



California Adult Literacy Professional Development

2016–17 Catalog

Online Options for Professional Learning



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Online Options in Professional Learning

Introduction

The California Adult Literacy Professional Development Project (CALPRO) offers adult education instructors and administrators a variety of online options in professional learning.



You can sign up for a facilitated course and log in to complete weekly activities when it suits your schedule. You can work independently on a self-directed course at your own pace or browse resources inside a virtual workroom. You can network with colleagues through an electronic Community of Practice, exchange ideas in an online workshop in real

time, or interact with a subject expert through a Webinar. You can also assess your own learning needs and create an individual professional development plan.

All of these professional learning opportunities expand adult educators' access to professional learning, offering flexibility and convenience. CALPRO services are available free of charge to adult literacy providers working in programs funded by the California Department of Education (CDE).

Research Basis

The content of all of CALPRO's online professional learning is based on research. A CDE State Leadership Project, CALPRO seeks to foster continuous program improvement through a comprehensive, statewide approach to high-quality professional learning for the full range of adult education and literacy providers. CDE's Adult Education Office awarded the professional development contract to the American Institutes for Research® (AIR®) (<http://www.air.org>), which has administered CALPRO since 2001.



Facilitated Online Courses

In these courses, subject experts facilitate discussions with a group of participants, who log in at different times of the week to access course content and assignments and complete application activities. Each course includes two Webinars in which course participants meet with the instructor online. For more details, see answers to frequently asked questions (pp. 8–9).

2016–17 Facilitated Online Course Schedule

A list of the courses offered during the 2016–17 academic year can be found at the following URL: http://www.calpro-online.org/online_course_schedule.asp#grid. Below is a graphic that shows the course information you will find. Information on course offerings is continually updated.

Catalog of Facilitated Online Courses

Course Title	Intended Audience	Start Date	End Date	Webinar #1 (of 2)	Registration	Waiting List
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- Course descriptions: See pages 4–6.
- Answers to frequently asked questions: See pages 8–9.
- Updates on classes: http://www.calpro-online.org/online_course_schedule.asp#grid
- Registration: See page 6.



Descriptions of Facilitated Courses

New! College and Career Readiness Standards (CCRS): English Language Arts (ELA) Implementation and Application

Participants will begin to build an understanding of what individual ELA standards are requiring students to know, understand, and do. This process, called "unpacking the standards," will support participants' ability to revise previously developed classroom lesson plans. Using Webb's Depth of Knowledge model, participants will work to modify, enhance, or create meaningful standards-aligned activities, assignments, and assessments that meet the expectations of the CCRS.

Effective Lesson Planning

Participants will learn, through a step-by-step process, how to plan, design, and deliver effective lesson plans using the OTAN (Outreach and Technical Assistance Network) Online Lesson Plan Builder. The course will also present up-to-date strategies, including WIPPEA (warm-up, introduction, presentation, practice, evaluation, and application) stages and "backward design." By the end of this course, participants will find that lesson planning can be a quick and easy process.

Enhancing Learner Persistence

What's all the excitement surrounding the topic of learner persistence, how does it differ from student retention and motivation, and how do I encourage my students to persist in their learning? This course engages participants in brainstorming about the implications of research on learner persistence for their own practice in the four areas of intake, orientation, instruction, and program activities.

Evidence-Based Writing Instruction in the ABE (Adult Basic Education) Classroom

Want to improve the quality of writing by your intermediate and advanced ABE students? In this course, you will learn about research-based instructional techniques, including explicit instruction, and about using rubrics to evaluate assignments and to help students evaluate their own writing. Participants will develop an instructional plan to implement with their own students.

Evidence-Based Writing Instruction in the ESL (English as a Second Language) Classroom

This course helps participants improve their writing instruction for ESL students who are at the intermediate and advanced levels, by applying (1) research-based instructional techniques, (2) protocols for analyzing students' work, and (3) guided instructional plans. Each participant will develop an instructional plan to use in his or her classroom.

