

Professional Development for Two Generations

NCFL offers a range of professional development trainings and facilitated online courses to support learning and literacy practitioners across the educational spectrum. Contact us for cost estimates to bring professional development to your school, district, or organization.

Face-to-Face Trainings

Family Literacy and Learning Staff

- Foundations in Family Literacy
- Collaborating for Component Integration
- Sustaining Your Literacy Program
- The Sweet Spot of Family Literacy: Parent and Child Together (PACT) Time® and Parent Time for Preschool Families
- Meaningful Learning in Parent Time and Parent and Child Together (PACT) Time® for Preschool Families and the Elementary Grades

Parent Involvement

- Building Literacy into Your Parent Education Curriculum
- Partnering with Families for Student Success
- Elementary Parent Workshops to Go
- Preschool Parent Workshops to Go

ESL Instructors

- Talking About Wordless Picture Books: A Tutor Strategy Supporting English Language Learners
- Developing the Speaking and Listening Domains in Multi-Level, Multi-Language Classrooms
- Families Reading and Talking Together (Bilingual Resource)

Children's Educators

- Children's Literacy—Preschool
- Children's Literacy—Infants and Toddlers
- Read Together, Reach for the Stars: Dialogic Reading
- Talk, Talk, Talk: Oral Language/Shared Reading
- What Works for Early Language and Emergent Literacy Instruction

Adult Educators

- Adult Reading: Assessment Informs Instruction
- Building Fluency and Comprehension for Adult Readers
- Building Vocabulary and Comprehension for Adult Readers
- Research-Based Strategies for Adult Reading Instruction

Facilitated Online Courses

Adult Educators

- Understanding the College and Career Readiness Standards (SIA Part 1)
- Applying Key Instructional Shifts in a Standards-Based Classroom (SIA Part 2)
- Focus on Assignments: Working Together to Improve Teaching and Learning (SIA Part 3)
- A Walk Through the Instructional Tools on the GED® Website
- Accentuating Student Strengths while Differentiating for Learning Differences
- Classroom Strategies and Practices—Part 1
- Classroom Strategies and Practices—Part 2
- Employability Skills in the Contextualized Classroom
- Strategies for Student Engagement
- Let's Get to Work: Incorporating Workforce Skills into Your Classroom

ESL Instructors

- Prepare Students for Citizenship and Beyond
- ELA Transitions
- Incorporating CASAS Competencies and Standards in ESL Instruction

Early Childhood Educators

- Dialogic Reading
- Read Together, Reach for the Stars: Dialogic Reading Workshops

Customized Professional Development

- Family Literacy/Family Learning
- Leadership Consultation
- Coaching
- Literacy Coalition Building
- Curriculum Writing

For more information, email dpoag@familieslearning.org
or call Deb Poag at 502.584.1133 ext. 108.
familieslearning.org

01.31.17

Professional Development for Two Generations



NCFL offers a range of professional development trainings and facilitated online courses to support learning and literacy practitioners across the educational spectrum. Contact us for cost estimates to bring professional development to your school, district, or organization.

Facilitated Online Courses for Adult Educators

Understanding the College and Career Readiness Standards (SIA Part 1)

This course provides participants with an understanding of standards-based education. Standards offer measurable objectives on which instructors can base their curricula. By “unpacking” or looking at the components of each standard, instructors will consider the knowledge and skills to be taught and learned. The course also focuses on developing instructional activities and selecting instructional resources that tightly align to the standards. Instructors will engage in interactive learning with their peers through a discussion board. All participants will complete a pre- and post-assessment.

Applying Key Instructional Shifts in a Standards-Based Classroom (SIA Part 2)

Part 1 is a prerequisite to this course. In order to adequately prepare adult students for a 21st century global workforce, it is necessary to adapt the way we prepare and deliver adult education instruction. With standards-based high school equivalency assessments, instruction should address the rigor of the standards. This course examines the key shifts needed to fully implement standards-based lessons in the adult education classroom. This course will move participants from a basic understanding of the standards to practical implementation in the classroom by addressing the key shifts in instruction and curriculum that the CCR Standards demand. Instructors will engage in interactive learning through the use of a discussion board and will create a standards-based lesson plan that addresses key instructional shifts. Instructors will share their plan for instruction with others in the course and will be asked to give and receive feedback. All participants will complete a pre- and post-assessment.

Focus on Assignments: Working Together to Improve Teaching and Learning (SIA Part 3)

This course is designed to provide adult education instructors with an understanding of formative assessment and Innovation 3 of the Standards-in-Action. Standards-in-Action was developed to promote standards-based education. In this course participants will learn about formative assessment and also learn a method to help close the gap between what students are learning and the expectations of the standards. All participants will complete a pre- and post-assessment.

