



## SABES Program Support PD Center

### FY22 Summer “On-Demand” Asynchronous Professional Development Series July – August, 2021

It’s been quite a year! As you reflect on the skills and practices you’ve strengthened, the ones you’d like to improve, and your program priorities, what are your professional development goals? What will empower you to continue meeting your student needs?

In the recent UMass Donahue Institute [Adult Education System Evaluation Report](#), 75% of respondents reported that “timing impeded their ability to attend PD” and *Key Recommendation 5* suggested that we “explore adding remote training options with more flexible timing”.

In response, the Program Support PD Center is excited to offer our **Summer Series** of “On-Demand”, asynchronous PD videos, intended to provide you with flexible options for PD that you can access when it’s convenient for your schedule.

You are free to select individual sessions, but in order to maximize your professional learning, we have organized **7 Strands** by topic with sequential sets:

1. [Program Management](#)
2. [Digital Literacy](#)
3. [Distance Education: Planning and Protocols](#)
4. [Distance Education: Tools and Products](#)
5. [Mobile Learning](#)
6. [Advising and Communication](#)
7. [Diversity, Equity, and Inclusion \(DEI\) / Universal Design for Learning \(UDL\)](#)

This guide can be used for:

- Professional development planning for individual staff and for directors and coordinators for program-wide goals
- Manageable study over the summer and beyond
- Preparation for our fall PD offerings

**A final note:** These sessions are intended to complement—but not replace—the rich, collaborative learning that occurs during the high quality sustained, interactive PD that you’ve come to know us for. We will return to these sessions in the fall, and in the meantime, hope these resources will be a valuable part of your comprehensive PD plan as you prepare for the new academic year.



## Next Steps: Planning Your Summer PD

1. We have **organized 7 Strands** to help you find what's most relevant for your needs. (Some sessions are found in multiple Strands because they address multiple topics.)
2. **"Mix and match"** however you please!
3. There is **no limit** to how many of these sessions you can take, and there is no fixed deadline for completing them. Most videos are 60-90 minutes.
4. In addition to SABES PD sessions, we are providing links to relevant sessions from our partner, the **EdTech Center @ World Education**.
5. For SABES sessions, you will complete a Google form so we can report your participation. We will **capture final participation** at the end of August, but you can continue to access the webinars at your convenience.
6. For more information, please contact [Luanne\\_teller@worlded.org](mailto:Luanne_teller@worlded.org).

**Please also be sure to check the [Distance Education and Digital Literacy Online Discussion Padlet](#) (SABES)**

This online community of practice is chock full of resources and ideas shared by our Distance Education and Digital Literacy Coordinator Diana Satin and by colleagues. Take advantage of the resources organized by topics and post your own as well! Topics include Technology Tools and Access, Recruitment, Screening, Onboarding and Orientation, Assessment, Advising, Staff Support, and Communication.

## 1: Program Management Strand

**[Planning for NRS Assessments: Leveraging Lessons Learned](#) (SABES)**

What do we know now about administering NRS assessments remotely that we didn't know last year? A lot! Many programs have found creative ways to plan for, administer, and score the NRS assessments from a distance. This 90-minute workshop features presentations from four panelists to help you think ahead and implement a plan that will enable you to capture as many of your learners' measurable skills gains as possible. The session addresses, in specific terms:

- MAPT-CCR
- BEST Plus 2.0
- TABE CLAS-E

**[Developing Your Digital Strategy: Building a Culture of Digital Literacy at Your Program](#) (SABES)**

This session offers strategies for how to develop, adopt, and embrace a robust digital literacy strategy that will benefit teachers and learners alike. Topics include how programs have built in access, practice, time, and space for both staff and students to increase their digital literacy.



## 2: Digital Literacy Strand

### [Developing Your Digital Strategy: Building a Culture of Digital Literacy at Your Program](#) (SABES)

This session offers strategies for how to develop, adopt, and embrace a robust digital literacy strategy that will benefit teachers and learners alike. Topics include how programs have built in access, practice, time, and space for both staff and students to increase their digital literacy.

### [Northstar Digital Literacy Assessments and Curriculum: Building Blocks for Digital Literacy](#)

(SABES)

This session, facilitated by the developer of the [Northstar Digital Literacy Assessment](#), describes how Northstar can be used to assess basic skills needed to use a computer and the internet in daily life, employment, and higher education.

