

SABES Directors' Institute

Seasons of Change: Looking Ahead with Lessons Learned

Day 1: July 14, 2021

9:30 a.m. - 1:00 p.m.

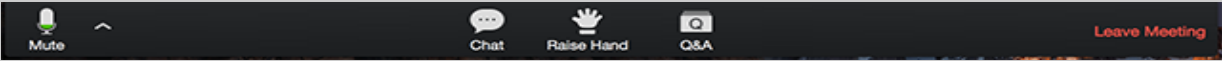


SABES Program Support PD Center



Welcome to the Summer Directors' Institute!
We will get started shortly.

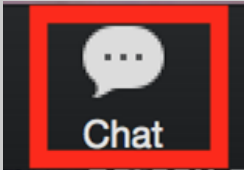
Webinar Controls (PC) can be found at the bottom of your Zoom window (hover mouse pointer to make this appear).



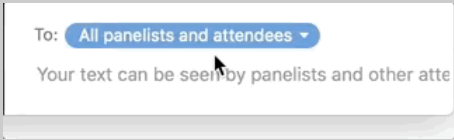
*Meeting Controls for Mac appear as shown below:



You can **access chat** by clicking the icon on the control bar



To change who you are chatting with, click the drop down beside “To:”



Click **Raise Hand** to notify host if you have a question or comment.



Click **Lower Hand** to lower it.



Click the **Unmute** button in the bottom-left corner of the meeting window to speak when the presenter requests it.



Click the **Mute** button to mute yourself.



**For technical assistance,
send chat to Maegan**

Contact us!

Luanne Teller

Director

SABES Program Support PD Center

Luanne_Teller@worlded.org



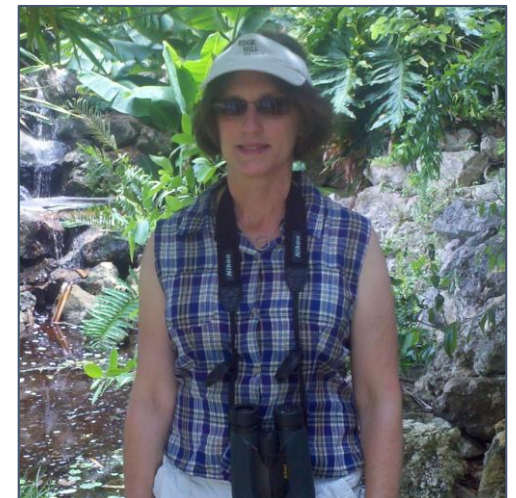
Diana Satin

Distance Education and Digital Literacy PD

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Contact us!

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Learning Objectives

- ✓ Network and exchange ideas and questions with other adult education director colleagues
- ✓ Explore and imagine some aspect of your program in a new and innovative way
- ✓ Identify at least one priority area to focus on that could lead to meaningful change in your program
- ✓ Come away with an action plan for engaging staff to promote that change

SDI Norms and Acknowledgements

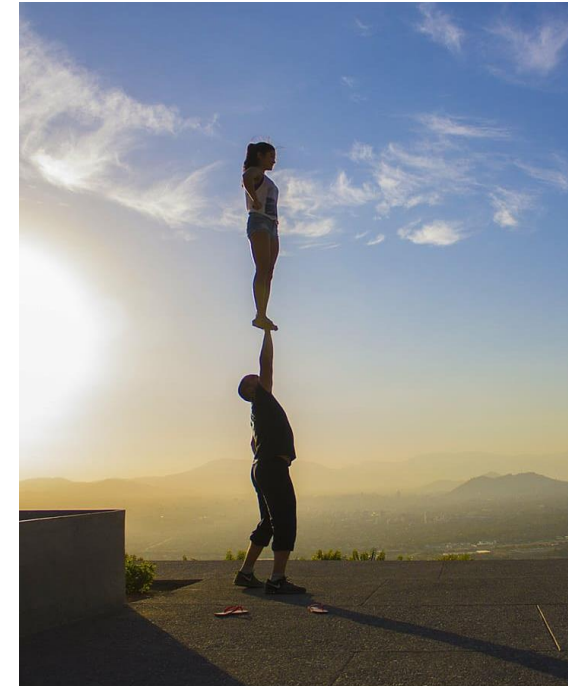
1. We honor your current reality, whatever that is.



2. Pull up a chair.



3. We lift each other up.



Oh, those breakout
rooms...



Participants



Chat



Share Screen



Record



Ask for Help



Reactions

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Today's Agenda

- | | |
|----------------------|---|
| 9:30 – 10:00 | Welcome! Overview of the Day |
| 10:00 – 11:30 | Session 1: Integrating Digital Literacy into Adult Education |
| <i>11:30 – 12:00</i> | <i>Break: Take a real one!</i> |
| 12:00 – 12:45 | Session 1, Part 2: “Where the Rubber Meets the Road”... Networking and Action Planning |
| 12:45 – 1:00 | Q & A with State Director Wyvonne Stevens-Carter |



SABES Program Support PD Center
Summer Directors' Institute: July 14-15, 2021
FY22 Action Planning Guide

FY22
Planning
Form

Session 1 (Day 1): Integrating Digital Literacy into Adult Education

| New concepts/ideas I heard during this session: | Priority 1 (low) to 3 (high) |
|---|---------------------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |



Wyvonne Stevens-Carter
Adult Education State Director
MA Department of Elementary and Secondary
Education/Adult and Community Learning Services



Session 1: Integrating Digital Literacy into Adult Education

A ProLiteracy Research Brief



JUNE 2020

Digital Literacy and Technology Integration in Adult Basic Skills Education: A Review of the Research

Dr. Jen Vanek, Director of Digital Learning and Research at the EdTech Center at World Education

Dr. Kathy Harris, Director of the Literacy, Language, and Technology Research Group at Portland State University in the Department of Applied Linguistics

Alisa Belzer, Rutgers University, Research Briefs Editor

Digital literacy is "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills" (Digital Literacy, 2019). Adult basic education (ABE)¹ practitioners can support the digital literacy development of their learners by integrating digital technologies into instruction and helping learners make use of them. This is especially

Intensifying the challenge of the digital skills gap, many adults also lack broadband access.² While 73% of Americans do have broadband at home (Anderson, 2019), an increasing number of adults, especially those with annual household incomes below \$30,000, are dependent on smartphones to access the internet (Anderson & Kumar, 2019). When Wi-Fi is not accessible, these adults are forced to use the small



Dr. Jen Vanek, Director

Director of Digital Learning and Research
EdTech Center at World Education, Inc.



Dr. Kathy Harris, Director

Literacy, Language, and Technology Research Group
Department of Applied Linguistics
Portland State University

Overview

Our work together - 21 CLEO

The Imperative - Framing the Issue

Overview or Research

Integrating Technology in the Classroom
to Support Digital Literacies

Programmatic Strategies Supporting
Technology Integration

Breakout & full group discussions along
the way

More resources for you



Along the way, please put
questions in the chat.