A Walk Through the Instructional Tools on the GED® Website

This online facilitated course is designed to help adult education instructors enhance their understanding of the GED Testing Service® website. The course provides instructors with an understanding of the resources available through the GED Testing Service®, how to access them, and how to use them to meet the needs, interests, and goals of their students and themselves. Participants will learn about such resources as the High Impact Indicators, the Assessment Guide for Educators, the RLA Extended Response Scoring Rubric, and Quarter Length Free Practice Test among others. Participants will engage in interactive learning with their peers through the use of a discussion board. The online course consists of interactive learning activities and assigned Internet activities. All participants will complete a pre- and post-assessment.

Accentuating Student Strengths while Differentiating for Learning Differences

Participants will learn basic information about learning differences and how to recognize when students need special supports. Participants will learn classroom strategies and practices to accentuate learner strengths by understanding and activating multiple intelligences. Included will be information regarding digital resources designed to support students through multiple learning modalities. Participants will engage in interactive learning with their peers through the use of a discussion board. The online course consists of interactive learning activities and assigned reading. All participants will complete a pre- and post-assessment.

Classroom Strategies and Practices—Part 1

This course provides instructors with an understanding of how to integrate research and best practices into effective classroom instruction. Participants will learn how to respond to students' individual and group needs, interests, and goals when developing instructional plans. A variety of instructional strategies and tools appropriate to the needs of learners are presented and participants will learn how to engage students in activities that require them to use critical thinking skills. Formative assessment is interwoven through the course. Participants will engage in interactive learning with their peers through the use of a discussion board. The online course consists of interactive learning activities and assigned reading. All participants will complete a pre- and post-assessment.

Classroom Strategies and Practices—Part 2

This course provides instructors with an understanding of how to analyze lesson plans to ensure their strength and effectiveness. This course builds upon the content of Classroom Strategies and Practices—Part 1. Participants will learn additional instructional strategies, such as finding the main idea, summarizing reading material, and creating metaphors and analogies. Participants will engage in interactive learning with their peers through the use of a discussion board. The online course consists of interactive learning activities and assigned reading. All participants will complete a pre- and post-assessment.

Employability Skills in the Contextualized Classroom

The course is designed to provide adult education instructors with awareness of incorporating employability skills in their classroom. The Workforce Innovation and Opportunity Act (WIOA) recognizes that the core purpose of adult education is to prepare individuals—“particularly those hardest hit by the twists and turns of global competition, technological changes, economic isolation, or inadequate education opportunities”—with the skills and knowledge needed to succeed in postsecondary education and the workforce. Participants in the course will examine career opportunities in their area and define how employability skills can be incorporated into English Language Arts, Mathematics, Social Studies, and Science classes. The course culminates with each participant creating a lesson plan that is representative of a topic they plan to teach, incorporating employability standards in their planning. All participants will complete a pre- and post-assessment.

Strategies for Student Engagement

This course is designed to provide adult education instructors with strategies to ensure that classroom lessons run smoothly. It introduces and reinforces strategies for student engagement in the adult education classroom. Strategies include checking for understanding, creating a safe environment, being aware of students' goals, academically challenging all students, incorporating differentiated instruction and motivating students. It is a 12-hour, 6-week facilitated course that encourages interaction through a discussion forum. Participants will take both a pre- and post-assessment.

Let's Get to Work: Incorporating Workforce Skills into Your Classroom

This 12-hour, 6-week, online facilitated course is designed to help adult education instructors enhance their understanding of differentiation in their classroom. It focuses on how to differentiate instruction generally and in a sector-specific contextualized curriculum particularly. Career pathways will be proposed for instructors with students interested in welding, health services, or manufacturing jobs. A variety of resources will be used including information from OCTAE and LINCS and about career pathways. Participants will engage in interactive learning with their peers through the use of a discussion board. The online course consists of interactive learning activities. All participants will complete a pre- and post-assessment.

Facilitated Online Courses for ESL Instructors

Prepare Students for Citizenship and Beyond

In this 6-week, 12-hour online course, instructors will examine the citizenship interview process as well as the Adult Citizenship Education Content Standards and Foundation Skills. Participants will interact with each other and the facilitator through a discussion forum and work to correlate these standards with the CASAS Standards. The course work culminates in each instructor's creation of a lesson plan aligned with both sets of standards that could be utilized in a citizenship interview preparatory class.

