

San Juan Adult Education DLAC Final Report May 2020

San Juan Adult Education (SJAE), in San Juan Unified School District (SJUSD), is located in Sacramento County and serves the cities of Carmichael, Citrus Heights, Orangevale and Sacramento, spanning over 75 square miles. The district serves approximately 40,000 students over 64 schools. SJAE has two campuses and offers ESL classes at four off-site locations in the district. During the 2019-20 school year, SJAE served over 5,000 students between the program areas of ESL, ABE and ASE, CTE and Community Education. The largest program area is ESL, which serves over 2,000 students. The top three native languages spoken among our students are: English 24%, Farsi 23% and Spanish 21%. Our DLAC team members include Vice-Principal Angela Rodriguez and ESL Teachers, Linda Laymon, Jody Barker, Marisol Richmond.

Based on the 2017-18 Technology and Distance Learning (DL) Teacher Skills Assessment results, teachers identified several concerns regarding technology integration. For example, 35% of teachers are comfortable with tech-based classroom projects, 25% of teachers have a class website, 40% feel comfortable supporting student's online learning, and 65% of teachers stay current with new technology. This data demonstrated that several teachers are not using technology in the classroom which is an equity issue. We also recognize that teachers need training and ongoing support in order to feel proficient and confident enough to use technology in the classroom.

Our DLAC project was twofold: 1) provide monthly technology training "Tech Fridays" and 2) create a repository of technology resources and lessons that teachers could refer to at their convenience. Professional development topics include: G Suite for Education, textbook online resources, Quizlet, Kahoot, Bitly and accurate student data collection through the students management system ASAP. Currently, we hold these training sessions on Zoom as we attempt to support teachers' transition to 100% DL due to COVID-19. The team created a Teacher Website to house all the lessons and links for tutorials from the Tech Friday training. Later, we started a Teacher Blog with updated tech training information and teacher comments of what technology worked for them. Lately, the blog has been our means to communicate with our teachers during the shelter-in-place. It serves as a central location to post information and communication from the district and site administration.

Our program goals started with assisting ESL teachers with basic tech skills. This evolved over time to helping teachers with technology implementation. Just as teachers were starting to become comfortable integrating educational technology, COVID-19 forced us to take our classes to 100% DL. After the school closures, the teachers have learned how to schedule, open, and run a Zoom meeting, use communication apps such as WhatsApp and Remind. Our staff has also attended OTAN-facilitated online training such as Zoom, Padlet, Screencastify, Google Classroom and Voice and many

other programs to assist teachers in preparing for an online teaching environment. Our DLAC team has been acting as back-up to teacher groups or one-on-one to assist them in this transition.

As a result of the IDEAL Consortium DL 101 and 102 courses, the team started a fully online DL program at four sites. From 2003 to 2016, SJAE relied heavily on DVDs and worksheet packets for DL curriculum. Currently, our DL courses are on the learning management system (LMS) Canvas. In addition, we developed a DL student check-in, a system for tracking progress, and onboarding procedures for new students. Everything is submitted online through the different programs and assignments. DL 102 taught our team how to develop a rubric to analyze and make wise choices for new online resources we would like to try.

It was imperative that we gained the trust and support of our colleagues and site administration to ensure successful implementation of our project. Dr. Porter enlightened us to better communicate using our individual strengths, and to better understand how each individual's talents contribute to the team's chemistry. We have utilized this knowledge to help us complete our DLAC assignments and work with our teachers. Based on the DLAC team's recommendation, the site administration invited Dr. Porter to present at our mid-year staff meeting.

We encountered some challenges with implementing Tech Fridays. There were non-attendance issues and teachers with lower tech skills were reluctant to learn higher technology. With support from administration, we were able to offer paid professional development to our staff. The training information was added to the teacher website and blog for easy access to tutorials and resources. Now most of the teachers are more willing to participate. DLAC gave us the skills, resources and knowledge to be able to do this on a professional level. After Tech Fridays, we have learned that constant encouragement, check-ins, and reminders to teachers are important to maintain interest. Now with the COVID-19 crisis and the sudden transition to 100% DL, teachers have found good use for what they have learned and are coming back for more.. Since the school closures, we have provided updates and resources on the Teacher Blog about the crisis from OTAN, the San Juan School District, and Sacramento County. We have posted updated lists of resources the teachers can use. We are so proud to share that some teachers have transitioned from attendees at Tech Fridays to leaders that assist with tech integration. Now, they do not hesitate to teach each other new strategies and share materials to better address our students' needs.

We recognize the new norm in our future programs will necessitate incorporating blended and DL environments. Digital literacy instruction and training, for students and teachers, should be an inherent part of our adult education program. The use of online LMS's, such as Google Classroom and Canvas, will also need to be an integral part of curriculum instruction and planning. Over the past two years, we have built the capacity to implement a DL component to all ESL classes. The DLAC team will recommend that the administration continue to support our efforts to provide ongoing support as teachers adapt to a new teaching model now dependent on educational technology.