Don't forget to add
reflections to your Action
Planning Guide





21st Century Learning Ecosystem Opportunities

TWENTY FIRST CENTURY LEARNING ECOSYSTEM NEWS (LENS)

Welcome to our interactive blog for the **21st Century Learning Ecosystem Opportunities** project. Here you can take part in discussions and keep up to date on this three-year research project. The project responds to the need for employers, educators, and policy makers to better understand the characteristics of learning opportunities available to frontline service workers.

<https://edtech.worlded.org/21cleo>

The Imperative



Access

18 million

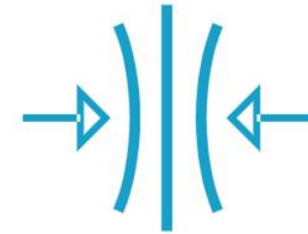
households do not have
broadband internet



Skills

32 million

adults cannot use a computer
effectively



Resilience

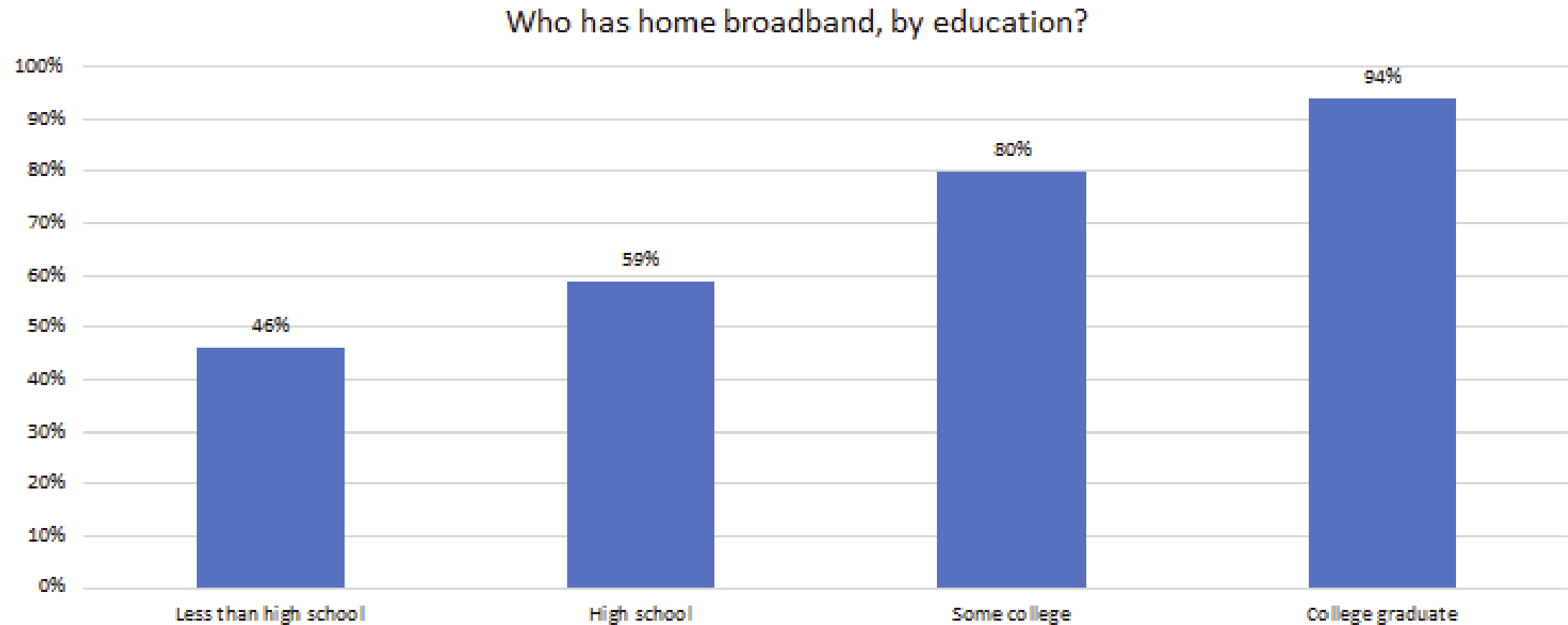
1/2

of Americans aren't comfortable
using technology to learn

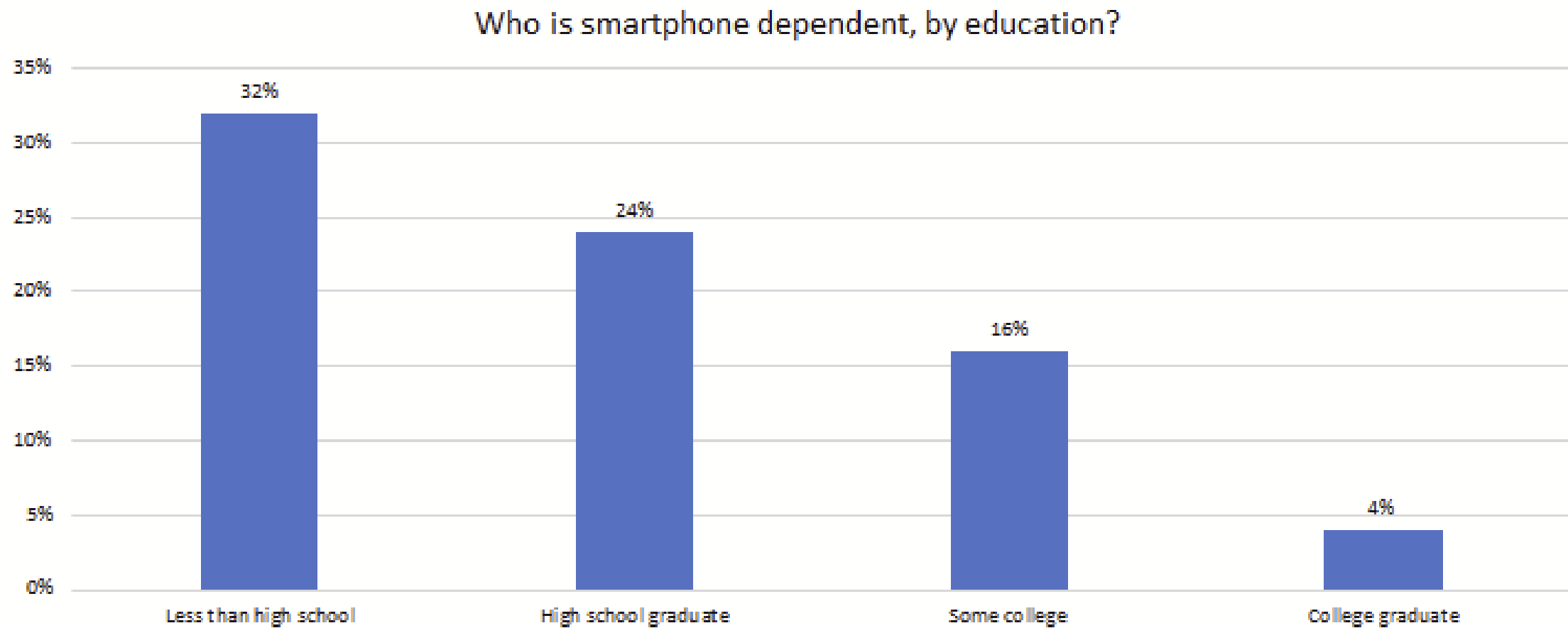
<https://digitalus.org>



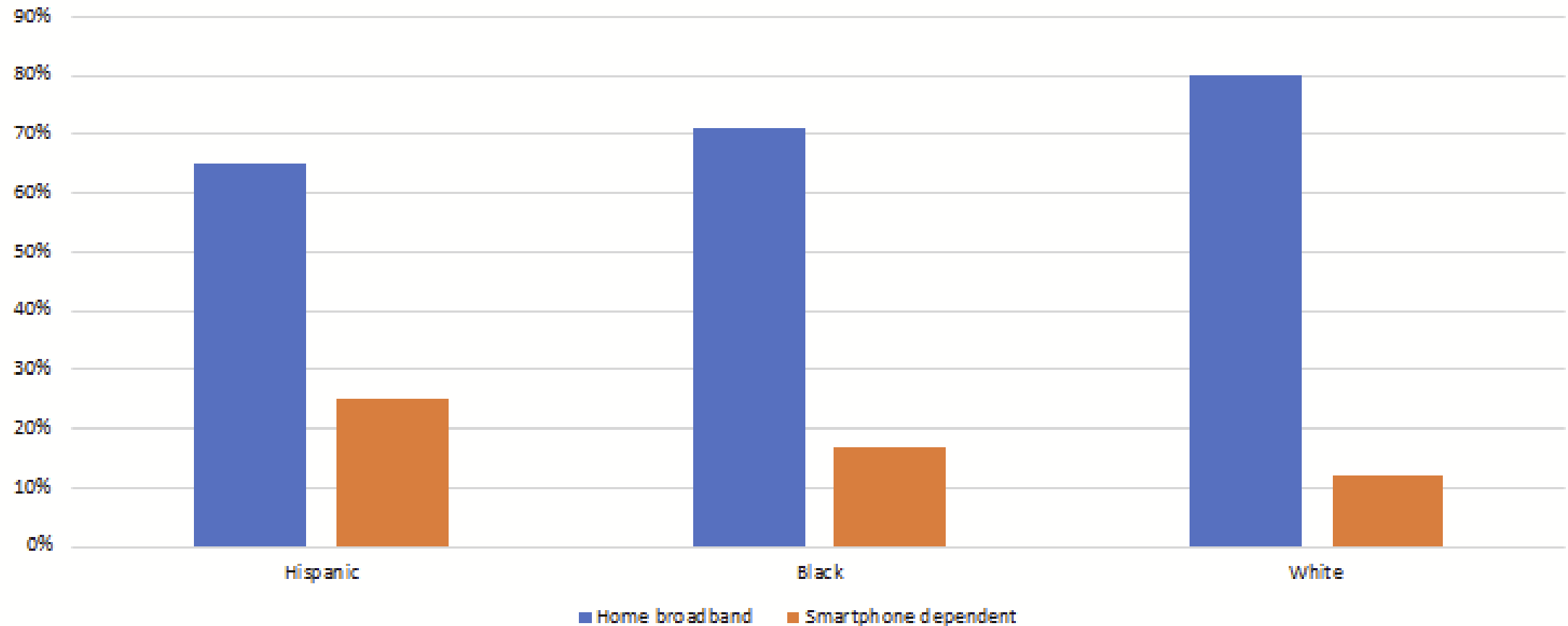
Myth: Everyone has convenient and affordable access to the internet



