

Suggested Professional Development (PD) Pathway for ELA Instructional Staff

Below are the core courses that the SABES ELA PD Center recommends all ELA instructional staff to complete. Your participation in other PD offerings is not contingent on the completion of the below offerings.

Foundation Courses	<p>Complete these in your first six months:</p> <ul style="list-style-type: none"> • Foundations for New Staff (<i>self-paced modules; 3 hours</i>) • Art of Teaching Adults (<i>online blended; 7 hours</i>) • Introduction to Teaching Skills That Matter (<i>self-paced modules; 3 hours</i>) • Complete ELA Proficiency Guide Self-Assessment (<i>30 minutes</i>) 	
Core ELA Training	<p>Complete these in your first year:</p> <ul style="list-style-type: none"> • ELA Lesson Planning 101 (<i>online blended, 8 hours</i>) • Using the ELA Proficiency Guide to Enhance Teaching and Learning (<i>self-paced modules; 4 hours</i>) • The Recipe for Success: The CCRSAE and Instructional Shifts for ELA (<i>self-paced modules; 4 hours</i>) • Building and Enhancing ELA Curriculum in ABE (<i>self-paced modules; 3 hours</i>) 	
Introductory	<ul style="list-style-type: none"> • Using Formative Assessments to Guide Teaching and Learning (<i>online facilitated; 2 hours</i>) • Language-Based Learning Disabilities: An Overview (<i>online facilitated; 1.5 hours</i>) • Text Complexity Matters: What We've Learned and What It Means for the Ways We Teach Adult Learners (<i>online facilitated; 3 hours</i>) • Unpacking the Science of Reading to Inform ELA Instruction (<i>online facilitated; 3 hours</i>) 	
Developing (EBRI)	<p>Evidence-Based Reading Instruction (EBRI) courses: *see to the right for further guidance on what courses to complete from the list below</p> <ol style="list-style-type: none"> 1. Overview of EBRI (<i>self-paced modules; 1 hour</i>) 2. Introduction to Diagnostic Assessments of Reading (<i>self-paced modules; 1 hour</i>) 3. EBRI Diagnostic Assessment of Reading - Administration (if planning to administer assessments) (<i>online blended; 10 hours</i>) 4. EBRI: Teaching Academic (Tier 2) Vocabulary (<i>online facilitated; 1.5 hours</i>) 5. EBRI Comprehension Strategies (<i>online facilitated; 1.5 hours</i>) 6. EBRI Fluency Strategies (<i>online facilitated; 1.5 hours</i>) 7. EBRI: Alphabetics (<i>self-paced modules; 6 hours</i>) 	<p>If you teach Emerging Readers (GLE 0-3)</p> <ul style="list-style-type: none"> • Complete all EBRI courses to the left; after Overview of EBRI and Introduction to Diagnostic Assessment of Reading, prioritize Alphabetics and Fluency (<i>22.5 hours</i>) <p>If you teach Intermediate Readers (GLE 4-8)</p> <ul style="list-style-type: none"> • Complete all EBRI courses to the left (<i>22.5 hours</i>) OR STAR (<i>online blended; 48 hours</i>) <p>If you teach Advanced Readers (GLE 9-12)</p> <ul style="list-style-type: none"> • Complete the first 5 courses in the EBRI list to the left (<i>15 hours</i>) • Complete EBRI Fluency Strategies if needed by students (<i>1.5 hours</i>)
Achieving	<p>Writing and Contextualized ELA Instruction</p> <ul style="list-style-type: none"> • Scaffolded Writing Strategies: From Sentences to Paragraphs (<i>self-paced modules; 2 hours</i>) • Multi-Paragraph Writing: From Paragraphs to Essays (<i>online facilitated; 2 hours</i>) • Improving Student Writing through Diagnostic Assessment and Revisions (<i>online facilitated; 1.5 hours</i>) • Project-Based Learning: An Approach That Works (<i>online facilitated; 2 hours</i>) • Problem-Based Learning: An Approach That Works (<i>online facilitated; 2.5 hours</i>) 	<p>Reaching All Learners</p> <ul style="list-style-type: none"> • ELA Instructional Strategies and Study Skills for Students with Language-Based Learning Disabilities (<i>blended, 9 hours</i>) • Trauma-Informed Instruction (<i>online facilitated; 2 hours</i>) • Culturally Responsive ELA Instruction in ABE (<i>online facilitated; 1.5 hours</i>) • Supporting and Engaging English Learners in ABE Classes (<i>online facilitated; 6 hours</i>) • Differentiation by Design: Optimizing Learning for All Learners! (<i>online facilitated; 2 hours</i>)