Integrated Education and Training (IET)

In IET, participants work in agency-based teams to develop plans for implementing one of four instructional models that successfully integrate adult education basic skills instruction (i.e., ABE or ESL) with technical or occupational skills instruction. The four models are Co-teaching, Alternating Teaching, Vocational ESL/ABE-Specific, and Cluster Vocational ESL/ABE. **Team application required.**

Managing the ESL Multilevel Class

How do you meet the needs of ESL students in a class with skill levels ranging from beginning to intermediate to advanced? This course presents strategies for planning lessons for learners of widely varying language skills.

Optimizing ESL Instructional Planning: Management, Monitoring, and Reflection

How do you plan instruction so that you are certain your English learners' proficiency is increasing? This course presents an optimal process for ESL instructional planning. The process uses three types of strategies: management, monitoring, and reflection. Backed by research, these strategies may be used with any proficiency level. Throughout the course, participants will explore ways to integrate these strategies into their courses and daily lessons.

Postsecondary Transitions, Session 1: Getting Started— Key Components, Strategies, and Best Practices

In *Postsecondary Transitions*, participants work in agency-based teams to develop an integrated, comprehensive plan for implementing a coherent, effective postsecondary transition program. In Session 1, participants identify best practices and strategies to implement a successful postsecondary transition program. **Team application required.**

Postsecondary Transitions, Session 2: From Theory to Practice— Next Steps and Action Plans

In *Postsecondary Transitions*, participants work in agency-based teams to develop an integrated, comprehensive plan for implementing a coherent, effective postsecondary transition program. In Session 2, participants assess their agency's degree of readiness to implement a postsecondary transition program and identify strategic leverage points for implementing their own agency's action plan. **Prerequisite: Session 1.**

Using Questioning Strategies to Improve Instruction, Session 1: Questioning Strategies That Improve Cognition

Are you frustrated at not getting the right answers from your students? Maybe it is because you are not asking the right questions! This course offers questioning strategies that foster higher-order thinking skills while developing responses beyond the level of recall. Help students connect the dots as they process new information to answer questions designed with a purpose.

Course Registration

- Preregistration is required; enrollment is limited. Registration opens approximately six weeks before a course starts and closes one week before the course starts or when the class is full.
 - **Register online at:**
<http://www.calpro-online.org/onlineCourses.asp>
 - CALPRO will e-mail you an auto-confirmation of your registration. Be sure to set your computer to permit messages from CALPRO and AIR.
 - Call 1-800-427-1422, option 6, if you don't receive an auto-confirmation or if you have questions about registration.
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Participant Feedback on CALPRO Online Courses

“Wonderful feedback and great ideas from the instructor.”

“Access to a great variety of ideas from fellow students.”

“It was quite a class. I really needed it more than I knew.
I learned a lot. “

“Tremendously convenient to work on my own time.”

“Great resources for further exploration of the topic.”

Additional Comments From Participants

“This four-week course gave me a chance to explore in depth what the three-hour workshop only exposed me to.”

“I was interested in learning a few tidbits about solutions to this eternal problem we have of student persistence. The pearls of wisdom [I gained] made it all worthwhile. I’ll definitely take another course.”

After implementing some new questioning strategies, “in the last two weeks, student scores on chapter tests improved by 30%, the median improved from 78 to 84, and the mean from 76 to 80%. Needless to say, I am super-elated!”

“The CALPRO online facilitator posed wonderful reflection questions to the writer or to the class after we submitted our thoughts. This gave us even more fuel for reflection or discovery. I am in a research course now with another institution and only wish that I could get the same prompt feedback on my submittals and e-mails as we do in this CALPRO class.”



FAQs About Online Courses

Who Is Eligible to Take a CALPRO Online Course?

Any adult educator who is currently working in a program that receives funding through the California Department of Education.