Smartphone dependent



Digital equity is a racial equity issue

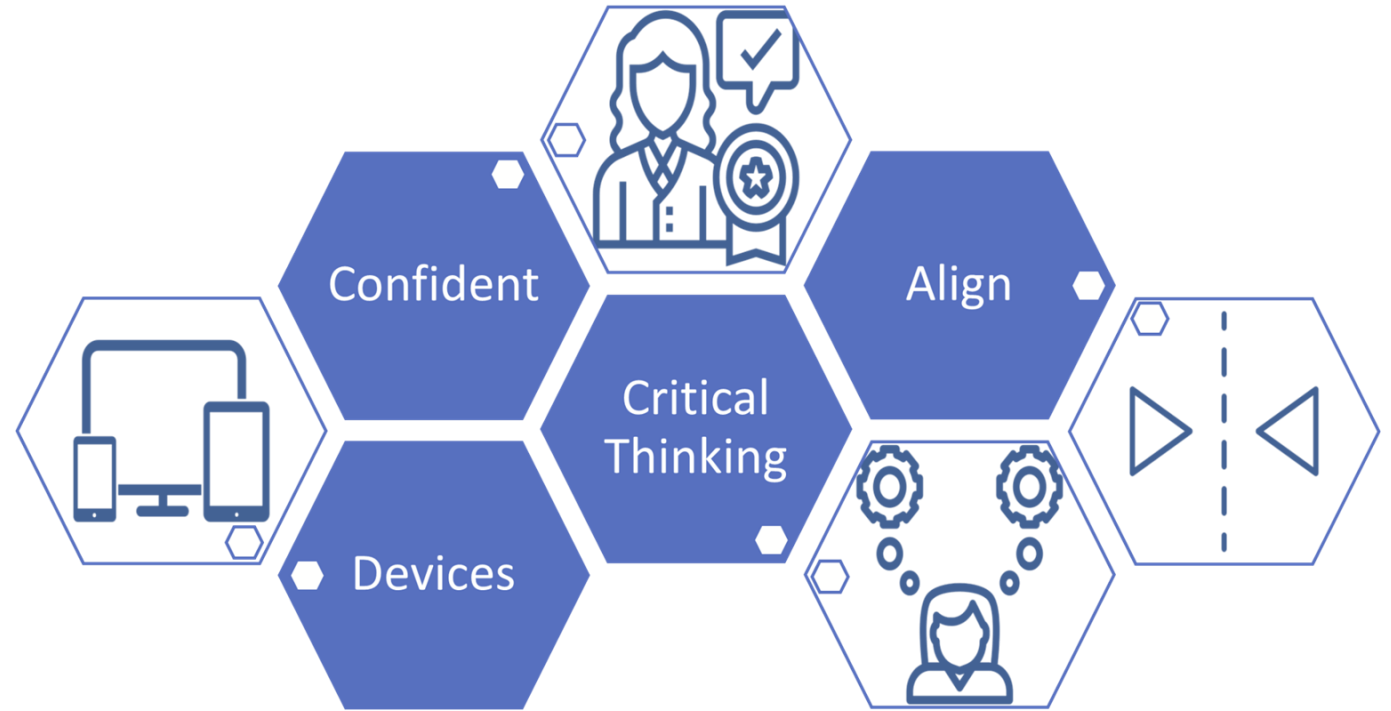


Integrating EdTech in the Classroom to Support Digital Literacies

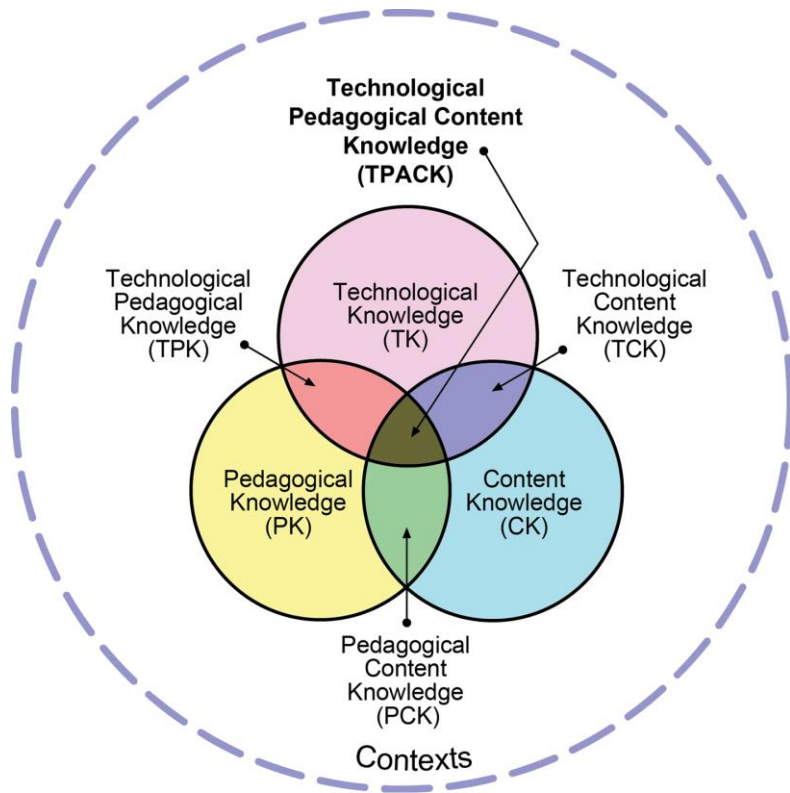


Use Technology to Meet Two Goals

1. Create opportunities for students to use digital literacy skills in support of content learning
2. Push their development of new digital literacy skills

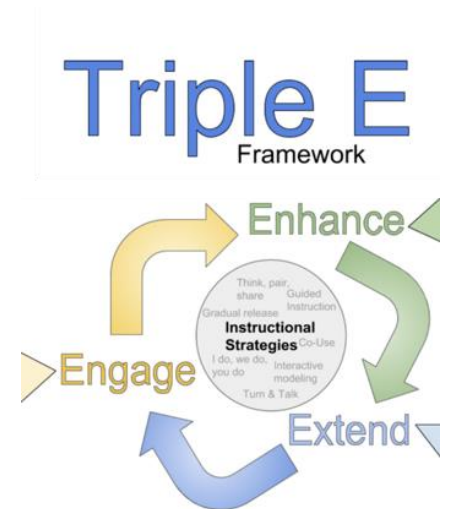
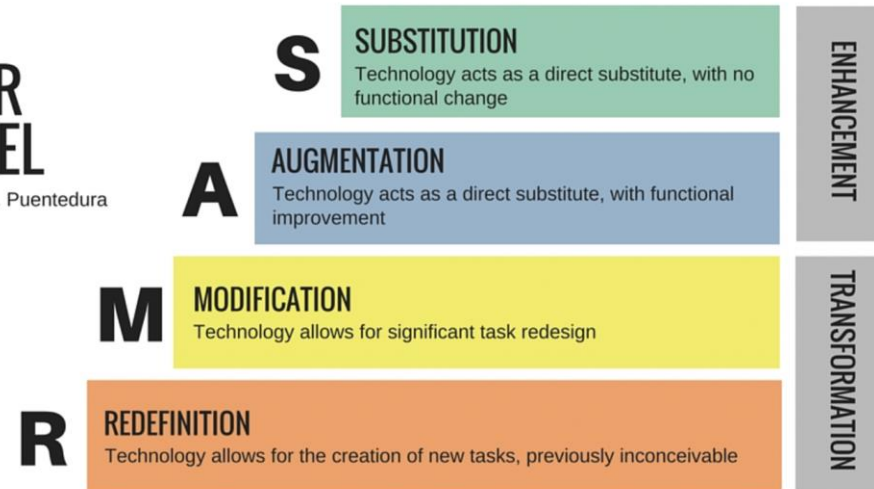