For coaching or program-based professional development for you or your staff, please contact:
English Language Arts (ELA): Evonne Peters, evonne_peters@worlded.org



Suggested Professional Development (PD) Pathway for ESOL Instructional Staff

Below are the core courses that the SABES ESOL PD Center recommends all ESOL instructional staff to complete. Your participation in other PD offerings is not contingent on the completion of the below offerings.

Foundation Courses	<p>Complete these in your first six months:</p> <ul style="list-style-type: none"> • Foundations for New Staff (<i>self-paced modules; 3 hours</i>) • Art of Teaching Adults (<i>self-paced modules; 7 hours</i>) • Introduction to Teaching Skills That Matter (<i>self-paced modules; 3 hours</i>) • Complete ESOL Self-Assessment (<i>30 minutes</i>)
Core ESOL Training	<p>Complete these in your first year:</p> <ul style="list-style-type: none"> • Introduction to MA ELPS (<i>online facilitated; 3-video series and document; 40 minutes</i>) • Principles of Second Language Acquisition (<i>online blended; 8 hours</i>) • How to Create a Culturally Responsive and Sustaining ESOL Classroom (<i>online blended; 6 hours</i>) • Cultivating a Reflective ESOL Teaching Practice (<i>online blended; 8 hours</i>)
Introductory	<ul style="list-style-type: none"> • Introduction to Backward Design (<i>online facilitated video; 15 mins</i>) • Using the MA ELPS to Inform Instruction (<i>online blended; 7 hours</i>) • Instructional Delivery in the ESOL Classroom-ESOL Professional Standard 6 (<i>online facilitated video; 24 mins</i>) • The Purposes and Benefits of Assessment: A Brief Exploration - ESOL Professional Standard 5 (<i>online facilitated video; 9 mins</i>) • Contextualized Communicative Grammar Instruction (<i>online blended; 6 hours</i>) • Digital Literacy in Beginning and Intermediate ESOL Instruction; Engaging with Opportunities for Deeper Learning (<i>online facilitated; 2 hours</i>) • ELA Instructional Strategies and Study Skills for Students with Language-Based Learning Disabilities (<i>online facilitated; 1.5 hours</i>)
Developing	<ul style="list-style-type: none"> • Unit Planning Using Backward Design (<i>online blended; 9 hours</i>) • Lesson Planning Using Backward Design (<i>online blended; 10 hours</i>) • CRT and The Brain Book Study (Community of Practice) (<i>online facilitated; 7.5 hours</i>) • Promoting English Learners' Success Through Scaffolding (<i>online facilitated; 2 hours</i>) • Differentiation by Design: Optimizing Learning for All Learners (<i>online facilitated; 2 hours</i>) • Designing ESOL Lessons That Promote Learner Autonomy - The Gradual Release of Responsibility Model (<i>online facilitated; 2 hours</i>) • Collaborative Conversations (<i>online facilitated; 1.5 hours x 6 unique sessions; 9 hours</i>) • Let's Start at the Very Beginning - Literacy Instruction for Adult ESOL Learners (<i>online blended; 8 hours</i>) • ESOL Assessment: How Do You and Students Know They Are Learning (<i>online blended</i>)
Achieving	<ul style="list-style-type: none"> • Refining Your Scope and Sequence (<i>online blended; 3 hours</i>) • Creating an Inclusive Teaching and Learning Environment (<i>online facilitated; 3 hours</i>) • Problem-Based Learning: An Approach That Works (<i>online facilitated; 2 hours</i>) • Project-Based Learning: An Approach That Works (<i>online facilitated; 2 hours</i>) • Getting on the Same Page: End of Learning Cycle Assessment (<i>online facilitated; 2 hours</i>) • From Class to Classify: Effective, Research-Based Vocabulary Instruction for English Learners (<i>online blended; 6 hours</i>) • Pronunciation: Teaching the Notes and Melodies - Incorporating Effective Pronunciation Instruction into ESOL Lessons (<i>online blended; 9 hours</i>) • Fusing Literacies Series: Teaching Language Strategies and Digital Literacy in the ESOL Classroom (<i>online facilitated; 8 hours</i>) • Trauma-Informed Instruction (<i>online facilitated; 2 hours</i>)

