

Integrating Digital Literacy into Instruction

NTI 2021



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Northstar Digital Literacy

Pre COVID-19

(2018 – April 2020)

- Piloted the platform with 5 local providers
 - Used as a baseline for students at intake
 - Used as a hiring tool for teachers
 - Testimony of value to students

Northstar Digital Literacy Standards

Standards for Essential Computer Skills

 Basic Computer Skills

 Internet Basics

 Using Email

 Windows

 Mac OS

Standards for Essential Software Skills

 Microsoft Word

 Microsoft Excel

 Microsoft PowerPoint

 Google Docs

Standards for Using Technology in Daily Life

 Social Media

 Information Literacy

 Career Search Skills

 Supporting K-12 Distance Learning

 Your Digital Footprint

State-Provided Online Curricula

Odysseyware®

← Elective / Digital Literacy ☆

Unit	TECHNOLOGY BASICS
Unit	OPERATING SYSTEMS, UTILITIES, AND FILE MANAGEMENT
Unit	NETWORKS AND SECURITY
Unit	EMAIL AND WORD PROCESSING
Unit	SPREADSHEETS AND DATABASES
Unit	DIGITAL MEDIA AND PROTECTIONS
Unit	CUMULATIVE EXAM

← Elective / Digital Literacy / **TECHNOLOGY BASICS** ☆

R	Course Overview
L	Keyboarding Pretest
L	Keyboarding Exercises
L	Hardware versus Software
L	Current Business Technology
T	Test: Technology Basics

State-Provided Online Curricula



EdReady – AZ Standards Crosswalk

A	B	C	D	E
Unit	Lesson	Topic	AZ Standard	AZ Standard Description
Unit 1: Whole Numbers	Introduction to Whole Numbers			
		Place Value and Names for Whole Numbers	<ul style="list-style-type: none"> a. Find the place value of a digit in a whole number. b. Write a whole number in words and in standard form. c. Write a whole number in expanded form. 	<p>1's, 2's, and 10's starting at any number less than 100. In this numeral. (1.NBT.1)</p> <p>the two digits of a two-digit number represent groups of tens and</p> <p>numbers as lengths from 0 on a number line diagram with equal</p> <p>-number sums and differences within 100 on a number line dia</p> <p>multi-digit whole numbers using base-ten numerals, number na</p>
		Rounding Whole Numbers	<ul style="list-style-type: none"> ABE3.NO.1 ABE2.NO.8 ABE3.NO.2 	<p>based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to reco</p> <p>Use place value understanding to round whole numbers to the nearest 10 or 10</p> <p>Use place value understanding to round multi-digit whole numbers to any place</p> <p>Solve multistep word problems posed with whole numbers and having whole-n</p>

State-Provided Online Curricula

DIGITAL LITERACY

Using Your Computer

Your Students' First Step to Digital Literacy


Through a series of short animated videos, students develop basic digital literacy skills such as maneuvering the mouse and using the keyboard, as well as gain a basic understanding of a computer. The easy-to-follow videos also familiarize students with the functionality and features of the Burlington English program to enhance their learning experience.

Using Your Computer is aligned to Northstar Digital Literacy Assessment V2.0 Standards for the Basic Computer Skills module.

- Designed for learners with limited English proficiency, using easy-to-follow visual demonstrations.
- Suits all students, including those with limited to no digital literacy skills.
- Teacher's Notes guide teacher-led instruction.

Learn how to hold and move the mouse

Learn how to use the keyboard



Aligned to Northstar Digital Literacy Standards



AZ Adult Ed. Content Standards

Tagging of 2017 ISTE Student Standards

English Language Arts (ELA)

Reading Standard 5: Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

<p>ABE1.RI.5 Identify and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (1.RI.5) (ESF.AAS, CTS)</p>	<p>ABE2.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks, glossaries, index, table of contents) to locate information relevant to a given topic. (3.RI.5) (ISTE 3C) (ESF.AAS, CTS)</p>	<p>ABE3.RI.5 Describe the overall structure (e.g., chronology, sequence, comparison, cause/effect, problem/solution) of events, concepts, or other information in texts. (5.RI.5) (ESF.AAS, CTS)</p>	<p>ABE4.RI.5 Analyze organizational structures and development of ideas in texts, including the roles of particular sentences and paragraphs in developing and refining a key concept. (8.RI.5) (ESF.AAS, CTS)</p>	<p>ABE5.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10.RI.5) (ESF.AAS, CTS)</p>	<p>ABE6.RI.5 Analyze and evaluate the effectiveness of the structure of an author's argument, including how claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (11-12.RI.5) (ESF.AAS, CTS)</p>
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Mathematics

MP5: Use appropriate tools strategically.

- identify relevant external mathematical resources, such as digital content located on a website, and use the content to pose or solve problems.
- use digital tools to explore and deepen their understanding of concepts.