Consult Frameworks to Support Planful Technology Integration



THE SAMR MODEL

Dr. Ruben R. Puentedura



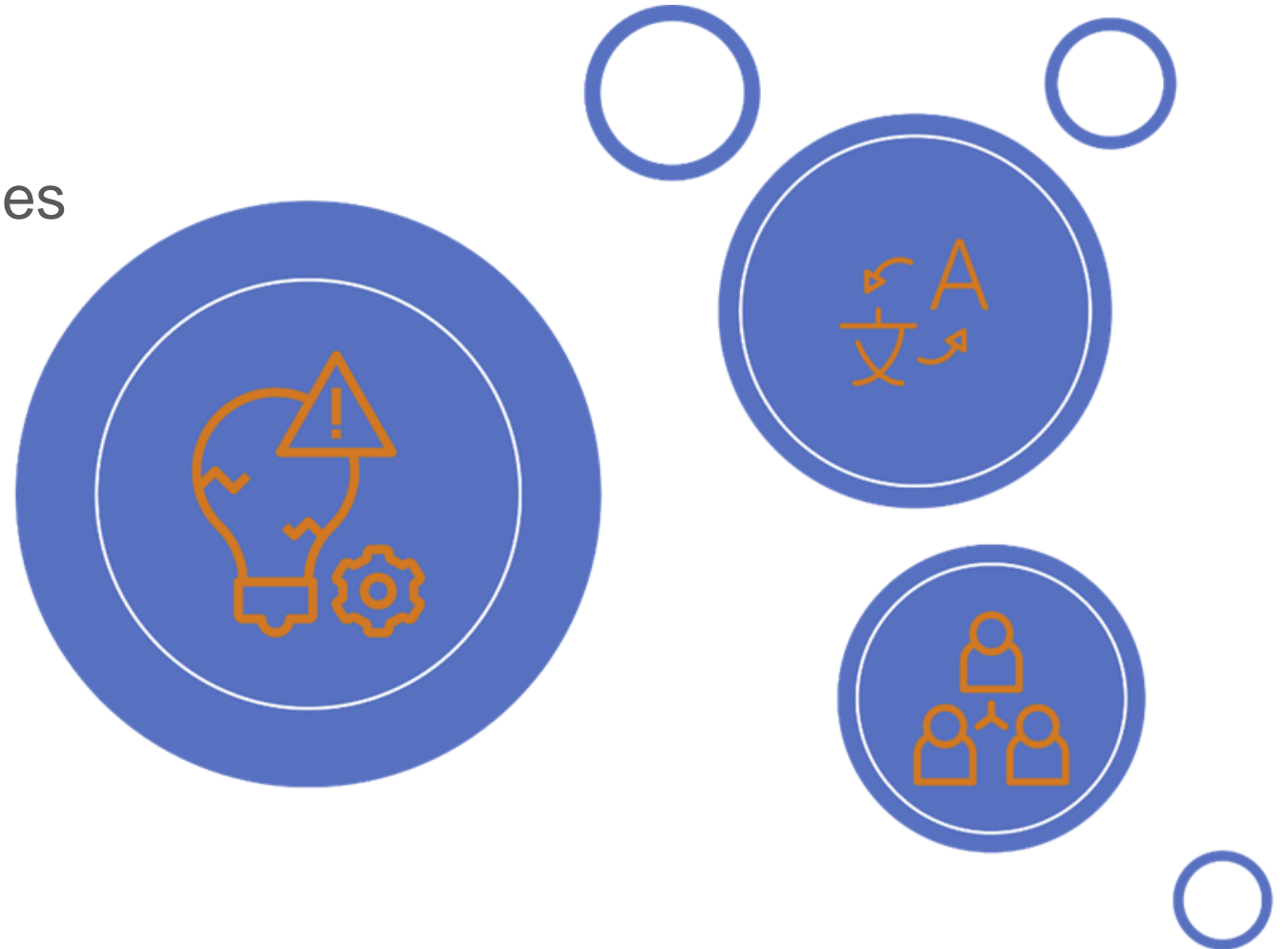
Support Basic Computer Skills

Teach relevant vocabulary

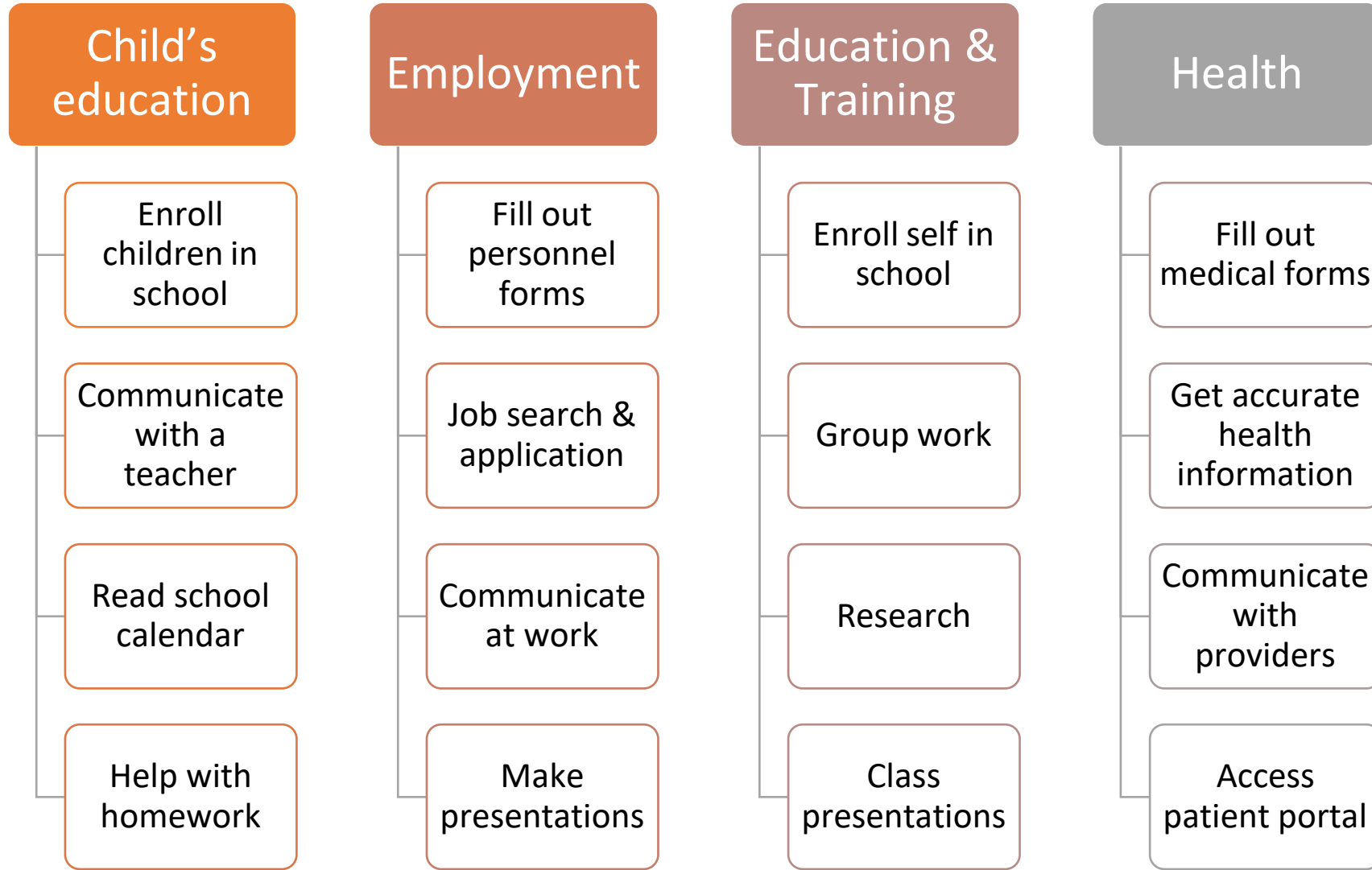
Use a variety of of grouping strategies

Make mistakes and discover

Peer support



Make Technology Use Relevant



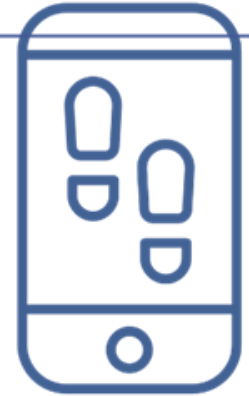
Use What Students Know



Text



Social media



???

