

## Unit 1 References

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**Module 1, Unit 1 Resources**

These resources are among those assigned or recommended for further reading in Unit 1 that are freely accessible online, beginning with most recent publications.

Resources for Teachers and Administrators	Description
<p>College and Career Readiness Standards for Adult Education</p> <p><b>Resource URL:</b> <a href="http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf">http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf</a></p> <p><b>Author:</b> S. Pimentel</p> <p><b>Publication date:</b> 2013</p>	<p>In this report, readers will find a set of college and career readiness standards that reflect the content most relevant to preparing adult students for success in colleges, technical training programs, work, and citizenship—in the areas of English language arts/literacy and mathematics.</p>
<p>An ESOL Approach to the CCRS for Adult Education</p> <p>Instructional Implications for the College and Career Readiness Standards</p> <p><b>Resource URL:</b> <a href="http://sabes.org/files/2014/06/May-2014-newsletter.pdf">http://sabes.org/files/2014/06/May-2014-newsletter.pdf</a></p> <p><b>Author:</b> S. Young</p> <p><b>Published by:</b> SABES</p> <p><b>Publication date:</b> 2013</p>	<p>These two articles address specific links between instruction and CCRS. They contain many suggestions that illustrate how to advance the rigor of instruction when working with English language learners in any classroom.</p>
<p>Transitions Integration Framework</p> <p><b>Resource URL:</b> <a href="https://lincs.ed.gov/professional-development/resource-collections/profile-763">https://lincs.ed.gov/professional-development/resource-collections/profile-763</a></p> <p><b>Author:</b> ATLAS - Adult Basic Education Teaching and Learning Advancement System Compiled by Lia Conklin Olson</p> <p><b>Published by:</b> ATLAS - Adult Basic Education Teaching and Learning Advancement System, at Hamline University</p> <p><b>Publication date:</b> 2013</p>	<p>The Transitions Integration Framework (TIF) was designed to provide guidance to adult basic education (ABE) programs and instructors on the effective integration of transitions skills into instruction at all levels of ABE, including ESL levels. The TIF defines the academic, career, and employability skills essential for adult learners to transition successfully to postsecondary education, career training, and the workplace; and to enrich community involvement. Furthermore, the use of this document to guide ABE instruction is intended to help meet the needs of stakeholders in postsecondary education, the workplace, and community-based organizations.</p>

<p>Supporting Skilled Immigrants: A Toolkit for ESL Practitioners</p> <p><b>Resource URL:</b>  <a href="http://www.globaltalentbridge.org/toolkit/">http://www.globaltalentbridge.org/toolkit/</a></p> <p><b>Published by:</b> World Education Services</p> <p><b>Publication Date:</b> 2013</p>	<p>This toolkit was developed for ESL practitioners who teach foreign-educated and skilled immigrants. It also serves as a useful guide for anyone who advises or works with skilled immigrants. The toolkit provides:</p> <ul style="list-style-type: none"> <li>• Innovative classroom strategies and lesson plans</li> <li>• Best practices and effective program models</li> <li>• Essential information and case studies to guide students toward success</li> <li>• Comprehensive program and resources guide</li> </ul>
<p>Promoting Learner Transitions to Postsecondary Education and Work: Developing Academic Readiness Skills from the Beginning</p> <p><b>Resource URL:</b>  <a href="https://lincs.ed.gov/professional-development/resource-collections/profile-418">https://lincs.ed.gov/professional-development/resource-collections/profile-418</a></p> <p><b>Authors:</b> B. Parrish and K. Johnson</p> <p><b>Published by:</b> Center for Adult English Language Acquisition (CAELA)</p> <p><b>Publication date:</b> 2010</p>	<p>This brief addresses the current and projected need for skilled workers and the skills immigrants will need to be able to take these positions. These skills are based in academic and higher-level thinking skills. The authors provide the rationale and research underlying the need to incorporate these skills into English language acquisition classes, regardless of the level or purpose of the courses (e.g., beginning, life skills). These skills will assist adult English language learners in transitioning to postsecondary work training, academic settings, or navigating life in general. The authors address the following skills as being essential to incorporate into the classroom: reading and listening, note-taking and organizing information, and critical thinking. They state that these skills can, and should, be introduced to beginning-level learners. The brief provides instruction on how to structure and sequence activities to fit in with any classroom content and build on skill development. Included in the brief are sample activities that are leveled by beginning, intermediate, and advanced English language learners.</p>
<p>Instructional Practices Alignment Survey</p> <p><b>Resource URL:</b>  <a href="http://atlasabe.org/pd-system/research-surveys/instructional-practices-alignment-survey-2008">http://atlasabe.org/pd-system/research-surveys/instructional-practices-alignment-survey-2008</a></p> <p><b>Authors:</b> K. Marchwick, K.A. Johnson, and B. Parrish</p> <p><b>Published by:</b> ATLAS; Hamline University</p> <p><b>Publication date:</b> 2008</p>	<p>For years, ABE practitioners have been aware of a significant gap between adult basic education and postsecondary education. ATLAS conducted a survey of ABE and MnSCU (MN State Colleges and Universities) faculty. The purpose of the survey was to identify needs and current teaching practices for both groups. A multidisciplinary working group was then assembled to review and analyze the survey data and formulate recommendations for aligning ABE/transitions education with higher education. This report summarizes those findings.</p>
<p>Supporting Adult English Language Learners' Transitions to Postsecondary Education</p> <p><b>Resource URL:</b></p>	<p>This article focuses on classroom and program (administrator) practices that promote successful transitions for L2 learners to postsecondary education. The brief covers research and theory related to instructional strategies useful in supporting adult ELL students'</p>

