Building Instructor & Staff Digital Literacy Skills

2021 NTI November 1, 2021



Panelists

Carolyn Zachry, California - State Director and Education Administrator for the Adult Education Office at the California Department of Education (CDE)

Neda Anasseri, California - Technology Projects Coordinator for OTAN

Ginette Chandler, New Hampshire - Director of Professional Development Services, NH Adult Education at Second Start

Christine Houck, Pennsylvania - PDS coordinator for the Division of Adult Education

Panel format

Panelists will address 4 topics:

- 1. Assessment
- 2. Barriers
- 3. Professional Development
- 4. Resources

Questions:

- Please type your questions in the chat as they arise. Panelists will respond as possible in the chat.
- There will be time at the end of the session for additional questions.
- Panelists will respond to any questions we don't have time for in this document.



Assessment



How are the digital literacy skills of local staff being assessed in your state?

California

OTAN's
Continuous
Improvement
Plan (CIP) and
Teacher
Assessment



Teacher Self-Assessment Fiscal Year 2020-21

Assessment for ABC Adult School

Name: Bob Smith Email: bSmith@test.com

Directions

The purpose of this quick survey is to gain a better understanding of the technology skills and knowledge of California adult education teachers. It can be administered in connection with the work of your Continuous Improvement Progress Plan. It should be completed by teachers individually.

Please note you must complete the survey in a single setting. You cannot return to it and finish it later. On average this survey should take 8 to 10 minutes to complete.

Section 1: General Technology Use in Education

The questions in this section ask about general technology use. Please read each statement and rate your skill and the importance you place on each of the tasks.

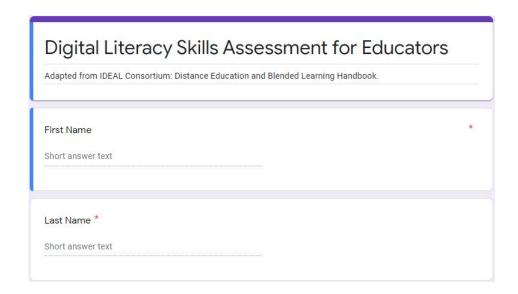
Ratings Guide

Level of Proficiency	Level of Importance			
1. Weak	1. Low			
2. Adequate	2. Medium			
3. Strong	3. High			

Competency	Proficiency			Importance		
	Weak	Adequate	Strong	Low	Medium	High
Learning how to use new applications (software and programs)	0	0	0	0	0	0
Acting as a guide for learners when researching on the internet	0	0	0	0	0	0
Troubleshooting problems that occur when using technology during and for instruction	0	0	0	0	0	0
Integrating technology into daily instruction ①	0	0	0	0	0	0
Using technology to differentiate instruction	0	0	0	0	0	0
Using technology to manage/organize my work	0	0	0	0	0	0

New Hampshire

- Digital Literacy Skills Assessment form- <u>Digital Literacy Skills</u>
 Assessment for Educators
- Considering the merits of NorthStar Digital Literacy assessments
- Individualized Professional Development Plans



Pennsylvania

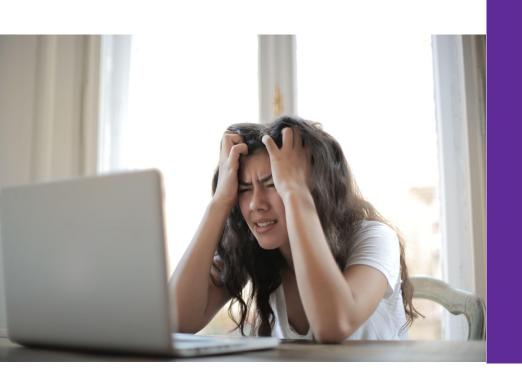
In the beginning stages

Developing a set of competencies

Decisions about how granular



Barriers



What are the challenges to improving the digital literacy skills of the adult education workforce?

How might they be addressed?