ELA Transitions

As students begin their educational experience, it is not always clear exactly what their complete path will look like. This 6-week, facilitated online course provides instructors with a research base about motivational factors in the ELA student population. Instructors consider effective strategies for conferencing with students about their educational goals as well as encouraging them to transition to ever-higher levels. Introductory information about the 2014 GED® is presented to instructors, with an opportunity to connect ELA instruction to high school credentialing. Based on the interaction and instruction in the course, instructors design a classroom strategy to use with their students as they transition through education.

Incorporating CASAS Competencies and Standards in ESL Instruction

The CASAS curricular system is designed to ensure that students successfully develop key competencies that encompass daily life skills. Additionally, the CASAS standards are intended to target progressions of skills in reading, writing, listening, speaking, and basic math. In this course, participants will explore the CASAS assessment report for an individual student and a class. The assessment report will be used to identify competency development needs. Experiences will include exploring the CASAS competencies and standards and how resources can be utilized to integrate these components of the curriculum more efficiently. Participants will situate the CASAS assessment and their own lesson planning in a context of formative assessment to increase student learning.

Facilitated Online Courses for Early Childhood Educators

Dialogic Reading

Dialogic reading is a research-based technique that can be used effectively with children ages two through five. In dialogic reading, the adult encourages the child to participate in the telling of the story they're reading together rather than just listening. During this training, participants will learn how to use dialogic reading techniques in the classroom.

Read Together, Reach for the Stars: Dialogic Reading Workshops

This train-the-trainer session will help staff provide parents with the knowledge and skills needed in order to use dialogic reading techniques with their children. Dialogic reading is a research-based technique that can be used effectively with children ages two through five. Participants will leave with materials to deliver parent workshops based on the findings of the National Early Literacy Panel (NELP), research supporting dialogic reading and the work of Dr. Grover “Russ” Whitehurst.

Face-to-Face Trainings for Parent Involvement

Building Literacy into Your Parent Education Curriculum

The Parent Time component in family literacy is an ideal time to build parents' skills as their children's first teachers. This training will provide research-based strategies that parents can learn in Parent Time and practice in PACT Time®, to impact their children's literacy development.

Partnering with Families for Student Success

Create a partnership with families focused on student achievement! Through listening and learning alongside family members, teachers are becoming more critically aware of the changes in philosophy and the necessity to include parents in literacy conversations and dialogue. This professional development opportunity, Partnering With Families for Student Success, presents family engagement research and practical ways that this research can be used to connect with families. Effective reading strategies that teachers can share with parents for use with their K-5 children will be presented and explored as a means to increase student achievement in the elementary classroom.

Elementary Parent Workshops to Go

Looking for ways to shift parent involvement to true parent engagement that improves student achievement? This training focuses on the skills and strategies important for educators of five - ten year old children. Specific focus is given to intentional and purposeful teaching strategies that parents can use to support their child's reading acquisition. Participants leave this training with an understanding of research-based strategies to share with parents concerning students' language and literacy skill development in the areas of: creating a home learning environment, phonics and phonemic awareness, vocabulary development, fluency, and comprehension.

Preschool Parent Workshops to Go

It's 3 p.m. and you have a parent workshop scheduled for seven and there's been no time to plan! Do you have a home visit tomorrow with no ideas? Based on the findings of the National Early Literacy Panel, this training provides participants with six workshops they can use with families as stand-alone presentations or in a continuing series. The topics cover the underlying building blocks of literacy development and stress ways parents can integrate language and literacy into their children's daily lives through traditional family routines.

Face-to-Face Trainings for ESL Instructors

Talking About Wordless Picture Books: A Tutor Strategy Supporting English Language Learners

Discover a program that builds confidence for teachers, tutors, parents and children while taking English language learning beyond the classroom and across generations. Talking About Wordless Picture Books explores research-based program tools to support the needs of families who are learning English. This session is appropriate for adult educators, ELL or ESL instructors, family literacy administrators and teachers, tutors and parents.

Developing the Speaking and Listening Domains in Multi-Level, Multi-Language Classrooms

This training engages participants in an introduction to differentiated instruction as it applies to diverse ESL classrooms. Participants will learn research-based strategies for instruction in both the speaking and listening domains. Instructors will apply the strategies they learn to create a lesson for each of the domains that will align across the NRS levels.

Families Reading and Talking Together (Bilingual Resource)

This training is designed to encourage reading and literacy activities in the homes of Hispanic/Latino ELL families with preschool children. The train-the-trainer format will help staff be prepared to provide three workshops to parents on parent-child interactive literacy practices.

Face-to-Face Trainings for Children's Educators

Children's Literacy—Preschool

This training focuses on the research-based skills and strategies important for preparing preschool teachers get children ready to read. A specific focus on intentional and purposeful teaching through an assessment-to-instruction process is emphasized.

