Looking for Online Professional Development? Check out iLEARN!

Do you know about the online professional development options available through iLEARN? Each adult education service center has created online training for Illinois instructors and program administrators. Most courses are free. Some only require an enrollment code for access, while others require registration. Contact the responsible service center directly for information on the courses below and how to access them.

Adult Learning Resource Center (ALRC) www.thecenterweb.org/alrc
Contact: Laurie Martin, lmartin@cntrmail.org or Julie Koffend, jkoffend@cntrmail.org
224-366-8500

Central Illinois Adult Education Service Center (CIAESC) www.wiu.edu/coehs/ciaesc,
Contact: Dawn Hughes, dj-hughes2@wiu.edu
309-298-2285 or 800-572-9033 (IL only)

Southern Illinois Professional Development Center (SIPDC) http://www.siue.edu/SIPDC/
Contact: sipdctrainer@gmail.com
618-650-2254

PD Hours	iLEARN Course	Service Center to Contact
(6)	**New Teacher Orientation** This multi-module course is required of Illinois adult education teachers within 6 months of hire. It is designed to provide background information on the field of adult education, including students, assessments, ABE, ASE, ESL, special learning needs, technology, and more. A certificate worth 6 hours is provided, but hours do not count toward state requirement of 12 hours per fiscal year.	SIPDC
Adult Education		
Option A - 1 hour Option B - 2 hours	**Matching Mainstream Technology Solutions to Assist Adults with Learning** (also found in the Transitions Continuum – see below) In this course, Christopher Lee, internationally known expert and author explores free and low cost technology solutions for reading and writing. This course will also expose you to mainstream technology solutions to help your students learn and cope.	SIPDC
1 hour	**TABE Forms 9 & 10 Assessment Specifics** Participants will learn how to use the results of both TABE pre-testing and post-testing to inform teaching and maximize learning gains for students. They will be able to understand specifically how TABE assessment results can impact student retention and transitioning, as well as teaching strategies and funding streams.	SIPDC

PD Hours	iLEARN Course	Service Center to Contact
	ADA Coordinator Training The ADA Coordinator Training is intended to prepare Illinois Adult Education ADA Coordinators to provide services for students within their individual program. Participants will be trained to assist their program in complying with the ADA by working with students with documented disabilities to see that accommodation requests of adult education students are handled in a timely and proper fashion.	SIPDC
7	**Methodology Course** This methodology course develops a participant's understanding of teaching issues such as teaching and learning theories, the roles of teacher and student, instructional objectives, schemes of work and lesson plans, classroom organization and management practices, and techniques for evaluating and assessing learning.	CIAESC
1	**Introduction to Standards to Strategies** This course will give an introduction and prepare the participant for the self-paced Language Arts and Mathematics Standards to Strategies courses. This course provides an overview of the content and processes that will be used in the two subject specific courses, as well as provide resources that can be used now and in the future as you work to provide standards-based instruction in your classrooms. *This course is a prerequisite for Language Arts Standards to Strategies and Math Standards to Strategies.*	CIAESC
5	**LA (Language Arts) Standards to Strategies** This course is an opportunity for participants to see the language arts standards in action – to get into the Illinois ABE/ASE Content Standards and learn practical strategies for integrating them into their instructional practices.	CIAESC
6	**Math Standards to Strategies** This course is an opportunity for participants to see the mathematics standards in action – to get into the Illinois ABE/ASE Content Standards and learn practical strategies for integrating them into their instructional practices.	CIAESC
6	**Using Technology to Support Instruction** This course introduces practical technology tools and how to use them to support ABE, ASE or ESL instruction. Target audience: Instructors with beginning or intermediate knowledge of technology use in the classroom. *Assignment required for certificate.*	ALRC
3	**Creating a Web Page for Instructional Use** Having a web page where class information, lessons, or homework assignments are located is a good strategy to develop students' digital literacy skills. Learn how to create a simple class web page. *Assignment required for certificate.*	ALRC

