

Teaching Numeracy to Adults

Overview

The [Teaching Numeracy to Adults](#) cohort focuses on the practical teaching of math/numeracy (rather than pure standards implementation). This cohort takes place over 8 weeks and involves an online course via Canvas, live webinars, and partner work for a robust professional learning experience for participants. **Participants will also have the option of receiving two graduate credits through Hamline University for completing this cohort.** Check out a [previous newsletter article](#) for more information about Hamline coursework.

The next cohort starts March 24, 2026. [Applications](#) are due by March 3, 2026. Please reach out to ATLAS Numeracy Coordinator, Lindsey Pust, with any questions (lpust01@hamline.edu).

(Please note that we can only accept applications from practitioners working in MN Adult Education.)

The Structure

- 16-hour commitment over 8 weeks
- 4 synchronous webinars (1:00-2:30pm)
 - March 24, 2026
 - April 14
 - April 21
 - May 12
- 3 partner assignments
- weekly individual reflection via Canvas
- 16 CEUs and \$200 stipend upon completion

Outcomes

Upon completion of this cohort, you will:

- be a more skillful and reflective practitioner of math/numeracy
- recognize the roles math anxiety, math trauma and negative math identities play in learning math
- articulate how shifts-based instruction is effective for math learning
- be more practiced at preparing meaningful sense-making and low floor/high ceiling activities, integrating them into lessons, and assessing their value

Is this for me? Do I know someone who would be interested?

Teaching Numeracy to Adults is designed for a wide array of adult educators. Whether your primary role is instruction or administration, whether you teach a lot of math already or are just thinking about how to get started with numeracy, this initiative will be an enriching one.

We [begin](#) to delve into the following questions:

Week 1	<ul style="list-style-type: none"> • Is there such a thing as a “math person”? • What is math anxiety, and how does it affect people? How does the brain learn? • What are differences and similarities between math and numeracy? • What has been my experience with math, and how does that currently affect my work with students?
Week 2	<ul style="list-style-type: none"> • What are the CCRS math shifts and practices? • Why are these aspects of teaching and learning prioritized by the CCR Standards? • What are some benefits of creating classrooms that exhibit these shifts and practices from teachers and students? What might be some challenges?
Week 3	<ul style="list-style-type: none"> • What are some concrete and practical instructional moves that exemplify the CCRS math shifts & practices?
Week 4	<ul style="list-style-type: none"> • What does productive struggle look and feel like, and why is it important?
Week 5	<ul style="list-style-type: none"> • What are the Levels of Knowing, how can I incorporate them into my lessons... and why would I want to? • What overlapping ideas are there between the CCRS math shifts & practices and the Levels of Knowing?
Week 6	<ul style="list-style-type: none"> • How do I build the Levels of Knowing into my lessons when starting with just a worksheet?
Week 7	<ul style="list-style-type: none"> • What does it mean to look <i>with</i> math instead of <i>at</i> math? • What is “real-world” math?
Week 8	<ul style="list-style-type: none"> • Where do sense-making and the CCRS shifts and practices fit when helping students prepare for standardized tests?

Did you know?!

MN Adult Education has an official statement regarding math instruction:

Both literacy and numeracy are critical skills for adults in order to fully engage in their communities. English Language Arts and Math skills for adult basic education (ABE) are defined by the CCRS (College & Career Readiness Standards for Adult Education, 2013).

To further define the work of adult numeracy instruction for ABE and with the goal of achieving equitable math instruction for adult learners, the Minnesota Numeracy Instruction Advisory Team (MNI A-Team) holds that:

- **Every student at every level** (literacy, language, math) deserves access to rigorous, high-quality math instruction.
- Instruction at all literacy, language, and math proficiency levels can and should attend to math and numeracy
- Intentional, focused programming can create a cohesive math experience for all learners.
- Instruction in every classroom should be informed by growth mindset and incorporate strategies to reduce and prevent math anxiety in learners.
- To this end, it is essential that programs are committed to professional growth in the areas of up-to-date best practices, content knowledge, and comfort teaching math.