Adult Career Pathways: Building Strategic Partnerships
This course is intended for adult education program administrators interested in building new and strengthening existing partnerships essential for successful development and implementation of Adult Career Pathways programs and systems. https://courses.lincs.ed.gov

Adult Career Pathways: Developing Effective Bridge Programs
This course can help teachers develop and implement effective Adult Career Pathways bridge programs designed to help adult learners master the basic skills they need to advance to the next level of education, training, or entry-level employment in career fields that are in local or regional demand. https://courses.lincs.ed.gov

Adult Career Pathways: Designing Contextualized Instruction
This course helps teachers understand contextualized instruction and its supporting research base and discover how to use the contextual model of instruction to develop Adult Career Pathways courses, and how to identify and overcome common challenges in developing contextualized instruction. https://courses.lincs.ed.gov

Adult Career Pathways: Integrating Career Counseling and Planning into Adult Education
This course is intended for adult educators, administrators, coaches, case managers, transition specialists, career counselors and others working with adult learners seeking to transition to the next step along a career pathway. https://courses.lincs.ed.gov

Adult Career Pathways: Engaging Employers in Adult Career Pathways
Participants will learn how to identify, engage, and sustain engagement of appropriate employers in the development of career pathways programs. https://courses.lincs.ed.gov

ELL-U: Second Language Acquisition - Myths, Beliefs, and What the Research Shows.
This course offers participants introductory, research-based information on second language acquisition (SLA) by exploring common myths and beliefs about how languages are taught and learned. https://courses.lincs.ed.gov

ELL-U: Teaching English Language Learners who are Emergent Readers
This course offers introductory, research-based information about teaching adult English language learners who are just beginning to acquire print literacy largely due to lack of access to formal schooling. This course will clarify how and why this particular population is unique, offer processes for identifying emergent readers, and explore a range of teaching/assessment strategies that build initial literacy. https://courses.lincs.ed.gov

ELL-U: Formative Assessment to Inform Quality Adult ESL Instruction
Participants will define formative assessment and explain its integral role in systematically planning and delivering adult ESL instruction, select and design a variety of formative assessment activities that engage learners in setting their own goals and monitoring their own progress, and will use appropriate oral and written feedback techniques that inform learners of their progress. https://courses.lincs.ed.gov

ELL-U: The Role of Culture in the Education of Adult English Language Learners
This course provides techniques and strategies to help educators create a culturally inclusive learning environment and facilitate (cross) cultural understanding. It explores a range of topics related to the role of culture in teaching classes with adult ELLs. https://courses.lincs.ed.gov

ELL-U: Principles of Second Language Teaching: Planning, Implementing, and Managing Instruction
This course provides an overview broken into three key components: (1) know the communicative needs of your students, (2) plan lessons that integrate communication skills with life skills, work-readiness, and civics content, and (3) implement student-centered instruction practices and classroom management strategies. https://courses.lincs.ed.gov
Integrating Technology in the Adult Education Classroom
This course covers the purposes for integrating technology, explores guidelines for planning to integrate technology into instruction, and organizes thinking about the wide range of technology tools available. Examples of adult education practitioners’ experiences in integrating technology are incorporated throughout the course. In the culminating activity, you will create a Technology Integration Action Plan for a unit or lesson that you select for use with your adult learners. [https://courses.lincs.ed.gov](https://courses.lincs.ed.gov)

Learning to Achieve: Accommodations
In this module, participants learn about testing and instructional accommodations appropriate for individuals with learning disabilities. [https://courses.lincs.ed.gov](https://courses.lincs.ed.gov)

Learning to Achieve: English Language Learners
In this module, participants identify testing and instructional accommodation considerations for English language learners. [https://courses.lincs.ed.gov](https://courses.lincs.ed.gov)

Learning to Achieve: Neuroscience
In this module, participants learn about the underlying neurobiology of learning disabilities. [https://courses.lincs.ed.gov](https://courses.lincs.ed.gov)

Learning to Achieve: Professional’s Guide to Educating Adults with Learning Disabilities
In this module, participants review the popular research based online publication, *A Professional’s Guide to Educating Adults with Learning Disabilities*. [https://courses.lincs.ed.gov](https://courses.lincs.ed.gov)

Science: Engaging Adult Learners in Science
This course provides an overview of the relevance and importance of science in the adult basic education/adult secondary education (ABE/ASE) classroom and introduces the use of scientific practices in the ABE/ASE classroom. [https://courses.lincs.ed.gov](https://courses.lincs.ed.gov)

Scientific Practices in Context: Curricular Planning and Lesson Development
This course provides an introduction to teaching science in context, and guidance on where teachers can find credible science resources. The course also reviews the teaching and learning cycle, focusing on curriculum design including lesson planning and development within the context of an adult education science unit. [https://courses.lincs.ed.gov](https://courses.lincs.ed.gov)

Teaching Adults to Read: Alphabets
After reviewing the research on alphabets, participants will practice using assessments for phonemic awareness, word recognition, and word analysis. Participants will develop an understanding of how structured reading programs are important to use with learners with limited reading skills and plan instruction for intermediate-level readers with “gaps” in their decoding skills. [http://literacyworkslincs.learnerweb.org](http://literacyworkslincs.learnerweb.org)