For coaching or program-based professional development for you or your staff, please contact:
English Speakers of Other Languages (ESOL): Dori McCormack, dmccormack@edc.org



Suggested Professional Development (PD) Pathway for Math Instructional Staff

Below are the core courses that the SABES Math & Numeracy PD Center recommends all Math instructional staff to complete. Your participation in other PD offerings is not contingent on the completion of the below offerings.

Foundation Courses	<p>Complete these in your first six months:</p> <ul style="list-style-type: none"> • Foundations for New Staff (<i>self-paced modules; 3 hours</i>) • Art of Teaching Adults (<i>self-paced modules; 7 hours</i>) • Introduction to Teaching Skills That Matter (<i>self-paced modules; 3 hours</i>) • Complete Mathematics Professional Standards Self-Assessment (<i>30 minutes</i>) 	
Core Math Training	<p>Complete this in your first year:</p> <ul style="list-style-type: none"> • Using the Math Proficiency Guide to Become a More Effective Math Teacher (<i>self-paced modules; 8 hours</i>) 	
Introductory	<p>Choose one or more:</p> <ul style="list-style-type: none"> • BeCALM Introduction (GLE 2-4) (<i>in development</i>) • CALM Introduction (GLE 3-HSE) (<i>self-paced modules; 4 hours; available in Spanish</i>) • English Learners in the ABE Math Classroom (<i>self-paced modules; 5 hours</i>) • Designing Mathematical Learning for ALL: Universal Design for Learning (<i>in-person; 4 hours; available in Spanish</i>) <p>For ESOL Teachers:</p> <ul style="list-style-type: none"> • Getting Started with Integrating Math in the ESOL Classroom (<i>self-paced modules; 6 hours + 2 hours optional Community of Practice (CoP)</i>) 	
Developing	<p>Choose one or more:</p> <ul style="list-style-type: none"> • BeCALM series (<i>online facilitated; 1.5 hours/session x 7 sessions = 10.5 hours total; choose a minimum of 4 sessions; available in Spanish upon request</i>) • CALM Support Series (<i>online facilitated; 1.5 hours/session x 12 sessions = 18 hours total; choose a minimum of 5 sessions; available in Spanish upon request</i>) <p>For ESOL Teachers:</p> <ul style="list-style-type: none"> • Reasoning with Ratios in the ESOL Classroom (<i>self-paced modules; 6 hours + 2 hours optional Community of Practice (CoP)</i>) 	<p>Choose one or more:</p> <ul style="list-style-type: none"> • Integrating Teaching Skills That Matter (TSTM) into CALM Math Classes (<i>online facilitated; 1.5 hours</i>) • LD Teaching Strategies for Math (<i>online facilitated; 1.25 hours</i>) • Mathematical Language Routines: Supporting English Learners in ABE (<i>in-person; 1.5 hours</i>) • Using Visual Mathematics with English Learners: Percents and Ratios (<i>online facilitated; 1.5 hours</i>) • Getting Started with Problem Based Learning (<i>online facilitated; 1.5 hours</i>) • Learning What Students Know: Using Student Work for Formative Assessment (<i>online facilitated; 1.5 hours</i>) • Creating Math Classrooms Where Students Participate (<i>online facilitated; 1.5 hours</i>) • Will This Be on the Test? (<i>online facilitated; 3 hours</i>)
Achieving	<p>Choose two or more:</p> <ul style="list-style-type: none"> • Be Your Own Boss: Use Math (& Internet Research) to Take Charge of your Decisions (<i>online facilitated; 1.5 hours</i>) • Using Math to Identify and Impact Social Justice Issues in our Lives (<i>online facilitated; 1.5 hours</i>) • Push and Support: A Strategy for Differentiated Instruction (<i>online facilitated; 1.5 hours</i>) • A Degree of Change: Exploring Global Climate Change (<i>online facilitated; 2.5 hours</i>) • Trauma-Informed Instruction (<i>online facilitated; 2 hours</i>) • Co-Creating Math and ELs, LD, DL, ESOL, cross-curricular resources with SABES Math Center • Training to become a CALM, BeCALM, and/or Math and ESOL PD facilitator, mentor, and coach 	