PD Hours	iLEARN Course	Service Center to Contact
3	**Create Online Quizzes & Questionnaires in a Snap with Google Forms** Google Forms is a free web-based application that teachers can use to create surveys, quizzes, question-and-answer activities, and more. Learn to use Google Forms to enhance content instruction and teach digital skills such as opening, closing, and navigating online screens; keyboarding; clicking choices; filling in text boxes in online forms; and submitting. *Assignment required for certificate.*	ALRC
3	**Teaching Students to Use Email for Academic & Employment Purposes** Email is the standard mode of communication in business, academic settings, government, and even healthcare. In this course, learn how to teach students to write, send, receive, and manage email messages, while at the same time practicing basic digital skills such as navigating to and from the email provider site; keyboarding; attaching photos and documents; and opening, closing, saving, deleting, and organizing messages. *Assignment required for certificate.*	ALRC
3	**Simplify Teacher & Student Presentations with Google Slides** Google Slides is a free web-based application that works like PowerPoint to make slide presentations. In addition, up to ten users can work simultaneously on the same slides—a great opportunity for collaboration in the classroom. For students who are learning to make formal presentations, Google Slides is indispensable. *Assignment required for certificate.*	ALRC
3	**Helping Students Conduct Internet Research Efficiently & Skillfully** Searching efficiently and safely on the internet takes skill. Search results can differ depending on the search engine used, the search terms used, and the format of the query. Users need to know how to decipher the search results and select ones to open and examine more thoroughly. They also must determine whether the webpages they have opened are real, fake, useful or harmful. Learn how to guide students to search smarter and evaluate search results effectively. *Assignment required for certificate.*	ALRC
5	**Cultural Competence in ESL and ABE/HSE Classrooms** Teachers and students alike can benefit from becoming more aware of and knowledgeable about their own culture and that of others. Learn to define culture, identify strategies to employ for understanding cultural differences, strengthen your own cultural competence, plan and implement culturally competent instruction, and guide students to become more culturally competent in academic and workplace situations. *Assignment required for certificate.*	ALRC

PD Hours	iLEARN Course	Service Center to Contact
6	**Teaching and Supporting ELLs in ABE Classes** Many Adult Basic Education (ABE) classes serve students who are English language learners (ELLs). In this course, ABE teachers who don't have a background in teaching ESL will learn how to provide instruction and support to ELLs so that these students can be as successful as their native-English speaking classmates in achieving their educational and career goals. *Assignment required for certificate.*	ALRC
Administrators		
NA	**Introduction to EBRI for Administrators** This course is an introduction to evidence-based reading instruction (EBRI) in six parts: What and Why of EBRI; the Reading Components; Diagnostic Reading Assessment; Classroom Instruction; EBRI for English Language Learners; Team Approach; and Role of Leadership.	ALRC
Content Standards		
5	**ABE/ASE Standards Foundation Course / Proficient Instructor Training Prerequisite Course** This course is the first step toward completing the ABE/ASE Language Arts Standards Proficient Instructor Training or the ABE/ASE Mathematics Standards Proficient Instructor Training. *Participants must apply for ABE/ASE Standards Proficient Instructor Training, and then will be given access to this 5-module prerequisite course.*	CIAESC
7-8*	**ESL Standards Proficient Instructor Training Prerequisite Course** This course is the first step toward completing ESL Standards Proficient Instructor Training. **Participants must register for ESL Standards Proficient Instructor Training, and then will be given access to this 5-module prerequisite course.*	ALRC
EBRI (Evidence-Based Reading Instruction)		
3	**Teaching Reading Fluency** This course addresses what fluency is and how to use several classroom activities to strengthen the reading fluency of ABE and advanced-level English language learners. Activities include repeated reading, cooperative repeated reading, and paired timed repeated reading. *Assignment required for certificate.*	ALRC
3	**Introduction to EBRI for Teachers** This course is an introduction in six parts: What and Why of EBRI; the Reading Components; Diagnostic Reading Assessment; Classroom Instruction; EBRI for English Language Learners; and Team Approach.	ALRC
6	**Diagnostic Reading Assessment** This course addresses how to administer diagnostic reading assessments using materials from the Illinois EBRI Diagnostic Reading Assessment Kit (provided to adult education programs participating in STAR training) to assess alphabetics, fluency, vocabulary, and comprehension. *Assignment required for certificate*.	ALRC