Teaching Adults to Read: Comprehension
After learning about the research on comprehension, participants will use *Applying Research in Reading Instruction for Adults: First Steps for Teachers* to learn about and practice methods for teaching reading comprehension. [http://literacyworkslincs.learnerweb.org](http://literacyworkslincs.learnerweb.org)

Teaching Adults to Read: Fluency
In this course, participants look at aspects of the research and practice using tools for measuring fluency. They also discuss the characteristics of fluent reading and practice different techniques of guided repeated oral reading, the recommended instructional strategy for improving fluency. [http://literacyworkslincs.learnerweb.org](http://literacyworkslincs.learnerweb.org)

Teaching Adults to Read: Vocabulary
In this course, participants learn about approaches for identifying important vocabulary words and practice using instructional techniques to improve vocabulary skills. [http://literacyworkslincs.learnerweb.org](http://literacyworkslincs.learnerweb.org)
Assessment Strategies and Reading Profiles (ASRP)
ASRP provides research-based assessment strategies to improve reading instruction for adult learners. The ASRP Web site provides many resources for the practitioner including diagnostic and other types of assessments, accompanied by suggestions for instruction. [http://lincs.ed.gov/readingprofiles](http://lincs.ed.gov/readingprofiles)

Using the Assessment Strategies and Reading Profiles
This course introduces, demonstrates, and provides practice in using the Assessment Strategies and Reading Profiles Web site, supported by LINCS and built on NCSALL’s Adult Reading Components Study. Participants learn how to navigate the site and use the Match-an-ASRP-Profile feature to access reading profiles. [http://literacyworkslincs.learnerweb.org](http://literacyworkslincs.learnerweb.org)

Understanding and Applying Research in the Classroom: A Guide for Today’s Educators
This course introduces users to information about scientific research and its relevance to educational decision making. It is based on the National Institute for Literacy’s publication, *What is Scientifically Based Research? Using Research and Reason in Education*. [http://lincs.ed.gov/professional-development/applyingresearch/player.html](http://lincs.ed.gov/professional-development/applyingresearch/player.html)

Teaching Excellence in Adult Literacy (TEAL) Just Write! Guide
The TEAL Just Write! Guide provides research-based instructional practices in writing instruction. It incorporates professional wisdom from participants of the Teaching Effectiveness in Adult Literacy (TEAL) project. The intent of the guide is to increase the familiarity of adult basic education teachers with evidence-based writing instruction and to facilitate translation of research findings into teaching practices and products that will enhance the quality of instruction delivered to adult learners. The guide helps teachers understand and apply evidence-based instructional practices that promote student learning in the following topics: Strategy Instruction, Self-Regulated Learning, Universal Design for Learning, Formative Assessment, Differentiated Instruction, and Effective Lesson Planning. [https://teal.ed.gov/tealGuide/introduction](https://teal.ed.gov/tealGuide/introduction)

Standards In Action
The Standards-in-Action (SIA) innovations are professional development methods and materials that support the implementation of content standards in adult education programs. The SIA innovations, developed with guidance from adult educators around the country, address four priority areas of standards-based reform:

1. Building instructors’ understanding of the standards taught;
2. Translating the standards into curriculum;
3. Aligning student assignments to standards; and
Welcome to the LINCS Learner Web Portal!

On this site, you can choose the professional development literacy topic you want to learn about and get the support you need to successfully complete your educational goal. The LINCS Learner Web connects you with high-quality instructional resources informed by research, especially scientifically based and other rigorous research, for use by adult education and literacy educators. Each topic saves your work and tracks your progress to help you meet your goals.

On the LINCS Learner Web, we can help you with your Professional Development Goals all online! And it's free!

Teaching Adults to Read

Self-paced courses based on a 3-day workshop on the four components of reading, developed by experts in the field of adult basic education and literacy: Dr. John R. Kruidenier, Susan McShane, and Dr. Rosalind Davidson.

Each course provides participants with background information, informative readings and resources, hands-on activities, and multimedia examples of recommended assessment and instructional strategies.

Participants will explore the components of reading and research-based strategies for assessing and teaching both native and nonnative English-speaking adults how to read.

TAR Goals include:
- Teaching Adults to Read: Alphabets
- Teaching Adults to Read: Comprehension
- Teaching Adults to Read: Fluency
- Teaching Adults to Read: Vocabulary
- Assessment Strategies and Reading Profiles

ELL-U Resources

The English Language Learner University was a project developed by Kratos to facilitate the formation of online professional development communities for ELL teachers. ELL-U Goals include:
- Working with Emergent Readers
- Teaching Vocabulary

Tutor Ready: Resources for Tutoring Adults in Reading *BETA VERSION*

These new resources, drawn from the research-based LINCS' Teaching Adults to Read online courses and workshops, focus on topics relevant to adult literacy tutoring. They provide answers to some common questions volunteer tutors ask about how best to help their learners improve their skills in the following components of reading:

- Phonemic Awareness
- Decoding
- Fluency
- Vocabulary
- Comprehension

The resources include:
- A question and answer format that focuses on specific reading skills in each of the components of reading
- Practical, research-based explanations, suggestions and strategies for assessing and tutoring adult learners
- Examples of how to use recommended tutoring strategies
- Video and audio demonstrations of tutoring techniques
- Tutoring logs to keep track of reading lessons and progress