



# PATHWAYS TO SUCCESS

## TRAINERS:



Jeffrey A. Fantine, Ph.D.



Sara Z. Gutting, M.S.

## FY22 VIRTUAL SEMINAR SERIES

*Pathways to Success* will conduct a monthly seminar series (10) throughout FY22 (September through June) on various topics relevant to adult educators. Each seminar will be conducted online via Zoom and will be recorded for those who wish to benefit, but are not able to participate live. These seminars are designed to go deeper into a topic than the typical informational webinar that is currently inundating the field of education. Participants of each *Pathways to Success* seminar will receive strategies and materials they can immediately use in their program/classroom; will be engaged with conversation, practice and reflection; and will receive a university-endorsed "Certificate of Participation" with 3 Continuing Education Units awarded. All seminars will be conducted on a Wednesday from 2:00 p.m. to 5:00 p.m. Eastern Standard Time on the date indicated below in order to accommodate all U.S. time zones.

**Individual Seminar Fee:** \$ 49.00

**Complete Seminar Series Fee:** \$ 199.00  
This allows one participant in each seminar

**State/School/Program Seminar Series Fee:** \$5,000.00  
This allows up to 30 participants for each seminar

**TO REGISTER:** send an email to [jeff.fantine@gmail.com](mailto:jeff.fantine@gmail.com), payment options available through invoice, purchase order, Venmo or PayPal.

### Seminar Description and Dates

#### **New Hire Orientation: What You Need to Know as a New Director or Teacher in Adult Education**

**Date: September 22, 2021**

- This seminar is for those who are new to adult education, particularly new local program directors and teachers (less than 2 years). We will provide an overview of the Workforce Innovation and Opportunity Act (WIOA), the Adult Education and Family Literacy Act (AEFLA) and the National Reporting System; review principles of adult learning; and discuss characteristics of the adult learner. We will also discuss assessment; review service delivery models; introduce the College and Career Readiness Standards and career pathways; and share methodologies, strategies and resources that are effective in teaching in and managing an adult education classroom. Essentially, we will provide the most relevant information and resources that people need to know at a cursory level when they start out in the field of adult education.

## **Creating an Active Teaching and Learning Classroom**

**Date: October 20, 2021**

- An effective teaching and learning environment in adult education requires active teaching and learner engagement. This seminar is primarily for teachers in adult education. We will share strategies and resources that will help make your classroom come alive. Specifically, we will explore: learning stations, participatory learning activities, intelligent design groupings, project-based learning, reciprocative questioning, peer teaching, story-board teaching, metacognitive regulation and much more. The second half of this seminar will focus on how to develop active teaching and learning lessons that are aligned to the College and Career Readiness Standards and participants will be given sample lessons they can use in their own classroom.

## **Using Asset-Based Teaching in the ESOL Classroom**

**Date: November 17, 2021**

- Both assets and deficits have a huge impact on the learning experience and too often we focus on deficit-based instruction. This seminar is primarily for ESOL teachers and will focus on using asset-based instruction as a way of providing culturally responsive teaching. It requires teachers not only to know their students' strengths and challenges, but also to consider: ...who are your students outside of the classroom? ...where did they come from? ...what is their culture? ...what do they enjoy? ...where do they work? ...who is their family? ...what are their talents? We will examine these questions and many more as a way of valuing who are students are and what they bring to the classroom. When teachers use the positive things they know about students, they help them grow and progress in language AND in self-esteem. So, we will discuss how to be intentional in your teaching with using students' history, experiences, culture, knowledge, interests, etc. to unlock their potential and create an effective learning environment that will empower your students to learn and grow.

## **Teaching in Jail – Serving Students in High-Turnover Facilities**

**Date: December 15, 2021**

- Many justice-involved individuals who are served in adult education are served in local jails and they typically have very short sentences, which makes it challenging to serve them effectively. So, while jails may have fewer prisoners on any given day, they will incarcerate far more people over the course of a year. Therefore, jails are an opportunity to reach people through education at a critical juncture in their lives, yet serving people in jails can be quite challenging because of turnover. We will discuss some of the challenges of offering education programs inside jails and give examples of how programs navigate these challenges.