What Do I Need to Get Started?

- An e-mail address
- Internet access
- A few hours a week

How Much Time Will It Take?

- Courses last about four weeks.
- Courses take an average of three hours per week.



How Many People Are in a Typical Class?

- 12 to 15 colleagues, facilitated by a subject-area expert

How Do We Interact in Class?

- Mostly through online discussion boards (log in whenever convenient to do each week's tasks) and by reading and responding to colleagues' comments within the virtual classroom.
- Through two Webinars, participants can meet in real time to talk to their facilitator and fellow participants.
- Participants occasionally engage in cooperative learning tasks.

Who Facilitates the Class?

- Subject-area experts trained in online facilitation
- Recent facilitators have included Jayme Adelson-Goldstein, Dave Coleman, Jaemi Naish, Lynne Nicodemus, Matthew Oberlander, Allison Pickering, Sue Pon, and Kathleen Porter.

How Do I Learn to Use Moodle, the Learning Management System?

- CALPRO provides a short, free tutorial to orient you to Moodle.
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What Are the Benefits of Taking an Online Course?

- Obtaining practical information and techniques
- Opportunities to apply learning to practice
- Ample time for reflection
- Gaining a solid research basis
- Support for site-based professional development when colleagues from the same agency take the class together
- Networking with adult educators from all over California
- Flexible scheduling within any given week
- No hassle or expense related to transportation or childcare
- Options for earning credits
- Developing technology-based learning skills

How Much Credit Do I Get for Completing a Class?

- 1 to 1.5 Continuing Education Units (CEUs) from California State University, Sacramento (CSUS fee: \$65)
- Certificate of course completion (14 hours) from CALPRO

What Happens After I Register Online?

- CALPRO will e-mail you an auto-confirmation of your registration.
- After registration closes, CALPRO will send to you an e-mail with your account information and details about getting started.
- Be sure to check your spam filter and firewall settings to permit e-mail messages from CALPRO and AIR (see Course Registration, p. 6).

How Can I Contact Technical Support?

- For live support, call 1-800-427-1422, option 6 (during business hours)
- E-mail: calprohelp@air.org





Online Workshops

In addition to the many facilitated online courses you may take (pp. 3–9), CALPRO also offers others types of online professional development. These include interactive workshops (pp. 10–12) and Webinars (pp. 22–23).

In CALPRO online workshops, participants typically attend two online meetings, which are formatted into 90-minute blocks and separated by a one or two weeks. These trainings include interim assignments and application activities that support the transfer of learning and implementation of new skills beyond the online meetings. Highly interactive, these real-time workshops share the same objectives and research base as the corresponding CALPRO face-to-face workshops. (For workshop descriptions, see pp. 10–12.)

CALPRO online workshop titles include:

- Integrated and Contextualized Workforce Skills in the Adult Education Classroom, Session 1: Transferable Skills for the Workplace
- Integrated and Contextualized Workforce Skills in the ABE/ASE Classroom, Session 2: Contextualized Instructional Strategies
- Integrated and Contextualized Workforce Skills in the ESL Classroom, Session 2: Contextualized Instructional Strategies
- Teaching Critical Thinking Series:
 - Session 1: Critical Thinking and Metacognition
 - Session 2: Problem Solving and Decision Making
 - Implementing Critical Thinking Strategies

Integrated and Contextualized Workforce Skills in the Adult Education Classroom, Session 1: Transferable Skills for the Workplace

How can you prepare your learners to succeed in the workforce? Find out what employers say are essential skills for today's workforce. This session shows you how to connect transferable skills in the ESL, ABE, and ASE classroom to the workplace.

Integrated and Contextualized Workforce Skills in the ABE/ASE Classroom, Session 2: Contextualized Instructional Strategies

How can you integrate and contextualize your instruction? Find out what contextualized instruction is and how it benefits your learners to succeed in the workforce. This session offers examples of contextualizing ABE/ASE instruction easily by using workplace activities and forms.