<a href="https://lincs.ed.gov/professional-development/resource-collections/profile-385">https://lincs.ed.gov/professional-development/resource-collections/profile-385</a>  <b>Author:</b> J. Mathews-Aydinli  <b>Published by:</b> Center for Adult English Language Acquisition (CAELA)  <b>Publication date:</b> 2006	transitions to college. This is followed by a review of the professional wisdom from program strategies currently in use. At the classroom level, the author focuses on language (accuracy, vocabulary development), reading and writing genres, and developing thinking skills. For administrators, the author addresses academic and non-academic factors, such as building student portfolios, future job identification, and community building. This article provides excellent practical and theoretical resources.
Issues in Improving Immigrant Workers' English Language Skills  <b>Resource URL:</b> <a href="https://lincs.ed.gov/professional-development/resource-collections/profile-479">https://lincs.ed.gov/professional-development/resource-collections/profile-479</a>  <b>Author:</b> M. Burt  <b>Published by:</b> Center for Adult English Language Acquisition (CAELA)  <b>Publication date:</b> 2003	This article addresses five points that are at issue for English language learners in the workplace (e.g., language and identity, measuring outcomes) and how employers might address them formally (e.g., through targeted English language acquisition classes, educating non-immigrant workers) and informally (e.g., providing opportunities to use English on the job, involving leadership). English fluency and literacy appear to be linked to economic success. In light of this, the author provides a concise background on immigrant workers and problems they encounter in seeking English language acquisition classes outside of work. This article provides concrete solutions and resources to assist immigrant workers to improve language skills and integration into the workplace.
Academic Language & Literacy (website)  <b>Resource URL:</b> <a href="http://www.jeffzwiers.org/">http://www.jeffzwiers.org/</a>  <b>Author:</b> J. Zwiers  <b>Published by:</b> Academic Language Development Network	<i>Academic Language &amp; Literacy</i> is a site focused on helping educators accelerate and deepen students' learning of academic language, literacy, and content understandings in all classrooms. While focused on k-12 education, it provides excellent background on the rationale for advancing the rigor of instruction for all learners, as well as tools and instructional templates for classroom use (and is easily adaptable for adult learners).
Understanding Language Initiative  <b>Resource URL:</b> <a href="http://ell.stanford.edu/teaching_resources">http://ell.stanford.edu/teaching_resources</a>  <b>Published by:</b> Stanford University	The <i>Understanding Language Initiative</i> serves to heighten awareness of the language and literacy issues embedded within the Common Core and next generation Science Standards. While focused on k-12 education, it provides excellent background on the rationale for advancing the rigor of instruction for all learners, as well as tools and instructional templates for classroom use (and is easily adaptable for adult learners).
<b>Resources for Administrators</b>	<b>Description</b>
Adult Education and Immigrant Integration: Networks for Integrating New Americans (NINA) THEORETICAL FRAMEWORK	The Networks for Integrating New Americans (NINA) initiative is sponsored by the U.S. Department of Education Office of Vocational and Adult Education (OVAE) in order to strengthen adult education programs' ability to: 1) improve immigrants' access to effective and innovative

