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 matter expert through a Webinar. You can also assess your own learning needs and create an individual professional development plan.

All of these 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 research-based. 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-area 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 further details, see FAQs About Online Courses (pp. 9–10).

### 2014–15 Facilitated Online Course Schedule

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Start Date</th>
<th>End Date</th>
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</thead>
<tbody>
<tr>
<td>Evidence-Based Writing Instruction in the ESL Classroom [T]*</td>
<td>7/8/14</td>
<td>8/4/14</td>
</tr>
<tr>
<td>Using Questioning Strategies to Improve Instruction, Session 1, Questioning Strategies That Improve Cognition [T]*</td>
<td>7/14/14</td>
<td>8/10/14</td>
</tr>
<tr>
<td>Effective Lesson Planning [T]*</td>
<td>9/29/14</td>
<td>10/26/14</td>
</tr>
<tr>
<td>Evidence-Based Writing Instruction in the ABE Classroom [T]*</td>
<td>10/13/14</td>
<td>11/9/14</td>
</tr>
<tr>
<td>Postsecondary Transitions, Session 1, Getting Started: Key Components, Strategies, and Best Practices [A, T]*</td>
<td>10/21/14</td>
<td>11/17/14</td>
</tr>
<tr>
<td>Managing the ESL Multilevel Class [T]*</td>
<td>1/14/15</td>
<td>2/10/15</td>
</tr>
<tr>
<td>Using Questioning Strategies to Improve Instruction, Session 1, Questioning Strategies That Improve Cognition [T]*</td>
<td>1/23/15</td>
<td>2/19/15</td>
</tr>
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2014–15 Online Course Schedule
(continued from p. 3)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postsecondary Transitions, Session 2, From Theory to Practice, Next Steps and Action Plans [A, T]*</td>
<td>2/2/15</td>
<td>3/1/15</td>
</tr>
<tr>
<td>Integrated Education and Training [A, T]*</td>
<td>2/2/15</td>
<td>3/1/15</td>
</tr>
<tr>
<td>Enhancing Learner Persistence [A, T]*</td>
<td>2/23/15</td>
<td>3/22/15</td>
</tr>
<tr>
<td>Optimizing ESL Instructional Planning: Management, Monitoring, and Reflection [T]*</td>
<td>4/20/15</td>
<td>5/17/15</td>
</tr>
</tbody>
</table>

* Intended audience: Teachers (T); Administrators (A)
Course descriptions: See pp. 5–7.
FAQs About Online Courses: See pp. 9–10.
Updates on classes: [http://www.calpro-online.org/onlineCourses.asp](http://www.calpro-online.org/onlineCourses.asp)
Registration: See p. 7.
Descriptions of Facilitated Courses

Effective Lesson Planning
Plan and deliver effective lessons! Step by step, learn the process of lesson design, and create a lesson plan using the OTAN Online Lesson Plan Builder. Participants will learn up-to-date strategies for planning lessons using a combination of the WIPPEA 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 Classroom
Want to improve the quality of writing by your intermediate and advanced Adult Basic Education (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 Classroom
This course helps participants improve their writing instruction for English as a Second Language (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
In Integrated Education and Training (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: Coteaching, 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 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 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: Questioning Strategies that Improve Cognition

Are you frustrated at not getting the right answers from your students? Maybe it’s 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](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.
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, a CTE instructor related that “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?
- 12–15 colleagues, facilitated by a subject-area expert

How Do We Interact in Class?
- Mostly through online discussion boards (we log in whenever convenient to do each week’s tasks): We read and respond to colleagues' comments within the virtual classroom.
- Through two Webinars, participants can meet online to talk with their facilitator and fellow participants.
- Participants occasionally engage in cooperative learning tasks.

Who Facilitates the Class?
- Subject-area experts trained in online facilitation

How Do I Learn to Use Moodle, the Learning Management System?
- CALPRO provides a short, free tutorial to orient you to Moodle.
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 learning 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 e-mail you your account information and details about getting started.
- Be sure to check your spam filter and firewall settings to permit e-mail messages from AIR and CALPRO (see Course Registration, p. 7).

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. 3–10), CALPRO also offers others types of online professional development. These include interactive workshops (pp. 11–13) and Webinars (pp. 22–23).

In CALPRO online workshops, participants come together to attend typically two online meetings, which are formatted into 90-minute blocks separated by a week or two; 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 basis as the corresponding CALPRO face-to-face workshops. (For online workshop descriptions, see p. 12.)