For coaching or program-based professional development for you or your staff, please contact:
Math and Numeracy: Heidi Schuler, heidi_schuler@terc.edu



Suggested Professional Development (PD) Pathway for Educational Leaders

Below are the core courses that SABES recommends all educational leaders to complete. Your participation in other PD offerings is not contingent on the completion of the below offerings.

Foundations	<p>Complete these in your first six months:</p> <ul style="list-style-type: none"> • Foundations for New Staff (<i>self-paced modules; 3 hours</i>) • Register for New Directors Orientation (<i>through ACLS; 16 hours</i>) • Attend a SABES New Directors' Meet & Greet or meet with a SABES coach (<i>online facilitated; 1.5 hours</i>) • Attend a Directors Sharing Group (<i>online facilitated; 1.5 hours</i>) • Choose an intensive offering (<i>10+ hours</i>) from the Core Trainings and trainings as needed from the Special Topics 							
Core Training	<p>Complete one or more in your first year, and complete all in your first two years:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 25%;"> <p>Instructional Leadership IPQ 9.1</p> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Beyond the Checklist: Elevating Your Classroom Visit Experience (<i>blended; 21 hours</i>) • Educator Growth & Effectiveness (<i>format and hours TBA</i>) </td> </tr> <tr> <td style="vertical-align: top;"> <p>Program Design, Management, & Planning IPQ 9.2</p> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Continuous Improvement Planning* (<i>blended; 12 hours</i>) • Developing Your Digital Strategy: Building a Culture of Digital Literacy (<i>on demand; 1.5 hours</i>) </td> </tr> <tr> <td style="vertical-align: top;"> <p>Program Culture IPQ 9.3</p> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Anti-Racism, Diversity, Equity, and Inclusion* (<i>through ACLS and UPD; 24 hours</i>) • Tools for Disability-Inclusive Programs (<i>online facilitated; 2 hours</i>) • Student Leadership: Leveraging the Power of Student Voice* (<i>online facilitated or on demand; 3 hours</i>) </td> </tr> </table>		<p>Instructional Leadership IPQ 9.1</p>	<ul style="list-style-type: none"> • Beyond the Checklist: Elevating Your Classroom Visit Experience (<i>blended; 21 hours</i>) • Educator Growth & Effectiveness (<i>format and hours TBA</i>) 	<p>Program Design, Management, & Planning IPQ 9.2</p>	<ul style="list-style-type: none"> • Continuous Improvement Planning* (<i>blended; 12 hours</i>) • Developing Your Digital Strategy: Building a Culture of Digital Literacy (<i>on demand; 1.5 hours</i>) 	<p>Program Culture IPQ 9.3</p>	<ul style="list-style-type: none"> • Anti-Racism, Diversity, Equity, and Inclusion* (<i>through ACLS and UPD; 24 hours</i>) • Tools for Disability-Inclusive Programs (<i>online facilitated; 2 hours</i>) • Student Leadership: Leveraging the Power of Student Voice* (<i>online facilitated or on demand; 3 hours</i>)
<p>Instructional Leadership IPQ 9.1</p>	<ul style="list-style-type: none"> • Beyond the Checklist: Elevating Your Classroom Visit Experience (<i>blended; 21 hours</i>) • Educator Growth & Effectiveness (<i>format and hours TBA</i>) 							
<p>Program Design, Management, & Planning IPQ 9.2</p>	<ul style="list-style-type: none"> • Continuous Improvement Planning* (<i>blended; 12 hours</i>) • Developing Your Digital Strategy: Building a Culture of Digital Literacy (<i>on demand; 1.5 hours</i>) 							
<p>Program Culture IPQ 9.3</p>	<ul style="list-style-type: none"> • Anti-Racism, Diversity, Equity, and Inclusion* (<i>through ACLS and UPD; 24 hours</i>) • Tools for Disability-Inclusive Programs (<i>online facilitated; 2 hours</i>) • Student Leadership: Leveraging the Power of Student Voice* (<i>online facilitated or on demand; 3 hours</i>) 							
Special Topics	<p>Digital Literacy, Digital Equity, & Technology Access</p> <ul style="list-style-type: none"> • Supporting Staff with Beginner-Level Digital Literacy Skills (<i>on demand; 1.5 hours</i>) • Digital Tools with a Purpose: Discounted Connectivity & Devices (<i>on demand; 1.5 hours</i>) • Building Digital Readiness Across the Program (<i>online facilitated; 6-12 hours</i>) 	<p>LACES</p> <p><i>All LACES trainings are online facilitated.</i></p> <ul style="list-style-type: none"> • Beginner LACES Training (<i>4 hours</i>) • Periods of Participation (<i>1.5 hours</i>) • Follow-Up Surveys (<i>2 hours</i>) • Data Analysis (<i>2 hours</i>) • Desk Review (<i>2 hours</i>) • Closeout Training (<i>3 hours</i>) • For MassSTEP Programs: LACES for MassSTEP IET Programs (<i>2 hours</i>) 						

