

# LINCS Region 1

## Professional Development Center News



Volume 5

Winter 2013

### Join Our Mailing List

If this e-mail was not sent directly to you, you can [join our mailing list](#) to ensure that you receive future editions.



### Tech Tips for Teachers

Subscribe to our blog to read about integrating technology into the classroom. Posts include specific lesson ideas with step by step instructions. [Take a look](#) and let us know what you think!

### Join the Community

The LINCS community is divided into 16 groups. For more information on college completion and career planning you might want to join Career Pathways or Post-secondary Completion or both! Recent discussions have included COABE sessions on career pathways, resources for students, and the new College Completion Tool Kit. Add to these discussions or start your own, or just read what others have to say. [Create your account today](#), and we will see you there!

### Region 1 Webpage

Find all the back issues of this

## Welcome to the LINCS Region 1 Professional Development Center Newsletter.

This quarterly newsletter highlights LINCS events, opportunities, and resources for professional development in our region.

### In this issue:

- [Assessment Basics Webinar Information](#)
- [Universal Design for Education Webinar](#)
- [The Adult College Completion Toolkit](#)

## Assessment Basics for Adult Education Webinar Recording

Did you miss the Webinar on Assessment? Listen to the recording. Learn about the differences and appropriate uses of diagnostic, formative, and summative assessment, and explore scenarios to explain how these three categories of assessment can and should be used together. Identify the assessment needs for your classroom or program, and receive materials to help create a plan for incorporating or improving assessment practices.

Presenter: Marie Cora

Pre-webinar Reading: [A Primer: Diagnostic, Formative, & Summative Assessment](#) by Richard Swearingen, Heritage University, 2002.

## Universal Design for Learning Webinar

Join us for a FREE webinar on Universal Design for Learning on Wednesday, **April 3, 2013, 2:00-3:30 pm Eastern**. The goal of this webinar is to understand the Universal Design for Learning (UDL) framework and become motivated to think from the perspective of UDL when designing learning opportunities for ALL learners. Participants will explore how to provide multiple means of representation, action and expression, and engagement while understanding the framework created by CAST and the support for UDL in adult education.

newsletter, links, and resources, on the [Region 1 Professional Development Center's page](#) on the LINCS website.

### Contact Us

[Kaye Beall](#)

Director  
(765) 717-3942

[Cynthia Zafft](#)

Principal Investigator  
(617) 482-9485

[Sandy Goodman](#)

Director of Career Pathways  
(617) 482-9485

[Steve Quann](#)

Instructional Technologist  
(617) 482-9485

[Leah Peterson](#)

Dissemination Coordinator  
(617) 482-9485

The webinar will be presented by Dr. Robin Wisniewski, principal consultant at Mid-continent Research for Education and Learning (McREL). Dr. Wisniewski is a nationally certified school psychologist and licensed psychologist with specialties in curriculum, literacy, leadership, and diverse learners. She frequently works with P-12, college, and adult educators and education leaders on systems change, including initiatives such as GED to college, literacy for adults with learning disabilities, and family literacy partnerships. Recently, Dr. Wisniewski was lead author for two books in the Evidence-Based Instruction in Reading series: A Professional Development Guide to Response to Intervention and a Professional Development Guide to Culturally Responsive Instruction. She is a former tenured associate professor and director at Baldwin Wallace University and academic success leader at Kent State University and the University of Arizona. Currently based in Denver, Dr. Wisniewski is principal consultant for systems transformation at Mid-continent Research for Education and Learning (McREL).

Pre-webinar Assignments:

1. Review the [TEAL Fact Sheet for Universal Design for Learning](#) in preparation for the webinar.
2. Scan the Universal Design For Learning website prior to the webinar. [Udlcenter.org](#) is the National Center for Universal Design for Learning. This website comprises the basics of UDL, advocacy for UDL in states, examples for implementing UDL, research behind UDL, a community to connect with about UDL, and resources for UDL.

Participants are asked to [register](#) in advance for the webinar and test their systems. Once the host approves your request, you will receive a confirmation email with instructions for joining the meeting. If you are new to WebEx, you can view an [introduction to WebEx](#).

If you have questions, please contact [Ben Bruno](#).

## New Resource Available: *The Adult College Completion Tool Kit*

*The Adult College Completion Tool Kit* is designed to connect state administrators and local practitioners to the strategies, resources, and technical assistance tools resulting from the Department's work. States can use the information to identify and implement state adult education leadership priorities supported by federal *Adult Education and Family Literacy Act (AEFLA)* funds, which encourage and support adult learners transitioning to college.

The tool kit focuses on ten strategies organized in three areas.

- **Access:** Academic preparation, financial resources, and other support students need to enroll in postsecondary education programs.
- **Quality:** Evidence-based practices used by programs to ensure their services prepare students adequately for postsecondary education.
- **Completion:** Administrative policies and programmatic approaches to encourage student persistence in postsecondary education programs.

## Using *The Adult College Completion Tool Kit*

Practitioners will find several helpful features of the tool kit. The first feature is a table on page two that gives a one sentence description of each strategy formatted for both state administrators and local practitioners. A second feature is Appendix A: Tools and Resources. This appendix provides a brief description of over 45 college and career resources (including live web links) developed by OVAE and the U.S. Department of Education.

A third feature is the remaining appendices. Appendix B, titled *Five Steps to Prepare for College*, organizes the resources into a sequence that practitioners and adult learners can follow. This appendix links to high quality resources that address many questions your students may ask: how to match interests to career training, applying to college, qualifying for financial aid, etc. Appendices C through E use the same steps but add additional resources designed to answer questions that concern three special populations of adult learners: individuals in corrections, veterans, and high-skilled immigrants.



## Making Career Planning a Creative Process

Helping students develop plans may be one of the most powerful strategies for successful transition to postsecondary education yet finding flexible, appropriate resources for adult learners isn't always possible. One resource mentioned in the tool kit that breaks down the career exploration and planning process is the [\*Integrating Career Awareness in the ABE/ESOL Classroom curriculum guide\*](#). Here's how adult educator, Mina Matthews, from Lewiston Adult Education describes her experience with the guide's final activity called Career and Education Plan on page 179 of the guide.



### **Video Script**

We started out using the Career and Education Plan exactly as it is, like a worksheet, that I would give to the students on the very first day of class, explain to them what it was and how it worked, and have them fill it out as we completed assignments or assessments or inventories throughout the program (or looking at the educational pursuits throughout the program). Then at the end we would do a final draft of that worksheet and what I found was when I was doing follow-ups a month out, folks said, “What was that? The Career and Education Plan worksheet? What was that?”

So what we figured was we’d use the worksheet as a template and we’d have them design their own career and education pathway, and that became a very creative thing for some people. I had collages, I had flow charts, I had crayon drawings, I had all kinds of these wonderful career and education pathways that captured everything that’s on that worksheet but was really personalized. When I would call them a month out (and this was probably our second to last term I started catching on that we need to do this), they’d say, “Oh yeah that’s hanging above my computer where I study and yeah I look at it all the time!”

We also took that (the flow chart or the collage or whatever they did) and we had them condense the entire career and education pathway down to one or two statements on an index card, which they put (they reported that they put it there) it somewhere in their line of sight (next to their computer, next to their mirror in the bathroom, next to the refrigerator handle, what have you) just as a trigger. And again a month out they’re saying, “Oh yeah, it’s still where I left it!” so it kind of morphed into a bigger tool.

<http://lincs.ed.gov>