The following workshops are offered in 2014–15:

- 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

Stay Connected! RSS Feed

To sign up for e-mail alerts with news and information, visit the home page of CALPRO’s Web site, [http://www.calpro-online.org](http://www.calpro-online.org), click on the Really Simple Syndication (RSS) icon, and follow the prompts. For details, visit [http://www.calpro-online.org/rss.asp](http://www.calpro-online.org/rss.asp). If you have technical questions, e-mail calprohelp@air.org, or call 1-800-427-1422, option 6, during business hours.
Descriptions of Online Workshops

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 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.
What Participants Say about Online Workshops
Since introducing online workshops in spring 2010, more than 300 adult educators have participated in them. Of the evaluations received:

- 95% of the participants would recommend these workshops to a colleague

Reasons Adult Educators Recommend Online Workshops
When recommending CALPRO online workshops, 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 using an RSS feed (see p. 11) or 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) allows you to speak and be heard, but is not required. Participants without a microphone can type in their comments and 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](http://www.calpro-online.org). See also Webinars on pp. 22–23.
Self-Assessments and Individual Professional Development Plans

CALPRO offers adult educators two updated self-assessments with individual professional learning plans: Instructor Competencies Self-Assessment and Management Competencies Self-Assessment. Both are based on nationally validated instruments, described at [http://www.calpro-online.org/competencies.asp](http://www.calpro-online.org/competencies.asp).

**Instructor Competencies Self-Assessment**

Using this online tool, a teacher rates him- or herself in up to 31 competencies that span six different 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](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 different 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](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](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.

Topics
In 2014–15, eight course titles will be available to choose from (see Course Descriptions below and on pp. 16–17 for details):

- Adult Learning and Development
- Effective Strategies for Writing Instruction
- Introduction to College and Career Readiness Standards (available April 2015)
- Learner Goal Setting in Adult Education Programs
- Learner Persistence
- Math Instructional Strategies
- Orientation for New ABE Teachers
- Orientation for New ESL Teachers

Course Descriptions
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.
Course Descriptions (continued)

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

Introduction to College and Career Readiness Standards
(Available April 2015)
This course will provide administrators and teachers with an overview of standards implementation and the College and Career Readiness Standards. Participants will then take a closer look at three key shifts in English Language Arts instruction as well as in 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 didn’t meet their needs and expectations? Learn how to set realistic goals with each learner and then revisit and revise goals throughout the semester so that students feel comfortable that your class is meeting their needs.

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? 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, undergirded by research on best practice, 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 mathematics 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 adult basic education 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, integrating workplace competencies into instruction, and more.

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 learning on emerging priority topics. Current topics include college transition and applying the College and Career Readiness Standards.

Additionally, the library features videos of best practices in action, such as classroom approaches to teaching English to adult learners, examples of teaching higher math concepts, and examples of evidence-based reading instruction for ABE students.

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

Visit the Video Library: http://www.calpro-online.org/onlinevideolibrary.asp
Virtual Workrooms for Adult Educators and the Electronic Community of Practice

Located on the CALPRO Web site, the Virtual Workrooms provide adult educators with instant access to research-based professional learning resources on a particular topic, as well as recommendations for more in-depth study. Complementing these Virtual Workrooms is CALPRO’s e-CoP (see p. 21 for details).

Educators may 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 Virtual Workroom, 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 ESL, ABE, and ASE 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 (ABE) 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

ABE instructors are the primary intended audience of this Virtual Workroom. Although 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)

Located on a separate Web site, CALPRO’s 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 to increase students’ opportunities in the workplace and postsecondary education. The e-CoP sponsors Webinars (see p. 22) and other structured professional learning activities and maintains an archive of 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:
http://calproecop.groupsite.com
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 learning on a wide range of current and emerging priority topics.

Administrators Forum

This forum provides adult school administrators with just-in-time professional learning on a variety of subjects. Subject-area experts have addressed topics such as Managing Developing Programs to Support ASE Students; Transition to Postsecondary, Maintaining and Building Short-Term Career Technical Education Programs, and Taking on Learner Persistence with a Student-Centered Approach. In 2014–15, at least three new Administrators Forum Webinars will be offered.

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 transitioning English language learners. Up to three research Webinars will be offered in 2014–15.

Electronic Community of Practice (e-CoP) Webinars

Beginning in January 2012, CALPRO’s e-CoP began to sponsor Webinars open to current and prospective members. These sessions addressed a variety of specialized topics related to CALPRO’s three Virtual Workrooms for Adult Educators. In 2014–15, the e-CoP will continue to sponsor Webinars on current and emerging topics.

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. Past topics included Math Instructional Strategies, Guiding ABE Learners Toward College and Career Readiness, and The ESL Writing Process: Practice, Polish, Publish. In 2014–15, four Instructors Forum Webinars will be offered.
WASC Guidelines and Quality Indicators Webinars
Two recorded Webinars on WASC accreditation topics are available from CALPRO’s Video Library (see p. 17), and one more will be added in 2014–15.

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

Registration, Technical Requirements, Additional Information
For more information about upcoming Webinars, check the CALPRO Event Calendar, at http://www.calpro-online.org.
Online Options for Professional Learning

In this catalog adult educators will find 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.

Online Course Information:
http://www.calpro-online.org/onlineCourses.asp

CALPRO Web site: http://www.calpro-online.org

Telephone: 1-800-427-1422, ext. 5 (toll-free in CA) or 916-286-8816