Build Opportunities for Human Connection

When learning new skills

When learners struggle

To help find relevance



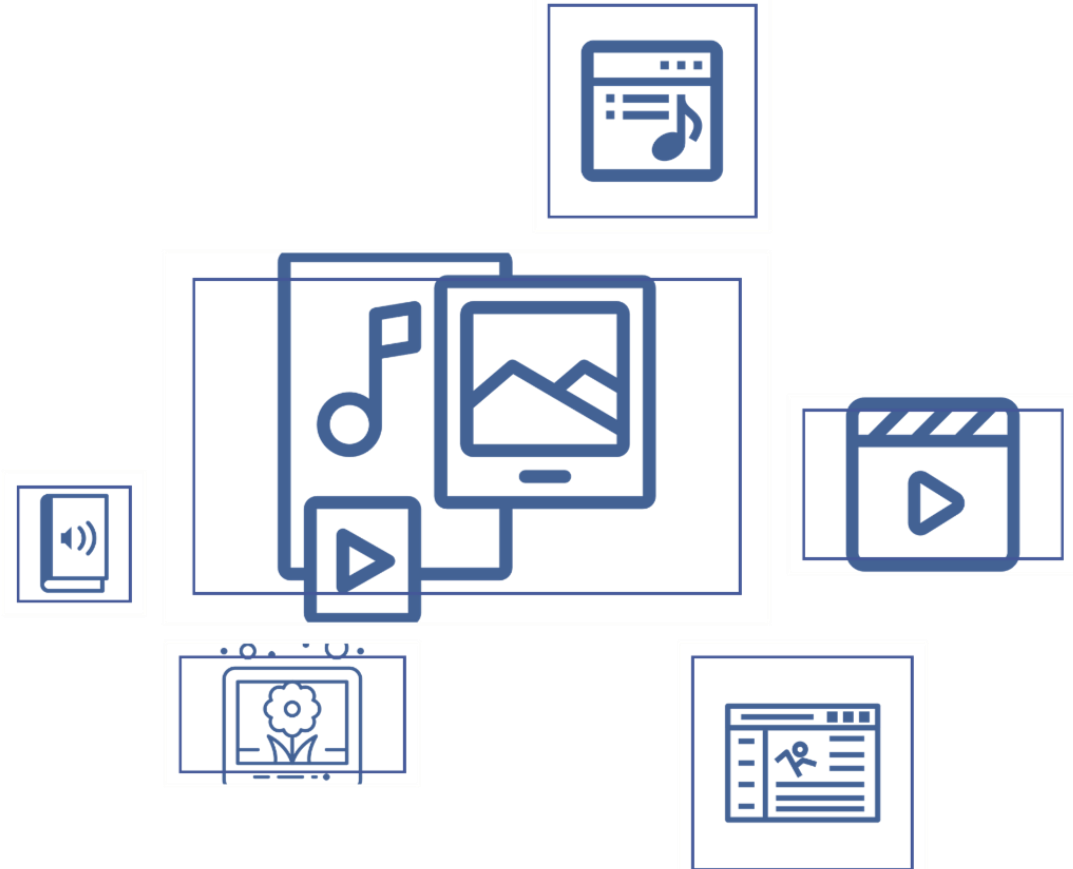
Provide Opportunities to Create Content

Supports project-based learning

Similar skills to traditional paper

Develop new media skills

An opportunity to share one's voice



Bigelow et al., 2017; Darling-Hammond et al, 2014; Smythe, 2012

Break Out Discussion

Questions for you to consider:

What strategies have helped your students get affordable broadband access?

What promising practices have teachers in your programs used to integrate digital literacy into the programs and courses?



Sharing



- Chat
- Talk
- Annotate
this slide

Programmatic Strategies Supporting Technology Integration



Partnerships

Research

...a social service agency could embed instructional support, using digital literacy resources created by an ABE partner that helps learners navigate their website and locate needed resources (Vanek, et al., 2020)

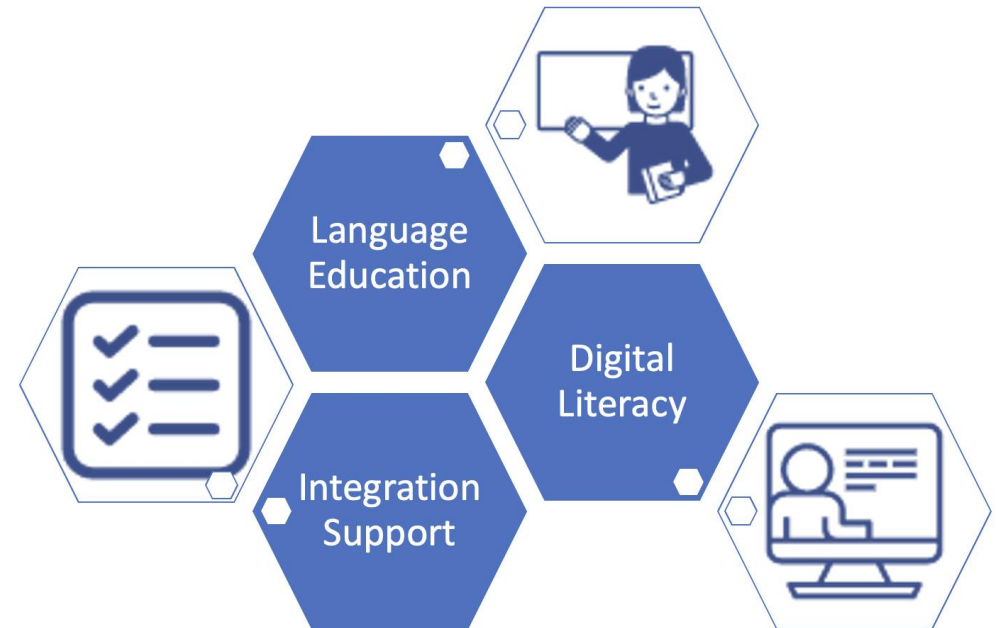
Strategizing to support sustained partnerships should be initiated in the project planning phase to make it more likely that it will continue to have an impact after initial funding ends (Upskill with edtech, 2019).

Partnerships with employers can ensure that learners get support for learning digital literacy skills needed at work, (Digital US, 2020)

Practical Example

MPI - English Plus Integration Model

ABE collaborates with CBOs to support wide range of goals, including digital literacy



Professional Development

Research

Effective professional development needs to be relevant to teachers' needs, be aligned with program goals, and help teachers learn together (Smythe, 2012)

Effective PD should

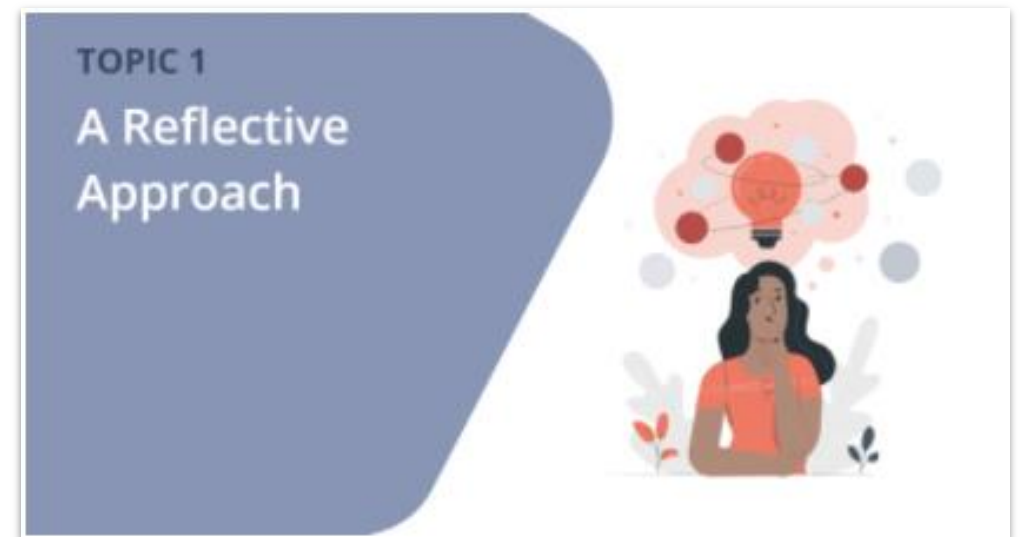
- 1) have a focus on content,
- 2) provide active learning experiences,
- 3) be aligned with teachers' beliefs and program goals and initiatives,
- 4) be sustained (ideally, for 20 hours or more) and
- 5) provide opportunities for teacher collaboration (Desimone, 2009).