PD Hours	iLEARN Course	Service Center to Contact
3	**Teaching Reading Comprehension Using Text Structures and Graphic Organizers** Learn to identify the text structure(s) in an expository passage, complete a graphic organizer for paragraphs and passages, and utilize the steps of direct and explicit instruction for teaching text structures and graphic organizers. *Assignment required for certificate.*	ALRC
5	**Teaching Academic Vocabulary 1: A 3-Step Process** Learn how to identify academic vocabulary words, use a 3-step process to teach academic vocabulary, and monitor students' vocabulary learning process. *Assignment required for certificate.*	ALRC
5	**Teaching Academic Vocabulary 2: More Practice Activities** This course shows teachers how to engage students in a variety of high impact vocabulary practice activities and increase students' awareness of vocabulary. *Assignment required for certificate.*	ALRC
ESL		
5	**ESL Foundations: Principles of Communicative Language Teaching** In this course instructors take an online ELL-U course and then apply communicative teaching principles to their own ESL classrooms. *Assignment required for certificate.*	ALRC
3	**ESL Foundations: Second Language Acquisition** In this course instructors take an online ELL-U course and then apply error correction techniques to case study scenarios. *Assignment required for certificate.*	ALRC
3	**ESL Foundations: Grouping Strategies** In this course instructors view an online video of an ESL classroom to learn effective grouping strategies and then plan a group activity for their classes. *Assignment required for certificate.*	ALRC
2	**ESL Foundations: Self-Assessment** In this course instructors read a section of a professional textbook on teacher self-assessment and then apply the concepts to their own teaching practices. (Required textbook: *Teaching Adult ESL: A Practical Introduction*, B. Parrish, McGraw Hill. Can be borrowed from The Center Library.) *Assignment required for certificate.*	ALRC
5	**Ready, Set, Goal! Setting Academic and Career Goals with ESL Students** Setting clear academic and career goals can seem daunting to ESL teachers and students, especially at the lower levels. In this course, ESL teachers will learn how to help students determine their skills and interests, how to explore career and training options, and how to set career and academic goals. *Assignment required for certificate.*	ALRC
5	**Teaching Lower Level ELLs to Talk about Their Work Skills** In this course, participants will learn how to teach beginning and intermediate ESL students to speak clearly and comfortably about their skills in workplace and academic situations. *Assignment required for certificate.*	ALRC

PD Hours	iLEARN Course	Service Center to Contact
1	**Preparing ELLs for the World of Work with a Mock Job Fair** ESL instructors will learn how mock job fairs can help ELLs prepare for the world of work and how to plan a mock job fair, step by step. *Assignment required for certificate.*	ALRC
6	**Teaching and Managing a Multilevel ESL Class** In this course instructors learn how to group students effectively, plan activities for same-ability and mixed-ability groups, and manage multilevel ESL instruction. *Assignment required for certificate.*	ALRC
2	**Infusing Workforce Preparation at All ESL Levels** This course addresses the importance of including career-based content in ESL instruction and provides techniques for providing career pathways instruction at all levels. *Assignment required for certificate.*	ALRC
3	**Using Learning Stations in the ESL Classroom** Learning stations, or learning centers as they are sometimes called, are stand-alone activities that students can work on alone or in groups while the teacher is occupied with other students. They are easy to design and they are valuable for providing differentiated language practice. Learn how to design and manage learning stations in your ESL classroom. *Assignment required for certificate.*	ALRC
EL/Civics			
1	**IL EL/Civics Classroom Activity List** This course provides IEL/CE instructors with an overview of the *Illinois EL/Civics Classroom Activity List* to help them plan effective multilevel IEL/CE lessons and meet the ICCB IEL/CE Competencies requirement.	ALRC
2	**IL IEL/CE Competencies** This course provides IEL/CE instructors with an overview of the Illinois IEL/CE Competencies, the ICCB guidelines for meeting funding requirements, and ways to integrate civics instruction with ESL content.	ALRC
Math Refresher Modules for ESL Instructors			
3	**Module 1: Numeracy, Place Value, Addition & Subtraction** WIOA requires ESL instructors to help English Language Learners (ELLs) improve their math skills, yet many ESL teachers have never taught math and may need a refresher of basic math concepts. In addition, math instruction today looks very different due to standards-based initiatives like the Adult Education *College and Career Readiness Standa*rds. Module 1 lays the groundwork of understanding what numeracy is, how the base ten place value system works and how computation of simple addition and subtraction problems is taught today.	ALRC
2	**Module 2: Multiplication and Division (available September, 2017)** Module 2 continues with the operations of multiplication and division. Various strategies for solving multiplication and division problems are presented. Additional topics include the reluctant math student, math anxiety in both students and teachers, and teaching tools to use in the classroom.	ALRC

