

# Building Instructor & Staff Digital Literacy Skills

2021 NTI

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# 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?

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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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acting as a guide for learners when researching on the internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Troubleshooting problems that occur when using technology during and for instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating technology into daily instruction ⓘ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using technology to differentiate instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using technology to manage/organize my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# California

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

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

# New Hampshire

- **Digital Literacy Skills Assessment form- [Digital Literacy Skills Assessment for Educators](#)**
- **Considering the merits of NorthStar Digital Literacy assessments**
- **Individualized Professional Development Plans**

## Digital Literacy Skills Assessment for Educators

Adapted from IDEAL Consortium: Distance Education and Blended Learning Handbook.

First Name \*

Short answer text

Last Name \*

Short answer text

# 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?

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# 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?

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# California

- OTAN Tech Talks (OTT)
- OTAN Office Hours (OOH)
- Training: Recordings and Video access/sections on [www.OTAN.us](http://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 use
- **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 demonstrates and true/false questions. Additionally, it covers using the multiple-choice questions.
- **Kahoot! Part 4: Playing Kahoot! in Class** – This video demonstrates
- **Nearpod Part 1: Introduction** – Nearpod is a resource that in an asynchronous or synchronous setting. This video is a preview of Nearpod's reporting feature and library of shared
- **Nearpod Part 2: How Students Use Nearpod** – This video shows activities including open-ended questions, polls, collaboration the student point of view when it is accessed in a synchronous
- **Nearpod Part 3: How Teachers Use Nearpod** – This video reviews what teachers see and how they collect student reports steps teachers take to share a lesson synchronously or asynchronously completed Nearpod activities.
- **Kaizen Part 1: Introduction** – This video explains ways to 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



• Choosing •  
An **Ed Tech** Tool

Uncertain of which ed tech tool to implement? Think first about what you need it to do. Then research the best option for you. Below are a few ideas to help you get started.

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Develop

INTERACTIVE PRESENTATION TOOLS	
<a href="#">Nearpod</a>	Create interactive multimedia presentations and pull ready-to-use lessons and assessments
<a href="#">Peardeck</a>	Develop interactive slideshows that incorporate built-in assessments using Google slides

INTERACTIVE VIDEO TOOLS	
<a href="#">Edpuzzle</a>	Build interactive video lessons and pull ready-to-use video content
<a href="#">PlayPosit</a>	Create and edit interactive video presentations, including assessments





# Resources



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

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# Digital Literacy Resources for Staff

## Pennsylvania

[paadultedresources.org](https://paadultedresources.org)

[Tips for teaching by webinar](#)

[Using Google classroom](#)

[Technology in Adult Education](#)

[Virtual Conference - PA Adult](#)

[Education Resources](#)

[\(paadultedresources.org\)](https://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 [here](#).

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