Integrated and Contextualized Workforce Skills in the ESL Classroom, Session 2: Contextualized Instructional Strategies

How can you integrate and contextualize your instruction? Find out what contextualized instruction is and how it helps your learners succeed in the workforce. This session offers examples of contextualizing ESL instruction easily by using workplace activities and forms.

Teaching Critical Thinking Series

Learn how to help your students become better critical thinkers, problem solvers, and decision makers.

- **Session 1, Critical Thinking and Metacognition** helps teachers move students beyond simple knowledge to greater understanding of what you are teaching. This workshop demonstrates methods for teaching critical thinking skills and for planning instructional activities that encourage and require students to think critically.
 - **Session 2, Problem Solving and Decision Making** presents the basic steps to problem solving and decision making. You will explore strategies for helping your students apply critical thinking to their lives both in and out of the classroom.
 - **Implementing Critical Thinking Strategies** is a follow-up session that supports educators as they plan how they will try out new instructional strategies and skills presented in Sessions 1 and 2.
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What Participants Say About Online Workshops

Since introducing online workshops in spring 2010, over 300 adult educators have participated in them. Of the evaluations received:

- 97% of the participants would recommend these workshops to a colleague

Reasons Adult Educators Recommend Online Workshops

When recommending CALPRO online workshops in real time, participants state that synchronous online workshops

- Are informative
- Are practical and relevant
- Provide useful resources
- Offer convenient training access and schedule
- Promote good interaction with peers

Whenever a new online workshop or Webinar is offered, CALPRO posts an announcement on its News and Events page. You can sign up to receive e-mail alerts about such announcements by emailing calprohelp@air.org and requesting to be added to the mailing list.

Technical Requirements

To join these online trainings, participants need

- A computer with high-speed Internet access (DSL, cable, T-1)
- Speakers or a headset to hear the facilitator
- A microphone connected to your computer or headset (optional), which allows you to speak and be heard; this is not required. Participants without a microphone can type comments and ask questions at any time.

Schedule and Registration

For a schedule of workshops, registration, and additional information, visit the CALPRO Event Calendar at <http://www.calpro-online.org>.

See also Webinars (pp. 22–23).



Self-Assessments and Individual Professional Development Plans

CALPRO offers adult educators two updated self-assessments with individual professional development plans:

- Instructor Competencies Self-Assessment
- Management Competencies Self-Assessment

Both are based on nationally validated instruments, described at <http://www.calpro-online.org/competencies.asp>.



Instructor Competencies Self-Assessment

Using this online tool, a teacher rates him- or herself in up to 17 competencies that span four categories, and determines the areas of greatest relevance to teaching, ability, and priority. For more information, visit <http://www.calpro-online.org/competencies/instructorselfassessment.asp>.

Management Competencies Self-Assessment

Using this online tool, an administrator rates him- or herself in up to 21 competencies that span seven categories, determines the areas of greatest relevance to his or her program and ability, and identifies whether or not this is a goal for the year. For more information, visit <http://www.calpro-online.org/competencies/managementselfassessment.asp>.

Results and Recommendations

Individuals taking these self-assessments will be able to view their own results instantly and will also see the top-ranking professional development competencies. For each of these top-ranking competencies, the educator will be able to view recommendations for research-based professional development resources that form the basis of an annual, individual professional development plan. For more information, visit <http://www.calpro-online.org/competencies/selfassessments.asp>.



Self-Directed Courses

These online courses are completely self-directed and self-paced. Participants log on when convenient and work on their own, without a facilitator or other participants; however, they may decide to join colleagues from their school or agency and support each other in their professional development.

Each self-directed course contains 12–15 hours of self-study materials, presented in a variety of media and organized into discrete units. Each unit includes many reflection questions and application activities. Participants may elect to do as many of the units as they wish.