### [Closing the Digital Literacy Gap with Northstar Assessments and Curricula](#) (SABES)

In addition to the free version, Northstar offers an annual subscription (\$500) for an unlimited number of student seats. This version provides access to assessments, curriculum, and lesson plans in 14 discreet areas of digital literacy. It also allows teachers to proctor assessments and track scores and allows students to earn badges. This session reviews the process of creating and using teacher and student accounts. You can also view [Northstar's walk-through](#) on the nuts and bolts of creating learner accounts, remote proctoring, downloading assessments, etc.

### [Developing Individual Student Digital Literacy Learning Plans](#) (SABES)

This session looks at tools for figuring out how to match students' work, education, or other goals to the relevant digital literacy skills they need to reach them, learning resources for them to develop those skills, and digital literacy assessments in order to create a digital literacy learning plan.

### [Designing Digital Learning Experiences](#) (SABES)

Although many programs have students for a very limited number of hours, teachers, advisors, and others have so much we need to cover during that brief time. For some, adding digital literacy can feel like an impossibility. While it can certainly be challenging to figure out how to cover that along with content and skills, it can be done! This workshop offers an approach to weaving together digital literacy, content, and skills with several examples including a single lesson, a curriculum theme, and a project.

### [Supporting Students with Beginning Digital Literacy Skills](#) (SABES)

The presenter will discuss putting program-wide support into place, including considerations for the selection of appropriate tools as well as supporting staff so they in turn feel confident supporting their students. She will cover approaches to outreach, onboarding students, (e.g., building a tech support team to help throughout the year), and setting up communications. You will see examples of tools you can use or modify to align with your curriculum and match to the levels of your staff and student digital literacy skills.



### 3. Distance Education: Planning and Protocols Strand

#### [Introduction to Zoom: Tips and Tools for Planning and Facilitating Zoom Meetings and Classes](#) (SABES)

This stand-alone, 7-minute video offers tips and tools for planning and facilitating meetings and classes using Zoom. Topics include scheduling meetings, using passwords, enabling the wait room, sending meeting invitations, sharing screens, applications, video, and audio, recording and sharing recordings of meetings, whiteboard and annotation, creating polls, creating and managing breakout rooms, and saving chats.

#### [Conducting Online Student Intake and Placement Assessments Remotely](#) (SABES)

Designing a process for online student intake and placement is a necessity. What are successful ways to carry out this process? How can staff collaborate to share the work? AACA Director of Next STEP Shinobu Ando discusses the process she and her colleagues put together (and revised) to move their assessments for applicants online. Shinobu will provide examples including interviewing, assessing language skills, and proctoring tests, as well as organizing small group and individual sessions.

#### [Communication Tools: Teaching, Advising, and Leading from a Distance](#) (SABES)

This webinar addresses four tools for communicating with students and examples of implementation: Remind for messaging and more, Google Voice for phoning and texting, Zoom for real-time video meetings, and Screencast-O-Matic for creating narrated instructional recordings.

#### [Using Digital Tools to Design Assessments](#) (SABES)

This workshop introduces two assessment tools that can be used to add existing content to Quizalize and Edpuzzle. It also introduces two user-friendly tools used to create customized assessments: Google Forms Quiz and Padlet.

#### [Distance Ed Strategy Session: Strategies to Maximize Engagement in Online Classrooms](#)

(EdTech Center @ World Education)

Rachael Riggs from Frederick Community College shares strategies for maximizing engagement in online classrooms. She shares how she creates media and sets up role play activities (among other things) to support learning for English language learners. (This session is 21 minutes).



## 4. Distance Education: Tools and Products Strand

### [Planning Now for Online Classes: Using USA Learns](#) (SABES)

USA Learns is a free online ESOL curriculum that covers reading, writing, speaking, and listening skills with multimedia activities such as video, audio recording, plus writing assignments. This webinar addresses the basics: setting up a class, enrolling and onboarding students, tracking progress, and engaging and supporting students in an online learning environment.