PD Hours	iLEARN Course	Service Center to Contact
	Special Learning Needs	
52	**North SLN Institute** This Institute will train selected adult education staff to serve as resources for instructional staff in their programs and provide screening for SLN, observe the manifestations of special learning needs, and develop appropriate instructional strategies for use by instructors within their programs. Successful completion of the Institute will result in a credential of Special Learning Needs Resource Specialist.	SIPDC
52	**Central SLN Institute** This Institute will train selected adult education staff to serve as resources for instructional staff in their programs and provide screening for SLN, observe the manifestations of special learning needs, and develop appropriate instructional strategies for use by instructors within their programs. Successful completion of the Institute will result in a credential of Special Learning Needs Resource Specialist.	SIPDC
52	**South SLN Institute** This Institute will train selected adult education staff to serve as resources for instructional staff in their programs and provide screening for SLN, observe the manifestations of special learning needs, and develop appropriate instructional strategies for use by instructors within their programs. Successful completion of the Institute will result in a credential of Special Learning Needs Resource Specialist. Institute	SIPDC
1	**Introduction to Special Learning Needs** (offered as part of the Transitions Continuum – see below) This course is an overview that looks at the difference between learning preferences, learning difficulties and a learning disability as well as takes a look at learning styles. Strategies for effective instruction and providing an engaging learning environment for individuals with special learning needs and for ALL learners are explored.	SIPDC
Option A - 1 hour Option B - 2 hours	**Matching Mainstream Technology Solutions to Assist Adults with Learning** (offered as part of the Transitions Continuum – see below) In this course, Christopher Lee, internationally known expert and author explores free and low cost technology solutions for reading and writing. This course will also expose you to mainstream technology solutions to help your students learn and cope.	SIPDC
1	**Advance Organizers 101** (offered as part of the Transitions Continuum – see below) This course will show how advance organizers provide the necessary scaffolding for students to either learn new and unfamiliar material or to integrate new ideas into relatively familiar ideas.	SIPDC

PD Hours	iLEARN Course	Service Center to Contact
1	**Technology Resources for Special Learning Needs** (offered as part of the Transitions Continuum – see below) Discover a variety of technology resources and ways to incorporate them into your adult education classrooms. Explore applications to assist students with special learning needs as well as technology resources and classroom applications appropriate for ESL, ABE, and ASE students.	SIPDC
1	**Bipolar Disorder and What It Means to You and Your Classroom** (offered as part of the Transitions Continuum – see below) Students with Bipolar Disorder can have a huge impact on the adult education classroom. The causes are not clearly understood, but both environmental and genetic factors play a role. There are many educational implications to consider for students with Bipolar Disorder. This unit will provide the facts, causes, and symptoms of Bipolar Disorder and will offer some instructional strategies and accommodations to use in the classroom to improve the success of students.	SIPDC
1	**The Unseen Among Us: Mental Health in Our Classroom** (offered as part of the Transitions Continuum – see below) Mental health issues are as real and as serious as physical health issues. Understanding mental health conditions, offering a supportive classroom environment, and connecting students to appropriate resources can increase student retention and help students reach their academic goals. This session will increase your knowledge of mental illness and provide strategies for working with students in your classrooms with mental health conditions.	SIPDC
Transitions (Transitions Continuum)		
None	**Technology 101** This unit is designed to provide adult education instructors at all levels, a foundation to incorporate technology into their classrooms. It contains short videos to help instructors learn and/or review techniques that may be necessary to help teach technology in the Adult Education classroom.	SIPDC
1	**Integrating Career Awareness into the Adult Education Classroom** Integrating career awareness into ALL classrooms and at ALL levels is important not only for our Illinois Adult Education Strategic Plan, but also for our students' success, motivation, and retention. Helping students understand and act on the critical link between education and careers involves goal setting, career exploration, and career planning. Continue to gain greater understanding of how to integrate career awareness into what you are already teaching by completing this course.	SIPDC
1	**Interviewing Techniques** This course will help participants learn a process and become familiar with what to do and what NOT to do on a job interview.	SIPDC