Topics

Nine courses are available in 2016–17. For more details, see the titles below and the course descriptions on pages 15–16:

- *Adult Learning and Development*
- *Effective Strategies for Writing Instruction*
- *Introduction to College and Career Readiness Standards*
- *Learner Goal Setting in Adult Education Programs*
- *Learner Persistence*
- *Math Instructional Strategies*
- *Orientation for New ABE Teachers*
- *Orientation for New ESL Teachers*
- *Teaching Critical Thinking Skills*

New!

Descriptions of Self-Directed Courses

Adult Learning and Development

This course explores the unique characteristics of adult learners, as well as adult motivation, needs, and self-concept and their effects on learning. It also explores adult development and the implications for effective teaching.

Effective Strategies for Writing Instruction

The goal of this self-directed online course is to create an instructional plan, using evidence-based practices, for teaching writing to ABE, ASE, or ESL students who are at the intermediate and advanced levels.

Introduction to College and Career Readiness Standards

This course provides administrators and teachers with an overview of standards implementation and the College and Career Readiness Standards. Participants take a closer look at three key shifts in English language arts instruction and math instruction

Learner Goal Setting in Adult Education Programs

Did you know that one of the major factors contributing to learner persistence is goal setting with the learner? Did you know that the reason learners most frequently cite for dropping out is that their classes did not meet their needs and expectations? In this course, participants learn how to set realistic goals with each learner and then revisit and revise goals throughout the semester so that students feel comfortable the class is meeting their needs.

Learner Persistence

What is all the excitement surrounding the topic of learner persistence, how does it differ from student retention and motivation, and how do I encourage my students to persist in their learning? Based on research on factors that promote learner persistence, this professional development course explores implications for changing practice in the four areas of intake, orientation, instruction, and program activities.

Math Instructional Strategies

This course provides participants with basic information on what adult students need to know to satisfy the California mathematics requirements for earning an adult high school diploma or the General Educational Development (GED) credential. Course units suggest strategies, based on research on best practices, for effective math instruction. Additionally, the course examines California's mathematics standards and prompts participants to reflect on activities supported by research on the attributes associated with math proficiency.

Orientation for New ABE Teachers

The new ABE instructor may have many questions, such as *who will my new students be, what are their literacy proficiencies and needs, what materials should I use, and how do I assess my students' skills and document their progress?* This course guides instructors with fewer than two years of experience to the most immediate and important aspects of teaching ABE in California.

Orientation for New ESL Teachers

This course orients instructors with fewer than two years of experience to the most immediate and important aspects of teaching adult ESL in California. Among the topics addressed are basic procedural questions, adult learning, lesson planning, model standards, and integrating workplace competencies into instruction, among others.

***New!* Teaching Critical Thinking Skills**

Discover how to help your students become better critical thinkers, problem solvers, and decision makers! Through this course, participants learn specific techniques to help students move beyond simple knowledge to greater understanding of what is being taught. The course also reviews the basic steps to problem solving and decision making, and explores strategies for helping students apply critical thinking to their lives both in and out of the classroom.

Registration and Additional Information

Visit <http://www.calpro-online.org/selfdirectedcourses.asp>



Video Library

The goal of this video library is to increase individual adult educators' access to professional development on emerging priority topics

The video library features videos and multimedia presentations of interest to instructors and administrators alike on such topics as postsecondary transitions and program quality indicators. Additionally, the video library showcases and supports instruction in various other topics through its Best Practices in Action section:

- Career Pathways in Adult Learning
- Integrated Education and Training
- Evidenced-Based Reading Instruction for ABE Students
- Teaching Higher-Level Math Concepts
- Classroom Approaches to Teaching English as a Second Language

Finally, the library serves as a repository for CALPRO Webinars from fall 2010 to the present. Several series are available, including the Instructors Forum, the Administrators Forum, the Adult Education Research Webinar series, and the e-CoP Webinar series.