### *Teaching Online Using Free Google Classroom Resources* (SABES)

- [Part 1: Getting Started and Using the Stream](#)  
This Part 1 session reviews the basics of using Google Classroom such as how to create online accounts and classrooms, onboard students, and use the Stream page to initiate student discussions and other activities.
- [Part 2: Assignments, Quizzes, and Organizing Student Work](#)  
Part 2 builds on the basics offered in Part 1 and focuses on how to create assignments and quizzes, track student work, and manage student folders.
- [Part 3: Taming the Assignments Tool in Google Classroom](#)  
The Assignments tool in Google Classroom can be a good way to share assignments, communicate about them, and keep them organized for both students and teachers. It can also be a challenge for both to use. In Part 3, we review the nuts and bolts of creating, assigning, and grading assignments, as well as giving feedback. We discuss ways to help students manage the assignments they receive, including posting them and responding to feedback.

### [The 7 Elements of Effective Remote and Hybrid Instruction](#) (EdTech Center @ World Education)

How do we take what we as instructors have done with students in a classroom and make it work remotely? What benefits and challenges have moving to an online format brought us? In this session, Nell Eckersley, Director of the NYC Support and Technical Center (STAC) and Instructional Technology Specialist and Cynthia Bell, Director, Workforce Development & Numeracy Services for the Literacy Assistance Center, explore seven elements for effective remote and hybrid instruction. Note: This includes blended learning as well.



## 5. Mobile Learning Strand

### **Move Forward with Mobile Learning** (EdTech Center @ World Education)

This series covers the four areas for mobile learning implementation: Onboarding, Outreach, Instructional Support, and Evaluation. Each session is 1 hour.

- [Session #1 - Onboarding](#)  
This is the first webinar in a series highlighting resources, examples of effective use, and more. We are joined by the [mLearning leadership team](#) and practitioners sharing insights on tools and approaches for effective onboarding. Specifically, you learn how programs have adapted onboarding and orientation activities from in-person to remote.
- [Session #2 - Instructional Support](#)  
For webinar #2, learnings from the community of practice and resources from the [mLearning website](#) are showcased, along with the work of several innovators: Sherry Lehane from Providence Public Library shares her work on adapting and optimizing teacher created material for mobile instruction; Jeff Goumas of CrowdED Learning will share tools and strategies to help you organize and share free, mobile friendly content with learners, and Tiffany Brand from Dover Adult Learning Center in New Hampshire shares goal-setting strategies and tools for learners using mobile learning apps.
- [Session #3 - Orientation](#)  
This webinar reviews tools and strategies for establishing and maintaining effective outreach featuring resources from the [mLearning website](#). Jen Vanek from World Education outlines the steps for planning effective outreach using a communications planning template and shares how one organization uses a Facebook Messenger pop-up to support automated communication. EdTech Center Advisor Jeff Goumas examines various free tools for communications to be leveraged based on your organization's goals and end user access. Melanie Sampson, the Content Director at Literacy Work's Clear Language Lab shares key principles of plain language you can incorporate into your communication strategies as well as resources to further your use of these principles.
- [Session #4 - Evaluation](#)  
This fourth and final mLearning webinar focuses on evaluating apps. Jen Vanek from World Education highlights key evaluation criteria teachers might consider when choosing a mobile app to support instruction; Tiffany Brand from Dover Adult Learning Center will share her strategies for involving learners in evaluation after use; and EdTech Center Advisor Jeff Goumas leads a discussion on the importance of establishing metrics for evaluating app effectiveness based on your goals.

### [Distance Ed Strategy Session: Designing & Adapting Content for Mobile Instruction](#)

(EdTech Center @ World Education)

Guest presenter Sherry Lehane from the Rhode Island Tech Hub for Adult Education shares strategies for creating mobile learning content on common technologies (like Google Slides) that maximize readability and engagement for students learning on phones. (This brief presentation is 9 minutes.)



## 6. Advising and Communication Strand

### [Communication Tools: Teaching, Advising, and Leading from a Distance](#) (SABES)

This webinar addresses four tools for communicating with students and examples of implementation: Remind for messaging (and more), Google Voice for phoning and texting, Zoom for real-time video meetings, and Screencast-O-Matic for creating narrated instructional recordings.