PD Hours	iLEARN Course	Service Center to Contact
1	**Resume Writing** Most people will need to create and revise a resumé multiple times over the course of their professional careers. This course will highlight some of the essential components that every resumé should have.	SIPDC
1	**Job Applications** Adult education students are expected to complete many types of applications (i.e: job, post-secondary, and financial aid). It can be an intimidating process if you don't know what to expect. This course will help participants learn a process for completing applications and make a great impression.	SIPDC
1	**Goal Setting** This course will help participants learn a process for helping students learn to focus and set effective, realistic life goals that are specific, measurable, achievable, relevant, and timely.	SIPDC
1	**Self-Advocacy** This course will help participants identify and understand the components of self-advocacy and recognize the importance of integrating self-advocacy instruction for adult education students.	SIPDC
1	**Multiple Intelligences** This course will identify the multiple intelligences classified by Dr. Howard Garner and help participants plan instruction to best utilize their students' unique strengths.	SIPDC
1	**Introduction to Career Clusters** Introduction to Career Clusters includes basic knowledge of the Career Clusters Knowledge and Skills model. The training also includes an understanding of the Career Pathway Framework addressed in the Illinois Adult Education Strategic Plan, including implications for adult education, the workforce, instruction, and movement into post-secondary education/training.	SIPDC
1	**Prequel—Transitioning: Beginning with the Future in Mind** Beginning with the future in mind helps to motivate and inspire adult education students to have a vision of life's possibilities. Showing Students connections between what they are learning now and what they will need for a career and for daily living promotes deeper learning and greater retention. WIOA, the Workforce Innovations and Opportunity Act, adult educations' major funding source requires student transitions.	SIPDC
Part 1 of 6 Total 7 hours	**Introduction of Bridge Programming** Bridge Programs prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing post-secondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in post-secondary education and career-path employment. This course will help participants understand the basics of Bridge programming.	SIPDC

PD Hours	iLEARN Course	Service Center to Contact
Part 2 of 6 Total 7 hours	**Bridge - Establishing Partnerships and Collaborations** This course explains the reason for and importance of partnering in a Bridge program and how to find those potential Bridge partners.	SIPDC
Part 3 of 6 Total 7 hours	**Bridge – Contextualized Instruction** This course will increase awareness of the interrelationship between basic skills type instruction and contextualized instruction. It will also provide contextualized curriculum resources in the state of Illinois.	SIPDC
Part 4 of 6 Total 7 hours	**Bridge – Career Awareness/Development** This course will teach participants how to integrate career awareness and career exploration into Bridge curriculum and incorporate world of work expectations into the adult education classroom.	SIPDC
Part 4 of 6 Total 7 hours	**Bridge – Transitioning** The goal of this course is to increase the awareness of the importance of moving students to a level of independence. It will also identify essential support services for Bridge students.	SIPDC
Part 6 of 6 Total 7 hours	**Bridge – Recruitment and Marketing** This course will help identify a process for determining target population for a Bridge program using partner involvement.	SIPDC
None	**Bridge – Determining the Need** This course is the first step to determine the need for a Bridge program.	SIPDC
1	**College Readiness 101** This course will assist Illinois adult education instructors to focus more on preparing students for college or further job training, instead of simply passing the GED®. It will expose them to a viable and varied curriculum including those skills necessary for college success.	SIPDC
1	**Advanced Integrated and Contextualized Instruction** This course expands on the introductory unit. It also provides a preparatory foundation of the concept and important components of team teaching and of developing basic integrated adult education and professional and technical outcomes.	SIPDC
1	**Introduction to Special Learning Needs** This course is an overview that looks at the difference between learning preferences, learning difficulties and a learning disability as well as takes a look at learning styles. Strategies for effective instruction and providing an engaging learning environment for individuals with special learning needs and for ALL learners are explored.	SIPDC