<p><b>Resource URL:</b>  <a href="http://lincs.ed.gov/publications/pdf/NINA_theoretical-framework.pdf">http://lincs.ed.gov/publications/pdf/NINA_theoretical-framework.pdf</a></p> <p><b>Authors:</b> S. Kallenbach, K. Lee, S. Downs-Karkos, and M. Beaubien-Taylor</p> <p><b>Published by:</b> World Education, Inc.</p> <p><b>Publication date:</b> 2013</p>	<p>English language programs; 2) support immigrants on the path to citizenship; and 3) support immigrants' career development through training and education. OVAE builds on the <i>New Americans Citizenship and Integration Initiative</i>, a White House initiative that brought together a core group of federal agencies to coordinate federal immigrant integration efforts, including the Departments of Education, Health and Human Services, Homeland Security, Housing and Urban Development, Justice, and Labor.</p>
<p>Beyond Basic Skills: State Strategies to Connect Low-Skilled Students</p> <p><b>Resource URL:</b>  <a href="http://www.clasp.org/admin/site/publications/files/Beyond-Basic-Skills-March-2011.pdf">http://www.clasp.org/admin/site/publications/files/Beyond-Basic-Skills-March-2011.pdf</a></p> <p><b>Authors:</b> M. Foster, J. Strawn, and A. Duke-Benfield</p> <p><b>Published by:</b>  CLASP Center for Postsecondary and Economic Success</p> <p><b>Publication date:</b> 2011</p>	<p>This report provides a background on the growing basic skills crisis in the U.S. and emphasizes the importance of postsecondary education success and completion in getting a good job and advancing in the workforce. Two basic skills services, developmental and adult education, are described and compared. These services are critical in creating pathways for lower-skilled adults to gain a postsecondary education and succeed in the workplace.</p>
<p>Sound Investments:  Building Immigrants' Skills to Fuel Economic Growth</p> <p><b>Resource URL:</b>  <a href="http://economicmobilitycorp.org/uploads/mobility-sound_investments.pdf">http://economicmobilitycorp.org/uploads/mobility-sound_investments.pdf</a></p> <p><b>Author:</b> R. Spence</p> <p><b>Published by:</b> Economic Mobility Corporation</p> <p><b>Publication date:</b> 2010</p>	<p>This Economic Mobility Corporation's publication focuses on the best approaches to helping immigrants improve their skills and obtain better jobs, given the large amount of low-skilled immigrants in our workforce. The report identifies promising efforts that help immigrants acquire education and skills, one of which includes Commonwealth Corporation's Extended Care Career Ladder Initiative (ECCLI), which facilitates career advancement among lower-skilled employees.</p>
<p>Education for Adult English Language Learners in the United States: Trends, Research, and Promising Practices</p> <p><b>Resource URL:</b>  <a href="https://lincs.ed.gov/professional-development/resource-collections/profile-490">https://lincs.ed.gov/professional-development/resource-collections/profile-490</a></p>	<p>This resource reviews research that identifies best practices and trends pertaining to teaching adult English language learners (some research is not based in English as a second language studies). The following are the most pertinent to practitioners and administrators:</p> <ul style="list-style-type: none"> <li>• The foreign-born population in the U.S. (covers the demographics of the target population, including residential information, literacy ability, income and</li> </ul>

<p><b>Author:</b> K. Schaetzel and S. Young</p> <p><b>Published by:</b> Center for Adult English Language Acquisition (CAELA)</p> <p><b>Publication date:</b> 2008</p>	<p>employment, time in the U.S.)</p> <ul style="list-style-type: none"> <li>• Participation of foreign-born adults in adult education programs and outcomes (covers issues of funding, administration, factors related to learner participation, length of time and intensity of instruction, and educational outcomes)</li> <li>• Program design and instructional practice (delineates types of programs, program standards, transitioning learners through different levels of courses, research on different instructional strategies, literacy development, and promising practices)</li> <li>• Professional development and teacher quality (includes an overview of the available research, how to implement data-based professional development opportunities, and promising practices)</li> <li>• Assessment and accountability (deals with types of assessments available to programs, description of the NRS levels, the CAL 2006 study examining the status of the adult ELL assessment, and promising practices)</li> <li>• Future directions for lifelong learning (covers workplace preparation and additional training programs, distance education, and areas for further research and development)</li> </ul>
<p>Reach Higher, America: Overcoming Crisis in the U.S. Workforce</p> <p><b>Resource URL:</b>  <a href="http://www.nationalcommissiononadultliteracy.org/ReachHigherAmerica/ReachHigher.pdf">http://www.nationalcommissiononadultliteracy.org/ReachHigherAmerica/ReachHigher.pdf</a></p> <p><b>Author:</b> Report of the National Commission on Adult Literacy</p> <p><b>Publication date:</b> 2008</p>	<p>Education drives the economy. Almost a decade into the 21st century, America faces a choice: we can invest in the basic education and skills of our workforce and remain competitive in today's global economy, or we can continue to overlook glaring evidence of a national crisis and move further down the path to decline. In Reach Higher, America, the National Commission on Adult Literacy presents powerful evidence that our failure to address America's adult education and workforce skills needs is putting our country in great jeopardy and threatening our nation's standard of living and economic viability. The Commission recommends immediate action to reverse the course we are on. It calls for strong, bold leadership from federal and state government, and it challenges business leaders, philanthropy, and the nonprofit sector to become part of the solution.</p>
<p>Are They Really Ready To Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce</p>	<p>The study includes results from both an in-depth survey conducted during April and May 2006 and interviews with a sampling of a dozen HR and other senior executives. In addition, a Workforce Readiness Report Card is presented to provide an accessible snapshot of the basic knowledge and applied skills that are either "deficient" or "excellent"</p>