New Hampshire

- Part-time practitioners
 - Recognize and value that our practitioners oftentimes have competing priorities so we need to be cognizant of their needs, value their time, and engage them in ways that don't take them away from student-teacher time
- Anxiety and pressure to integrate digital literacy into the curriculum is intense
 - Recognize and value social and emotional learning needs of our practitioners
 - Ensure adult education workforce feels supported as they work to meet the needs of today's learners
 - Model patience- we are all learning to navigate new realities

Pennsylvania

Practitioners have the same barriers that our students have:

- Connectivity
- Devices
- Some have low level of digital literacy
- Need to differentiate support



California

Addressing barriers:

- Delivery of staff in-services remotely
 - Providing one on one support and videos
- Breaking webinars into
 - 3 part series to go through a step by step process of implementing the tool
- Uncertainty of state/district/agency return to school policy
 - CA Digital guidance document: to help provide clear guides, expectations, and directions



Professional Development



What PD have you offered to build staff digital literacy skills?

What PD are you planning?

California

- OTAN Tech Talks (OTT)
- OTAN Office Hours (OOH)
- Training: Recordings and Video access/sections on www.OTAN.us
- Open webinar series (breaking webinars into 3 part series)*
- DLAC and coaches
- Technology and Distance Learning Symposium (TDLS)
- COVID-19 support page: compiling a Resources guide*
 - aligning to Triple E framework



Pennsylvania

Use of LMS - improving digital literacy skills in context

Leadership project focussed on digital literacy:

- Needs assessment
- Support for "digital navigators"
- > Job aid videos
- Friday webinars
- Customized technical assistance

Videos to Support Distance Learning

The resource videos below were created by DETA from the per window.

- Creating Reports in Khan Academy This video provides
- Kahoot! Part 1: Introduction Teachers can use Kahoot!
 video introduces Kahoot! and provides some ideas for usir
- Kahoot! Part 2: Locating, Selecting, and Editing Existing locate, select, and edit existing Kahoots. This is a great opt
- Kahoot! Part 3: Creating Kahoots This video demonstrated and true/false questions. Additionally, it covers using the remultiple-choice questions.
- . Kahoot! Part 4: Playing Kahoot! in Class This video den
- Nearpod Part 1: Introduction Nearpod is a resource the
 in an asynchronous or synchronous setting. This video is a
 preview of Nearpod's reporting feature and library of shar
- Nearpod Part 2: How Students Use Nearpod This video activities including open-ended questions, polls, collaborate the student point of view when it is accessed in a synchror
- Nearpod Part 3: How Teachers Use Nearpod This vide reviews what teachers see and how they collect student re steps teachers take to share a lesson synchronously or asy completed Nearpod activities.
- Kaizena Part 1: Introduction This video explains ways t voice message, track a skill, rubric, text messaging, and the

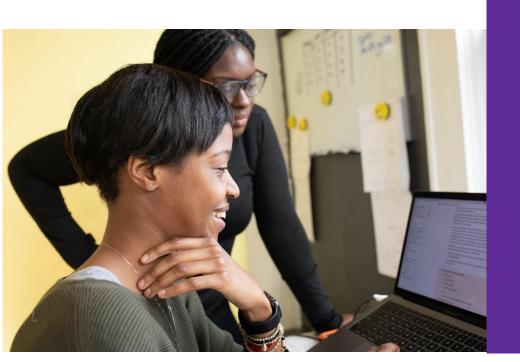
New Hampshire

- Coaching sessions
- One-to-One mentoring sessions
- Targeted, practitioner driven "water cooler" sessions
 - Digital Literacy Skills- Choosing an Ed Tech Tool
- Professional Development workshops
 - Zoom for Teachers
- Statewide LMS- Canvas
 - Series of two-12-hour Canvas Facilitator Training Sessions
 - Canvas Guide Canvas Guide
 - Getting started with Canvas course in development
 - House current and future PD resources





Resources



What resources are you providing to support the development of staff digital literacy skills?

Digital Literacy Resources for Staff

Pennsylvania

paadultedresources.org
Tips for teaching by webinar
Using Google classroom
Technology in Adult Education
Virtual Conference - PA Adult
Education Resources
(paadultedresources.org)

New Hampshire

Choosing an Ed Tech Tool
Canvas Guide
Digital Literacy Skills
Assessment for Educators

California

EdTech Resource Guide

Become an OTAN member
(anyone can join for free)

Web-based class activities
Continuous Improvement
Plan: Teacher Assessment and
Student Intake Survey
Link to web Intake Survey
Triple E Framework





Questions?

Thank you!

Responses to questions will be shared <u>here</u>.

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