### [Advising Student with Foreign Degrees and Credentials](#) (SABES)

This panel brings together experts from three Massachusetts programs with extensive experience working with immigrant and refugee students who have degrees, credentials, and professional experience from other countries. The panel explores the primary challenges and misconceptions students face surrounding foreign credentials, the key questions to ask when advising these students, resources you can access, referrals you can make, and tips for walking students through the credential evaluation process.

### [Online Career Planning and Job Search Tools: Supporting Students from a Distance](#) (SABES)

Learn tips and techniques for using online career exploration and job searching tools with students to continue your work together. In addition, these tools can help students gain fluency in digital literacy skills that will assist them at school and at work.

### [Tools and Strategies for Remote Advising](#) (SABES)

Advising students from a distance on career planning and job searching is very different than when sitting together with them in person. Especially now, students need support to remain motivated in reaching their career goals and finding suitable employment. Learn tips and techniques for using online career exploration and job searching tools with students to continue your work together. In addition, these tools can help students gain fluency in digital literacy skills that will assist them at school and at work. Tools addressed are Zoom, Remind, and Screencast-O-Matic to support students' use of the Massachusetts Career Information System (MassCIS) including JobQuest, O\*Net MyNextMove, and MassHire.

### [Career Contextualized Instruction and Advising for Remote Learning](#) (SABES)

In this three part series, we explore resources and develop skills for career-focused and contextualized teaching and advising, with adaptations for working remotely. Under the guidance of CUNY CareerKits developer Ellen Baxt, you will learn methods for researching the local labor market and explore resources to assist students with job searching and planning in a changing labor market.



## 7. Diversity, Equity, and Inclusion (DEI) / Universal Design for Learning (UDL)

### [Addressing Racial Equity in our Adult Education Classrooms, Programs, and the Field](#)

New England Literacy Resource Center (NELRC)

This three-part webinar series, developed by our partners at NELRC, focuses on *Addressing Racial Equity in Adult Education Classrooms, Programs and the Field*. It is available for on-demand and self-paced viewing.

- [Session 1: Implicit Bias](#)  
In the first session, the presenters help you look at implicit bias—what it is, how to face it, and strategies for working constructively to change it.
- [Session 2: Classroom Strategies for Talking about Race](#)  
In the second session, the presenters address the goal of making your classroom more inclusive and relevant to all. They will discuss classroom materials and strategies designed to help you teach about equity in the context of basic skills.
- [Session 3: Action Steps for Programs and the Field Addressing Racial Equity](#)  
In the third and final session, our colleagues showcase programs that have made changes to make racial equity a key part of their practices.

### Meeting the Universal Needs of Students Online (SABES)

- [Part 1: Addressing the Needs of All Students](#)  
Online learning provides an array of challenges and opportunities, and we want to ensure that all learners, including those with disabilities, can access all online content for optimal learning. The practices, considerations and approaches you learn about will benefit all learners, including those with disabilities. This session includes:
  - Principles of universal design and their applications to online learning
  - Application of the Americans with Disabilities Act (ADA) to online learning
  - Resources for assistance and support
- [Part 2: Tools and Strategies for Students with Disabilities](#)  
In this session, we discuss how to determine the best tool for specific content and learner needs, and the best way to support learners in using tech tools. By the end of the session, you will have knowledge of a variety of technology tools (i.e., web 2.0 tools, apps, mobile devices), as well as traditional approaches to technology to diversify instruction and assessment in order to meet the needs of all learners.





## **7. Diversity, Equity, and Inclusion (DEI) / Universal Design for Learning (UDL) (Continued)**

### [Making Digital Devices and Materials More Accessible](#) (SABES)

This session focuses on basic settings and instructions for creating equitable access at program and in our classes for students with hand motor, visual, or auditory difficulties. It focuses on how to be inclusive so that program and class materials are readable and program digital devices are navigable.

### [Accessibility Basics](#) (EdTech Center @ World Education)

Implementing basic accessibility principles not only helps ensure that individuals with disabilities and those who use assistive technology can fully participate in distance learning; it also often improves usability for all learners. Presenter Dr. Melissa Helquist, Director of the Salt Lake Community College Community Writing Center and Professor of English at Salt Lake Community College, explores the fundamentals of accessibility—including creating accessible documents and delivering audio and video content—to help make accessibility a more central part of your distance education program.