Children's Literacy—Infants and Toddlers

This training focuses on the research-based skills and strategies that promote language and literacy learning in infants and toddlers, delivered within the context of children's everyday experiences, routines, environments and relationships.

Read Together, Reach for the Stars: Dialogic Reading

This train-the-trainer session will help staff provide parents with the knowledge and skills needed in order to use dialogic reading techniques with their children. Dialogic reading is a research-based technique that can be used effectively with children ages two through five. Participants will leave with materials to deliver eight one-hour parent workshops based on the findings of the National Early Literacy Panel (NELP), research supporting dialogic reading and the work of Dr. Grover "Russ" Whitehurst.

Talk, Talk, Talk: Oral Language/Shared Reading

Don't take everyday conversations for granted! We all talk and think nothing of it, but talking is a major developmental task for young children. This session will explore the area of oral language and how it supports skills that predict later success in reading. Participants will have the opportunity to discuss and practice strategies that work when young children experience them at home, in school, in childcare settings, and elsewhere in the community.

What Works for Early Language and Emergent Literacy Instruction

This interactive training has participants explore practical teacher- and family-based strategies that support emergent language and literacy instruction for young children in the areas of oral language and code-focused instruction. Participants review practical applications of findings from the National Early Literacy Panel Report. Each participant receives a copy of the National Center for Families Learning's guide, What Works: An Introductory Teacher Guide for Early Language and Emergent Literacy Instruction.

Face-to-Face Trainings for Family Literacy and Learning Staff

Foundations in Family Literacy

Foundations in Family Literacy provides beginning family literacy practitioners the framework needed to fully understand the comprehensive, four-component family literacy model. Foundations is designed to provide a basic overview of the principles and practices of family literacy and the research that supports those practices.

Collaborating for Component Integration

Collaborating for Component Integration guides participants toward integrating all four components of a family literacy program through the creation of core messages, assessing levels of services, and developing curricular connections based on the goals, needs and interests of families.

Sustaining Your Literacy Program

Funding streams may ebb and flow, but the need for literacy services in your community remains. How can you navigate the turbulent funding waters for your program while continuing to serve families in need? Learn strategies from successful program managers that you can adapt in your community to keep your program's mission prominent and funded.

The Sweet Spot of Family Literacy: Parent and Child Together (PACT) Time® and Parent Time for Preschool Families

Much like the sweet spot on a tennis racket or a golf club that provides the most effective hit, PACT Time® and Parent Time are the value-added components of family literacy. Find out how to use these two components to enhance the skills of families and improve literacy outcomes. Walk away with new ideas about how parents and children can engage in meaningful activities that bridge the gap between school and home.

Meaningful Learning in Parent Time and Parent and Child Together (PACT) Time® for Preschool Families and the Elementary Grades

Parent Time and PACT Time® are the heart of a family literacy program. They are the glue that binds the four components of family literacy together and always complement each other. Participants will learn how to incorporate parent topics into successful Parent Time sessions and implement the process of PACT Time for families of preschool and elementary children. Participants will leave this session with an individualized plan for Parent Time and PACT Time.

Face-to-Face Trainings for Adult Educators

Adult Reading: Assessment Informs Instruction

This session focuses first on diagnostic reading assessment to identify strengths and needs in the reading component areas: alphabets, fluency, vocabulary, and comprehension. Participants will learn about assessment approaches/options and will practice creating individual plans for adult learners based on assessment results. Participants also will practice planning strategy instruction and will receive samples of teacher and student materials. These will include detailed instructional activity plans for introducing reading strategies to adult learners.

Building Fluency and Comprehension for Adult Readers

This session offers a brief overview of the components of reading with a focus on research-based strategies and resources to improve reading fluency and comprehension. Participants will learn and practice a sampling of instructional activities in these two component areas that can be used back in their programs to help adults improve their reading skills.

Building Vocabulary and Comprehension for Adult Readers

This very informative session provides an overview of the components of reading and reading instruction: alphabets, fluency, vocabulary, and comprehension. Participants will be introduced to a sampling of the latest research-based strategies in each of the component areas. Participants will practice planning strategy instruction for building/strengthening adults' reading skills. The primary focus will be vocabulary and comprehension strategies for intermediate and higher-level readers. Participants also will learn about a free, online resource that instructors will find to be broadly useful in reading instruction.

Research-Based Strategies for Adult Reading Instruction

This training introduces the components of reading that may contribute to a reading problem: alphabetic skills, fluency, vocabulary, and comprehension. It suggests research-based instructional strategies for improving adults' reading skills by addressing their needs in the reading-component areas.

Customized Professional Development

- Family Literacy/Family Learning
- Literacy Coalition Building
- Leadership Consultation
- Curriculum Writing
- Coaching