[ISTE.1c, ISTE.1d, ISTE.5a, ISTE.5b, ISTE.6c] [ESF.CTS]

PY 2020 – 2021 Tech Plans

What strategies are being used to promote digital literacy? Include details that specifically address each of the following:

- How are ethical and safety considerations, i.e., digital citizenship, addressed?
- What platform(s), if any, are being specifically used to promote digital literacy?
- How is the process of promoting digital literacy addressed by professional development?
- What are the measures of success to determine if strategies to promote digital literacy are effective?

Notable Responses included:

Creation of Digital Literacy courses (w/ both in-house created curricula and a mixture of resources available)

PY 2021-2022 Tech Plans

Orientation

Describe the orientation process for **students** at your program using the following table:

Learning Management System training & acclimation	“teacher instructed”
Video conference platform training & acclimation	“while using” “taught in class”
Online curriculum training & acclimation	“Teacher using the software”
Services & supports for Virtual Learning students (If funded for V.L.S.)	
How will your program determine if strategies described above are effective for students?	
What steps will your program take to address any deficiencies regarding the orientation process for students?	

Managing Program Improvement through Distance Learning (MPIDL)

I. Orientation Process

- a. Identify student baselines
- b. Facilitate gap training

II. Assessment

- a. Student learning
- b. Teacher effectiveness

III. Data Analysis

- a. Deep data dive
- b. Filling in the gaps

IV. Bringing It All Together

- a. Planning for next program year

- ✓ Blended model (virtual synchronous sessions & asynchronous pre/post work)
- ✓ Program participation is *optional*
 - ✓ Cohort of Administrator & Instructional Leaders for ABE & ELAA recommended

PDCA Model



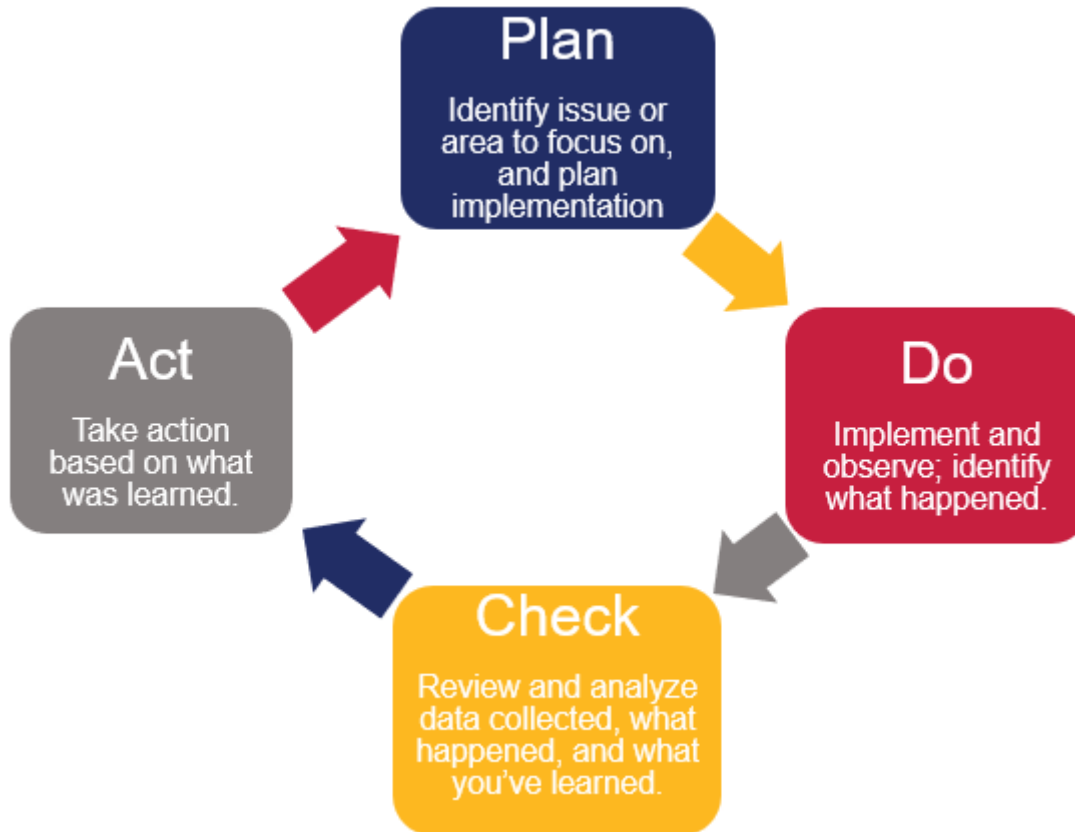
I. Orientation Process

In-Person & Virtual:

- WHAT needs to be assessed and/or taught
- WHO needs to be involved
- WHEN in the process will it be done
- HOW will students get help going forward

Revise & Repeat

- Revisions tracked as post-work & used for Part IV – planning for next year



Implement Plan:

- Log challenges & successes as plans are implemented
- Determine measures of success
- Collect data & anecdotal evidence

Analyze Data:

- Determine successes & needed revisions



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Thank You!

AZ EdTech Hub:

<https://www.azed.gov/adultedservices/aes-edtech-hub>

William Durden

