzles with Exploratory Practice**

Reflective teachers know that classroom practice involves endless questions about what is best for teaching and learning – *How should I schedule these activities? Why don't the learners seem engaged in something I thought would work wonderfully? What is it that makes this assignment work so well?*, for example. This interactive session will introduce participants to Exploratory Practice, a method of investigating classroom questions that does not add extra work for the teacher by integrating answer-generating data into normal classroom routines. Participants will learn about Exploratory Practice and identify a process to investigate a question from their own classrooms.

## **VI. Reading**

### **Read, Visualize and Comprehend: Using Graphic Organizers to Teach Reading**

Many students need to record and represent information in more than one way to understand it. Using graphic organizers can promote growth in knowledge, understanding, and memory. This session focuses on the use of graphic organizers in reading lessons. Learn how to use more than 10 graphic organizers, including comparison charts, mind maps, KWL charts, flow maps and more, for pre-reading, reading and follow-up with beginning to advanced-level learners.

### **Understanding the Role of Background Knowledge in Reading**

Although all teachers recognize the importance of vocabulary and decoding skills to understand texts, the vital importance of background knowledge may not be something that teachers have personally experienced. This engaging workshop brings teachers together to experience the role of genre and schema in understanding what they read. Participants will collaborate to identify implications for using reading texts in their own contexts.

### **What's the Best of Best Reading Practices?**

Reading instruction is present in some form or another in just about every ESL class. Reading instruction spans everything from developing basic decoding skills to reading and understanding extensive documents. What approaches work best for different instructional purposes? Participants in this session will learn about and experience current approaches to teaching reading, including a balanced literacy approach, phonics, and Language Experience Approach. Pros and cons of different approaches for different learners are explored as well. Helping learners access the print that surrounds them everyday is an underlying theme of this session.

## **VII. Transitions to Post-Secondary**

### **Building a Bridge to Academic Success: Reading and Notetaking Strategies**

Moving successfully into post-secondary education can be a challenge to our adult students, and transition level courses play an important role in preparing students to meet the demands of an academic environment. In this interactive session, participants will explore the characteristics of the successful transitions student and practice strategies to address two critical areas: reading academic texts and notetaking.

### **Combining CASAS and College Readiness**

It makes sense to begin long before the transitions level to prepare students for academic success, but how can teachers balance preparing students for CASAS and college simultaneously? This workshop focuses on identifying what it means to be college ready and the challenges of preparing learners for both CASAS and college. Time will be spent on activities that demonstrate how teachers can integrate college readiness skills into the curriculum.

### **Hit the Ground Running: Preparing Non-native Speakers for Academic Readiness**

Does development of academic readiness need to wait for transition-level classes? For learners to thrive in the workplace and in their communities, and to access information and prepare for further education, it is vital that we integrate academic skills from the very start, whether you teach ESL classes or any classes with non-native English speaking students. Presenters will focus on three key areas: reading, strategic competence, and critical thinking and will share practical strategies and activities that can be used at all levels—beginning through transition—to prepare students for academic success.

### **Ready to Write for Post-Secondary Success**

Writing remains an area of struggle for our students transitioning into post-secondary education, in part because of the different expectations and instructional practices between ABE and post-secondary. What kind of writing is expected? How can teachers better align what we are teaching with what students need without losing site of the particular challenges for ESL students? Together, we'll consider those expectations and challenges and critically examine a rubric used to assess college writing readiness for native speakers for its potential value with our adult students.

### **Other ATLAS Initiatives:**

ATLAS is involved in multiple initiatives. Presentations on these projects may also be offered.

- Alignment of curriculum – ABE to post-secondary
- STAR (STudent Achievement in Reading – evidence-based best practice for intermediate-level reading instruction)
- Mentoring Project (assisting ABE teachers through coaching and peer mentoring)

### **Additional Possibilities:**

- Anything ESL or language related: Pronunciation (teaching pronunciation or understanding accents), Reading, Writing, Listening, Speaking, etc.
- Using Critical Incidents for Professional Development
- Developing materials and curriculum (for any skill)
- Teaching skills: Effective note-taking, reading strategies, etc.
- Have a session or topic in mind that is not reflected here? Just contact Kimberly Johnson, ATLAS Coordinator, at 651-523-2646 or [kjohnson60@hamline.edu](mailto:kjohnson60@hamline.edu).