*SABES recommends (but does not require) that participants register for some offerings as a program team to facilitate program-based work.

Visit our [On-Demand website](#) for additional, self-paced modules offerings and resources. For coaching or program-based professional development for you or your staff, please contact: **Program Support (PSPDC):** Alexandra Papagno, alexandra_papagno@worlded.org.



Suggested Professional Development (PD) Pathway for Advisors

Below are the core courses that SABES recommends all advisors to complete. Your participation in other PD offerings is not contingent on the completion of the below offerings.

Foundations

Complete these in your first six months:

- Foundations for New Staff (*self-paced modules; 3 hours*)
- Art of Advising (*self-paced modules or online facilitated; 11 hours*)
- Attend an Advisors Sharing Group (*online facilitated; 1.5 hours*)
- Choose one or more Core Training

Core Training

Complete one or more in your first year, and complete all in your first two years:

- Navigating Pathways to Opportunity: Comprehensive Student Supports (*format and hours TBD*)
- Developing an Advising Curriculum (*online facilitated; 4 hours*)
- Advising Students with Foreign Credentials (*online facilitated; 2.5 hours*)
- Win-Win Strategies for Career-Contextualized Teaching & Advising (*online facilitated; 7 hours*)

Special Topics

Complete these as relevant and appropriate to your role and program:

- Motivational Interviewing (*online facilitated; 16 hours*) & optional Community of Practice (*hours vary*)
- Develop Your Trauma-Informed Skills (*6 hours; online facilitated*)
- Creating Disability-Inclusive Programs (*online facilitated or in-person; 8 hours*)
- Digital Tools with a Purpose: Advising for Career Planning & Job Searching (*on-demand; 1.5 hours*)
- Anti-Racism, Diversity, Equity, and Inclusion* (*with ACLS and UPD; 24 hours*)
- Student Leadership: Leveraging the Power of Student Voice* (*online facilitated; 3 hours*)

Role-Specific

ADA Coordinators

For Advisors who are also ADA Coordinators, complete the above and the following:

- ADA Coordinator Training (*online facilitated; 5 hours*)
- Creating Disability-Inclusive Programs (*online facilitated or in-person; 8 hours*)

MassSTEP Advisors

For Advisors working in MassSTEP programs, complete the above and the following:

- MassSTEP: Program Assessment & Continuous Improvement (*online facilitated; 2 hours*)
- MassSTEP: Building a Stellar Curriculum (*online facilitated; 2 hours*)
- MassSTEP: Effective Partnership (*online facilitated; 2 hours*)

*SABES recommends (but does not require) that participants register for some offerings as a program team to facilitate program-based work.

Visit our [On-Demand website](#) for additional, self-paced modules offerings and resources. For coaching or program-based professional development for you or your staff, please contact: **Program Support (PSPDC):** Alexandra Papagno, alexandra_papagno@worlded.org.