<p><b>Resource URL:</b>  <a href="http://www.p21.org/storage/documents/FINAL_REPORT_PDF09-29-06.pdf">http://www.p21.org/storage/documents/FINAL_REPORT_PDF09-29-06.pdf</a></p> <p><b>Authors:</b> J. Casner-Lotto and L. Barrington</p> <p><b>Published by:</b> Partnership for 21<sup>st</sup> Century Skills</p> <p><b>Publication date:</b> 2006</p>	<p>in those areas that employer respondents rate as “very important.”</p>
<p>Preparing the Workers of Today for the Jobs of Tomorrow</p> <p><b>Resource URL:</b>  <a href="http://www.whitehouse.gov/assets/documents/Jobs_of_the_Future.pdf">http://www.whitehouse.gov/assets/documents/Jobs_of_the_Future.pdf</a></p> <p><b>Author:</b> Executive Office of the President – Council of Economic Advisers</p> <p><b>Publication Date:</b> 2009</p>	<p>In this report, the President’s Council of Economic Advisers (CEA) presents a projection of potential developments in the U.S. labor market over the next five to ten years and discusses the preparations necessary to develop the 21st century workforce. It presents the skills that will likely be most relevant in growing occupations, the value and limitations of our current post-high school education and training systems, and the characteristics of a more effective education and training structure.</p>
<p><b>Related LINCS Online Courses for Teachers or Administrators</b></p>	<p>As you work through this module, or any module in this project, you may have questions related to English language acquisition and teaching practices.</p>
<p>Second Language Acquisition: Myths, Beliefs, and What the Research Shows</p> <p><b>Resource URL:</b>  <a href="https://lincs.ed.gov/programs/ell-u/online-courses">https://lincs.ed.gov/programs/ell-u/online-courses</a></p>	<p>This course takes approximately two hours to complete. It delivers an anchor course on how languages are taught and how adults learn a new language. Topics include:</p> <ul style="list-style-type: none"> <li>• Common myths and beliefs about second language acquisition (SLA)</li> <li>• Knowledge about language and SLA</li> <li>• Using students’ first language strategically</li> <li>• Interlanguage and assessment</li> </ul>
<p>Teaching Adult ELLs Who Are Emergent Readers</p> <p><b>Resource URL:</b>  <a href="https://lincs.ed.gov/programs/ell-u/online-courses">https://lincs.ed.gov/programs/ell-u/online-courses</a></p>	<p>This course takes approximately 2.5 hours to complete. It provides strategies for teaching adult ELLs who have not been schooled in their home language and are beginning to acquire print literacy. Topics include:</p> <ul style="list-style-type: none"> <li>• Uniqueness of adult emergent readers with limited formal schooling</li> <li>• Strategies for teaching literacy</li> <li>• Identification, placement, and assessment of learners with limited formal schooling</li> </ul>
<p>Principles of Second Language Teaching: Planning, Implementing, and Managing Instruction</p> <p><b>Resource URL:</b>  <a href="https://lincs.ed.gov/programs/ell-u/online-courses">https://lincs.ed.gov/programs/ell-u/online-courses</a></p>	<p>This course takes approximately 3.5 hours to complete. It explores the basics of instructional planning and execution in adult ESL classrooms using the Communicative Language Teaching approach and other student-centered instructional practices.</p>

<a href="#">u/online-courses</a>	<p>Topics include:</p> <ul style="list-style-type: none"><li>• Understanding the communicative needs of adult ELLs</li><li>• Planning communicative language teaching lessons</li><li>• Implementing and managing adult English language acquisition instruction.</li></ul>
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