PD Hours	iLEARN Course	Service Center to Contact
1	**The Illinois Team Teaching Continuum** The Illinois Team Teaching Continuum was developed in partnership with ICCB, ICSPS and SIPDC using the World Education Six Models of Team Teaching as a guide. As integrated instruction in Illinois has progressed from the early days of Accelerating Opportunity to the current IET Models of ICAPS Models 1 & 2, Illinois determined the need to define team teaching more specifically for our IET programs taking into consideration their various stages of development.	SIPDC
1	**Integrated Learning Outcomes for Team Teachers** Integrating instruction merging Career and Technical Education with Adult Education requires the integration of learning outcomes. This course will begin showing team teachers how to use both CTE direct outcomes or performance measures and Adult Education learning standards to provide a greater opportunity for student success.	SIPDC
1 hour through World Ed	**Comprehensive Student Services—The Role of the Navigator** This unit identifies the types of supports that adult learners need to be truly prepared for college and careers and introduces the core functions and responsibilities of a navigator, such as coordinating and providing services that supplement academic instruction, which have been found to aid student persistence and success.	SIPDC
1	**College Readiness 201** College Readiness 201, expands on the introductory unit by looking at potential obstacles to college readiness and what partners can help us in overcoming these obstacles. Also covered is: goal-setting, note-taking, importance of integrating homework and technology, and teaching critical reading skills.	SIPDC
1	**Career Development 201 Overview** This course will continue the career development process and provide opportunities for adult learners to develop additional skills that are necessary for success in the workplace.	SIPDC
1	**Critical Thinking/Problem Solving** Critical thinking and problem solving skills are critical in everyday life. Participants will learn the strategies they need to teach problem solving skills to their students and get students prepared for postsecondary education and careers.	SIPDC
1	**Developing Career/Transition Plans** This course will take a deeper look at the importance of a good, thorough career plan for adult education students. A variety of templates and supporting documents are available through the generous support of adult education programs in Illinois.	SIPDC
1	**Job Shadowing** This course will showcase the benefits of incorporating job shadowing and internships for adult education students.	SIPDC

PD Hours	iLEARN Course	Service Center to Contact
1	**Communication** Being able to communicate effectively is the most important of all life skills. Communication is the basis of our lives and we would, in this day and age, be handicapped without it. This course helps participants develop their communication skills and by doing so improve their quality of life.	SIPDC
1	**How to Keep Your Job** Sometimes students return to the classroom for "retooling" after finding their <u>first job</u> because they lack the relevant behaviors to KEEP the job. This course will show you the commandments of how to keep that job and share ways to incorporate these abstract concepts into the classroom.	SIPDC
1	**Workplace Systems and Culture** This course will identify what workplace systems and culture are and the different types that students may encounter in their employment.	SIPDC
1	**Advance Organizers 101** This course will show how advance organizers provide the necessary scaffolding for students to either learn new and unfamiliar material or to integrate new ideas into relatively familiar ideas.	SIPDC
Option A - 1 hour Option B - 2 hours	**Matching Mainstream Technology Solutions to Assist Adults with Learning** (also found in the Transitions Continuum – see below) In this course, Christopher Lee, internationally known expert and author explores free and low cost technology solutions for reading and writing. This course will also expose you to mainstream technology solutions to help your students learn and cope.	SIPDC
1	**Learning Techniques to Improve Technology in the Classroom** Technology is all around us. Not a day goes by that we don't interact with multi-technological devices. Our students are comfortable with these devices, so why not use them in the classroom?	SIPDC
1	**Strategies for Marketing the ICAPS Program** This unit will identify key components in effective ICAPS marketing materials and discuss internal and external partners to include in marketing.	SIPDC
1	**What I Wish I'd Known When Starting an ICAPS Program** In this course, participants will learn the necessary components to facilitate an ICAPS program and avoid pitfalls that impede progress and success.	SIPDC
1	**Strategies that Work in Screening and Selection of ICAPS Students** Learn to design an application and interview question sheet for an ICAPS program. Also, learn how to write a student commitment from that can be used in the screening and selection process.	SIPDC
1	**Creating and Sustaining Partnerships for the Career Navigator** This course identifies potential partners to create and sustain an integrated education program. Use the resources to begin building partnerships in an adult education program.	SIPDC