Ample, ongoing technical support is also needed (Darling-Hammond et al., 2014)

Practical Example

Transforming Distance Education Cohorts

Professional learning communities working through this course together - crafting activities and plans as they learn together.



Access

Research

Access to digital tools and activities should not be thought of as only appropriate for any one level of education, but rather should be understood as integral to addressing all adult learners' needs, interests, and uses (Smythe, 2012).

Jacobs et al. (2014) found that ample access to digital technologies “coupled with convenient access to supportive peers and networks, can lead to increased personal empowerment, civic participation, and lifelong learning” (p. 8).

Example

Digital Navigator Services

New delivery model providing just-in-time supports for technology access & digital skills development at accessible locations and/or virtual supports



<https://digitalus.org/digital-navigators>

Break Out Discussion

Questions for you to consider:

What promising partnerships have you seen in your program and other programs?

What professional development are your teachers asking for to support digital literacy integration?

How are you delivering that PD?



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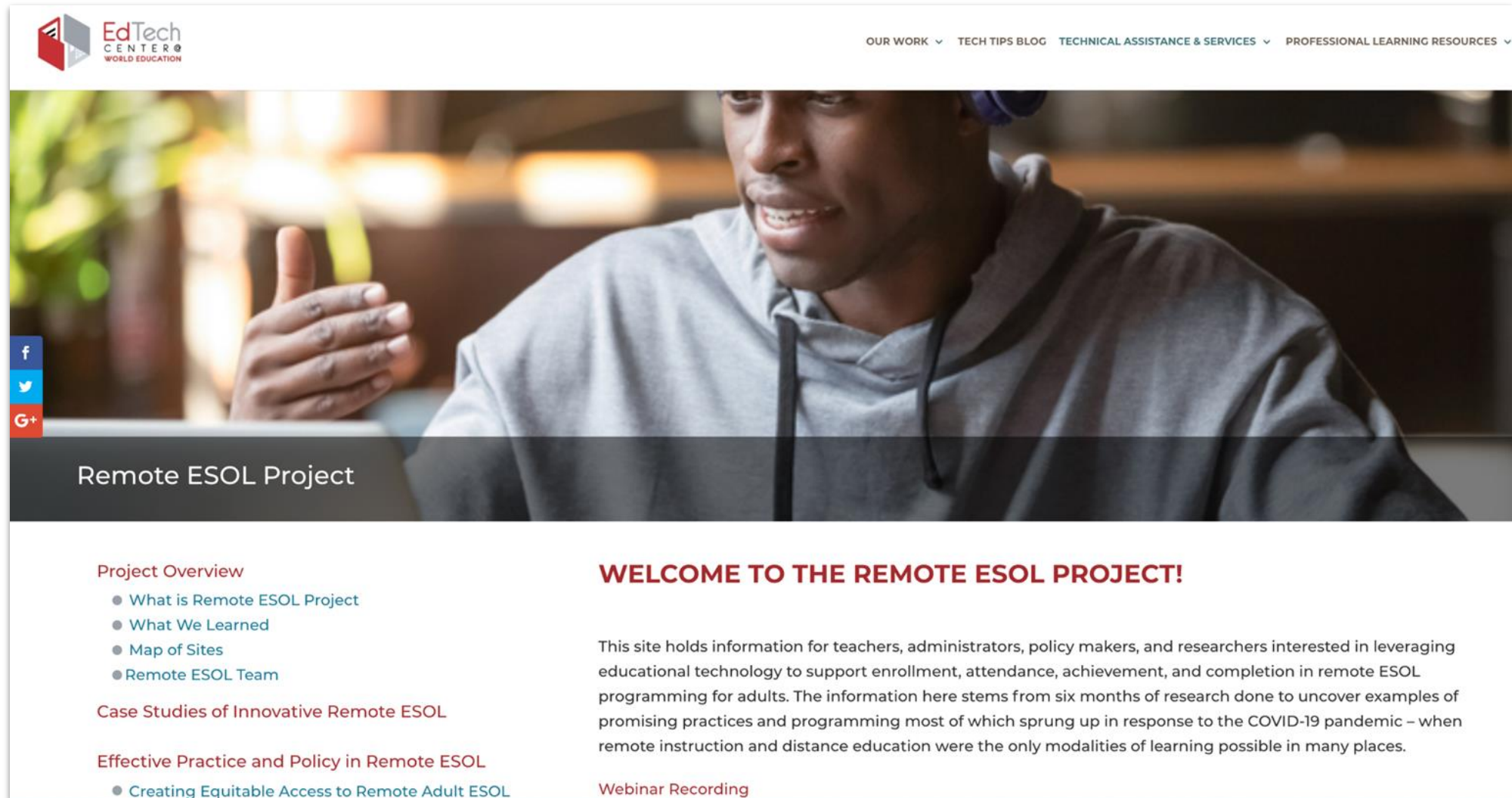
More Resources for You

- Teaching Skills That Matter
- LINCS ESL Pro
- Online LINCS courses
- Additional LINCS resources
- Digital Literacy Resources for Teachers
- Other Resources
- Articles



<https://bit.ly/LINCSDigLit>

More Resources for You - Remote ESOL Resources



EdTech CENTER WORLD EDUCATION

OUR WORK ▾ TECH TIPS BLOG TECHNICAL ASSISTANCE & SERVICES ▾ PROFESSIONAL LEARNING RESOURCES ▾

Remote ESOL Project

Project Overview

- [What is Remote ESOL Project](#)
- [What We Learned](#)
- [Map of Sites](#)
- [Remote ESOL Team](#)

Case Studies of Innovative Remote ESOL

Effective Practice and Policy in Remote ESOL

- [Creating Equitable Access to Remote Adult ESOL](#)

WELCOME TO THE REMOTE ESOL PROJECT!

This site holds information for teachers, administrators, policy makers, and researchers interested in leveraging educational technology to support enrollment, attendance, achievement, and completion in remote ESOL programming for adults. The information here stems from six months of research done to uncover examples of promising practices and programming most of which sprung up in response to the COVID-19 pandemic – when remote instruction and distance education were the only modalities of learning possible in many places.

[Webinar Recording](#)

<https://edtech.worlded.org/remote-esol-project>

More Resources for You - Digital Skills EdTech Maker



CONTENT JAMS!
DESIGN SLAMS!
(NO SUNBURNS. NO BUG BITES.)

Join the EdTech Center@World Education this summer as we provide a series of open maker spaces for educators to share their expertise and showcase their creativity to help expand the range of digital skills learning resources!

| | |
|--------------------------|-------------------------------------|
| Visual Vocabulary | Performance-based Activities |
| July 16: Content Jam | August 13: Content Jam |
| July 30: Design Slam | August 27: Design Slam |

Sign up at
bit.ly/etcmaker2021





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Dr. Jen Vanek

Director of Digital Learning and Research
EdTech Center@World Education



Dr. Kathy Harris

Director of the LLTR
Portland State University



Bon Appetit!

Be sure to
come back at



In the chat, share one thing you did during the break!