## **Race in Adult Education**

**Date: January 19, 2022**

- While much attention is given to inclusion, diversity and multiculturalism in adult education, little has been given specifically about race and its effect on groups and individuals in our field. The recent protests throughout the U.S. concerning racial injustice prompted me to examine the assumptions and paradigms used to discuss diversity and equity in adult education using race as a lens. Are there embedded inequities in policies, practices and stereotypes that produce unequal opportunities for educational success? If so, how do we face these embedded inequities in our adult education programs? We will first look at what the literature says about race in adult education and then we will engage participants in a critical dialogue about how race impacts adult learning, educational needs, and participation in educational programs; and more

importantly, how can we lay the foundation for achieving educational equity by critically examining the racial context in which adult education functions.

### **Come Have a SIP – Standards-in-Practice**

**Date: February 23, 2022**

- Standards-In-Practice (SIP) is a teacher-focused seminar that supports the understanding and implementation of the College and Career Readiness (CCR) Standards in adult education. We will introduce the structure of the CCR Standards (both ELA and math) and share a process for developing contextualized CCRS-aligned lessons. We will also discuss Webb's Depth of Knowledge and using the instructional shifts when teaching in an effective standards-based classroom.

### **Peer Coaching for Educators**

**Date: March 23, 2022**

- As adult educators we cannot lead our students toward profound learning until we ourselves go there. Peer coaching is a powerful process where educators assist each other in improving practice. Unlike other forms of professional development, peer coaching demands getting off the bench and into the game, and the reward can be excitement, satisfaction and learning. This seminar will highlight the practice of peer coaching as a tool to build a community of learners.

### **Teaching Lower-Level Students**

**Date: April 27, 2022**

- Do you have lower-level students in your program who struggle with learning, who seem to be unable to make progress with their skill development, and/or who exhibit characteristics of potential learning disabilities? During this session, we will discuss LD issues (characteristics of struggling learners and various types of LD); and share classroom adaptations, intervention strategies and instructional methodologies that are effective for serving lower-level students who struggle with learning.

### **Integrating Work Readiness Skills into Curriculum/Instruction**

**Date: May 18, 2022**

- As students strive to meet the demands of the 21st century, they are increasingly expected to master employability skills in addition to traditional academic skills. This interactive seminar will emphasize the following: introduce participants to the Employability Skills Framework and explain why it is important for all students, connect employability skills with other education initiatives, and provide tools and strategies to prioritize employability skills in the classroom.

### **Leadership and Program Management**

**Date: June 8, 2022**

- The ongoing education and training of adults has become a necessity in many professional disciplines. This is true for those who set up and administer adult education programs. This seminar will share effective leadership strategies and a theoretical framework for those who plan and administer adult education programs.

### **TRAINERS**

**Jeffrey A. Fantine, Ph.D.** has been in the field of adult education and literacy for over 30 years. He is currently teaching at the graduate level and working as a national trainer and consultant providing

technical assistance and professional development to states and local program staff across the country, primarily focusing on developing career pathways service models, implementing state and local WIOA plans, and delivering various types of training for administrators and instructors, including implementing the College and Career Readiness Standards, teaching reading in the adult education classroom and serving students with learning disabilities and other special needs. Over the course of his career he has been a volunteer tutor, a reading instructor, a local program director, a director of an adult education professional development center (Ohio), a state director of adult education (Maine), and a director of a national career pathways project funded by OCTAE. He served two terms as COABE's Vice President, one term as AALPD's Chair, and 3 years on the NCL Executive Board. Jeff is driven by developing practical and innovative solutions to address complex issues that will transform the field of adult education.

**Sara Z. Gutting, M.S.** has served in adult education for nearly 30 years. She has a master's degree in Professional Development and Adult Learning Theory from Ball State University. From the High School Equivalency and ESL classroom teacher to adult education coordinator to professional development consultant, she has served adult education in many different capacities. She has served two terms as her state adult education association President (IAACE - Indiana) and previously served as the COABE Region 4 representative. Sara owns her own education consulting company where over the past 20 years she has presented nationally on topics such as implementing the *College and Career Readiness Standards in the Adult Education Classroom*, *Understanding the Adult Learner*, *Creating Active Learning Classrooms*, and *Creating Lesson Plans that Work*. Sara's curriculum and strategies have been implemented in programs in many states where she has helped shape teachers, administrators and students. Sara loves to teach and continues to teach at her local county jail where she has taught for 28 years and serves as the director of education. Sara is truly a teachers' teacher that helps other adult educators find their passion and helps guide them to becoming a master teacher.