PD Hours	iLEARN Course	Service Center to Contact
1	**Instructor Development & Evaluation** This course shows how to create a plan for implementation and assist staff to identify a vision statement and goals to design an effective instructor development and evaluation system.	SIPDC
1	**Incorporating Contextualized Math into Your Classroom** This course showcases the importance of contextualized math lessons in adult education and provides guidance on how to use these lessons to enhance the understanding of math in the classroom.	SIPDC
1	**Smart Phone Apps for Education** Are you tired of the constant struggle with students about using their Smart phones in the classroom? Well, change your perspective! Utilize those phones as a learning tool instead of an adversary. For example, mobile phones can be used as a cheaper alternative to "clicker" devices. A teacher could post a question on the whiteboard asking students what they believe to be the most important cause of the Civil War. The students can then text their answer as soon as they enter the classroom and are able to watch the changing results displayed in a bar graph on the whiteboard. Educational content developers are also targeting mobile devices by making test preparation materials available on mobile devices.	SIPDC
1	**Career Ready Practices** The Career Ready Practices component of the Common Career Technical Core (CCTC) provides a framework for the developmental experiences necessary to becoming career ready. Adult education students can gain these experiences by "practicing" using many different approaches in a variety of settings. Each Career Ready Practice includes an overarching statement along with a more detailed description. This module covers all 12 statements.	SIPDC
1	**ESL/ABE/ASE Research Concepts** Research skills for adult education students can be defined as the ability to identify a problem, determine what kinds of informational resources are needed, locate those resources, evaluate the gathered information for quality and relevance, and use the information effectively to address the problem. Encouraging adult education students to develop strong research skills will prepare them to be productive problem solvers when they enter secondary education or the job market.	SIPDC
1	**Teaching and Using Technology in the ABE/ASE/ESL Classroom** Many students experience success when they learn at their own pace, are motivated to challenge themselves, and have access to high-quality resources. We also know that technology can engage students in the classroom, but who has the time to learn all the new technologies? This unit briefly overviews ten technologies that you can use in your classroom tomorrow.	SIPDC

PD Hours	iLEARN Course	Service Center to Contact
1	**21st Century Illinois: Adult Education and Career Training System** 21st Century Illinois is represented in the Career Pathway Graphic. This graphic and the skills assigned to each level were developed as an instructional guide to improve the success of adult education students transitioning to college, careers and/or training.	SIPDC
2	**OCTAE Employability Skills Framework Overview** Experience an overview of OCTAE's new Employability Skills Framework: Applied Knowledge, Effective Relationships, and Workplace Skills. Begin to look at strategies and other designs for integration of workplace skills into your classroom and resources to support your instruction.	SIPDC
1	**The Unseen Among Us: Mental Health in Our Classroom** Mental health issues are as real and as serious as physical health issues. Understanding mental health conditions, offering a supportive classroom environment, and connecting students to appropriate resources can increase student retention and help students reach their academic goals. This session will increase your knowledge of mental illness and provide strategies for working with students in your classrooms with mental health conditions.	SIPDC
1	**Bipolar Disorder and What It Means to You and Your Classroom** (offered as part of the Transitions Continuum – see below) Students with Bipolar Disorder can have a huge impact on the adult education classroom. The causes are not clearly understood, but both environmental and genetic factors play a role. There are many educational implications to consider for students with Bipolar Disorder. This unit will provide the facts, causes, and symptoms of Bipolar Disorder and will offer some instructional strategies and accommodations to use in the classroom to improve the success of students.	SIPDC
1	**Technology Ideas for Special Learning Needs** Discover a variety of technology resources and ways to incorporate them into your adult education classrooms. Explore applications to assist students with special learning needs as well as technology resources and classroom applications appropriate for ESL, ABE, and ASE students.	SIPDC