Visit the Video Library at

<http://www.calpro-online.org/onlinevideolibrary.asp>.



Virtual Workrooms for Adult Educators and Electronic Community of Practice (e-CoP)

Located on the CALPRO Web site, the Virtual Workrooms provide adult educators with instant access to research-based professional development resources on particular topics, as well as recommendations for more in-depth study. Complementing these Virtual Workrooms is CALPRO's Electronic Community of Practice (see p. 21 for details).

Educators can visit three Virtual Workrooms, each with a specific focus:

- Multilevel ESL Instruction
- Workforce Readiness
- Best Practices in ABE Reading Instruction

To log in to any of the Virtual Workrooms, visit

<http://www.calpro-online.org/VirtualWorkroom/default.asp>.

Virtual Workroom on Multilevel ESL Instruction

This Virtual Workroom offers a wide variety of professional learning resources organized around five central challenges in multilevel instruction: needs assessment, lesson planning, managing group work, multilevel materials, and evaluation.

These resources provide welcome support to instructors who teach across a broad spectrum of levels—with learners whose proficiency may range from pre-literate to low-advanced.



Many of the resources in the Virtual Workroom also support teachers who have leveled classes (e.g., Intermediate ESL). Within a leveled class, most teachers find some variation in skill level across an entire group of learners or within an individual student (e.g., a fairly fluent speaker who struggles with reading or writing).

Sample Resources

Inside the Virtual Workroom on Multilevel ESL Instruction, educators can access, download, and print a wealth of materials, such as:

- *Making the Most of the Multilevel Class*, a series of seven podcasts (each lasting 8–10 minutes), with related pre-listening and post-listening application activities
- Sample classroom materials, assessments, demonstrations, and templates
- Options for more in-depth study, such as online courses

Virtual Workroom on Workforce Readiness

Federal and state policy and funding practices clearly identify workforce readiness as a top priority for adult education, including adult literacy instruction. The Virtual Workroom on Workforce Readiness provides adult educators of ABE, ASE, and ESL, programs with a range of professional development resources focusing on three areas:

1. Integrating and contextualizing workforce skills into adult literacy instruction
2. Program infrastructure supports for establishing career pathway programs
3. Related research and additional resources

Adult literacy instructors are the primary intended audience for this Virtual Workroom. Administrators and teachers alike can benefit from reviewing the related research and understanding program infrastructure supports of successful career pathways programs.

Sample Resources

Inside the Virtual Workroom on Workforce Readiness, educators can access, download, and print a wealth of materials, such as:

- Instructional materials that integrate and contextualize workforce skills into everyday lessons for ABE, ASE, and ESL students
 - Directions for teachers on how to deliver and/or adapt these instructional materials to suit their learners
 - Case studies and other resources for establishing or strengthening basic infrastructure of career pathways programs and developing IET programs
-

Virtual Workroom on Best Practices in ABE Reading Instruction

The Virtual Workroom on Best Practices in ABE Reading Instruction provides educators of adult basic education programs with a range of professional learning resources focusing on three areas:

- 1) Direct, Explicit Instruction
- 2) Other Instructional and Classroom Management Strategies
- 3) Related Research and Additional Resources

Adult basic education (ABE) instructors are the primary intended audience of this Virtual Workroom. While the context for many examples is reading instruction, several of the best practices can be applied equally effectively in teaching writing or numeracy to ABE learners. In addition, administrators and teachers alike can benefit from reviewing the related research and additional resources.