Program Support PD Center: Summer PD

- [“On Demand”, Asynchronous Summer PD Series](#)
- August Directors’ Sharing Group Meetings

4

Directors’ Sharing
and Learning
Group - Boston
(Online
Facilitated)
9:30 AM - 11:00
PM

4

Directors’ Sharing
and Learning
Group - West
(Online
Facilitated)
1:00 PM - 2:30 PM

10

Directors’ Sharing
and Learning
Group - Central
and Southeast
(Online
Facilitated)
1:00 PM - 2:30 PM

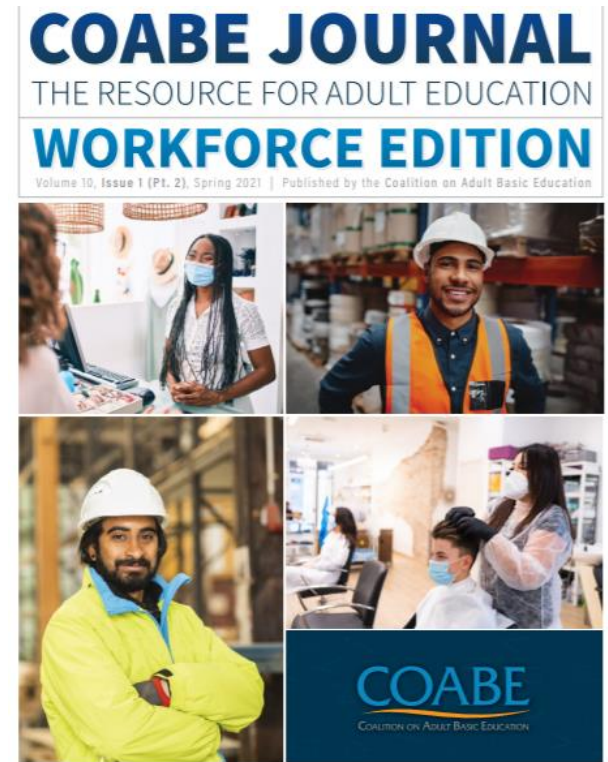
11

Directors’ Sharing
and Learning
Group - Northeast
(Online
Facilitated)
1:00 PM - 2:30 PM

Program Support PD Center



Access
to
publications
for free!



Complete this [form](#)

Complete this [form](#)

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Program Support PD Center: FY22 PD Overview

Poll # 1:

Did you know that the Program Support PD Center offers customized, program-based PD?

- Yes
- No

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Program Support PD Center: FY22 PD Overview

Poll # 2:

Do you know *how* to get program-based PD?

- Yes
- No

Program Support PD Center

Program-Based PD

Customized
Program-Based
PD and Coaching:
Program Support
PD Center-May
(Online
Facilitated)
9:00 AM

September - May

Intended to support meaningful change:

- Educational Leadership
- Creating an Advising Program
- Digital Literacy
- Distance Education/Blended Learning
- Career Pathways
- Recruiting and Onboarding Students



8 people
(more or less)

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Program Support PD Center:

FY22 PD Overview

Educational Leadership

- Educator Growth and Effectiveness (EGE)
- Planning for Continuous Improvement
- *New:* Educational Leadership That Matters



Program Support PD Center: FY22 PD Overview

Diversity, Equity, and Inclusion

- Implicit Bias, Identity, and Equity: Examining Ourselves as Educators
- Diversity, Equity, and Inclusion in Your Program: Making Programmatic Change and Involving all Stakeholders
- *New*: Pathways to DEI: Building Student Leadership and Voice

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Program Support PD Center: FY22 PD Overview

Advising

- Art of Advising
- Building an Advising Scope and Sequence
- Mental Health First Aid (In person, 2022)
- Trauma-Informed Advising
- Advising Students with Degrees & Credentials from Other Countries
- Motivational Interviewing

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Program Support PD Center:

FY22 PD Overview

Sharing Groups

- Directors
- Advisors
- Volunteer Coordinators

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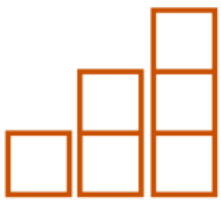
Program Support PD Center:

FY22 PD Overview

ABE Teacher's License

- 8 online modules
- Individualized coaching

SABES Curriculum and Instruction PD Centers



Math and Numeracy

Director: Heidi Schuler-Jones

heidi_schuler-jones@terc.edu



English Language Arts

Director: Evonne Peters

epeters@qcc.mass.edu



ESOL

Director: Dori McCormack

dmccormack@qcc.mass.edu

U



SABES Program Support PD Center
Summer Directors' Institute: July 14-15, 2021
FY22 Action Planning Guide

Session 2 Action Planning

1. Identify at least one of the new ideas from above you'd like to address in your program.
2. Who should be involved? How can you engage staff/students/other stakeholders in this process so they all have a voice and are accountable to each other for change?
3. What support do you need, specifically from SABES but also from other sources?

| Idea/Strategy | Who/how to engage | What support might we need? |
|--|-------------------|-----------------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| How can you think about measuring your progress? | | |
| Other thoughts/ideas about this. | | |

[FY22
Planning
Form](#)

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Ownership vs. Buy In

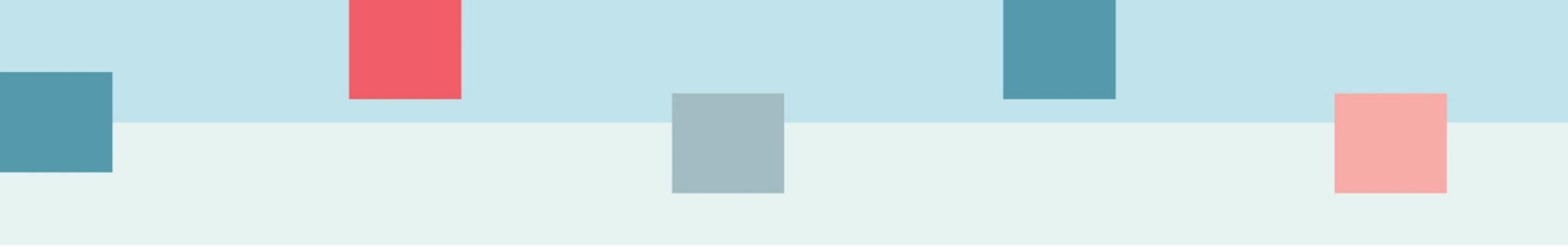
“Accountability works best if stakeholders – those who have an interest in the outcomes of the system – agree on what success looks like.”¹

¹Merrifield, J. (1999). Performance Accountability: For What? To Whom? And How? *Focus on Basics*. (3)B. Boston, MA: World Education.

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Small Group Discussion

1. Review *integrating digital literacy* concepts on your Planning Tool.
2. Discuss
 - What other strategies that your program uses can share?
 - What challenges can you ask others to help you with?
 - Identify at least one strategy you can adapt for your program.
 - How can you engage other stakeholders (staff, students, partners) to foster shared “ownership”.



Sharing



- Chat
- Talk
- Annotate
this slide



Check in with Wyvonne:
The floor is yours!