Sample Resources

- Inside the Virtual Workroom on Best Practices in ABE Reading Instruction, educators can access, download, and print a wealth of materials, such as the following:
- Videos (each lasting 2–3 minutes) demonstrating best practices in ABE reading instruction, with related pre- and post-viewing application activities
- Key research findings, presented through summaries and fact sheets
- Options for more in-depth study, such as CALPRO's Evidence-Based Reading Instruction (EBRI) Institute



Electronic Community of Practice (e-CoP)

With its base on a separate Web site (<http://calproecop.groupsites.com>), e-CoP complements the three Virtual Workrooms for Adult Educators. The e-CoP's mission is to advance the practice of adult education in California through a learning partnership among practitioners in order to increase students' opportunities in the workplace and postsecondary education. The e-CoP also sponsors Webinars (see p. 22) and maintains an archive of past e-CoP Webinars, other structured professional learning activities, and past sponsored activities.

All adult literacy providers currently working in programs funded by the California Department of Education are eligible to join the e-CoP. Membership is free.

For more information, visit the CALPRO e-CoP at <http://calproecop.groupsites.com>.

The screenshot displays the CALPRO e-CoP website interface. At the top left is the CALPRO logo and the URL www.calpro-online.org. A navigation bar includes links for HOME, COMMUNICATE, SHARE, NETWORK, SUBGROUPS, MORE, JOIN, and HELP. The main content area features a "Welcome!" section with a paragraph describing the e-CoP's mission and a photograph of a classroom. Below this is a section titled "Eligibility for E-CoP" and another titled "E-CoP Mission". On the right side, there is a search bar, a "Join this Group Now!" section with email and password fields, and a video thumbnail titled "Video: Orientation to e-CoP (4 n)".



Webinars

CALPRO Webinars consist of presentations by subject-area experts followed by a question-and-answer period. Typically 60–90 minutes in length, the Webinars are tailored for specific audiences and provide access to professional development on a wide range of current and emerging priority

topics. Check the CALPRO Event Calendar to view and register for new Webinars for 2016–17.

Administrators Forum

This forum provides adult school administrators with just-in-time professional development on a variety of subjects. Subject-area experts have addressed such topics as developing strategic partnerships and collaborations, building career pathways, building your brand, and building the WIOA (Workforce Innovation and Opportunity Act) partnership and developing the memorandum of understanding.

Adult Education Research Webinar Series

In fall 2010, CALPRO launched the Research-Based Practices Webinar series. Researchers lead these Webinars on topics relevant to adult educators, such as *Teacher Effectiveness and Adult Education Teacher Competencies* and *Transitioning Adult Education Students Career Pathways*.

Electronic Community of Practice (e-CoP) Webinars

Beginning in January 2012, CALPRO's e-CoP began to sponsor Webinars for current and prospective members. These sessions addressed a variety of specialized topics related to CALPRO's three Virtual Workrooms for Adult Educators (see p. 18). CALPRO's e-CoP continues to sponsor Webinars on current and emerging topics of interest to the field.

Instructors Forum

Beginning in fall 2010, CALPRO launched its Instructors Forums to highlight exemplary instructional strategies. Presenters include seasoned teachers with demonstrated expertise in the instructional strategies being addressed. Recent forums included *Teaching Strategies for Different Learning Disabilities* and *ESL and Numeracy: What's the Connection?*

WASC (Western Association of Schools and Colleges) Guidelines and Quality Indicators Webinars

Two recorded Webinars on WASC accreditation topics are available from CALPRO's Video Library (see p. 17).

Webinar Archives

Past Webinars are archived in the Video Library (see p. 17).

Registration, Technical Requirements, and Additional Information

For more information about upcoming Webinars, check the CALPRO Event Calendar at <http://www.calpro-online.org>.



Online Options for Professional Learning

This catalog presents for adult educators information about CALPRO's expanded program of online professional development, including many new topics and delivery methods!



For Updates and Additional Information

Visit our Web site for additional information and updates on new online options in professional learning.

Web site: <http://www.calpro-online.org/onlineCourses.asp>

Web site: <http://www.calpro-online.org>

Telephone: 1-800-427-1422, ext. 4 (toll-free in CA) or 916-286-8816



California Adult Literacy Professional Development Project

A State Leadership Project of the California Department of Education