Agency Overview - Escondido Adult School of the Education to Career Network Consortium

Escondido Adult School (EAS) serves approximately 2000 adult students through an extensive variety of courses. EAS is a K-12 adult school in Escondido Unified High School District (EUHSD) and a member of the Education to Career Network (ETCN) consortium. The main campus is located at 222 West Crest Street in Escondido CA 92025.

EAS offers ABE, HSE, ESL, CTE, and community education programs.

Team members

Stacey Campo is our ETCN Technology Integration Specialist. She holds a teaching credential in Business Education, a master's degree in Educational Technology. She is a recipient of the ISTE Golden Disk Educator Award. Her expertise and enthusiasm for student-centered learning has been an integral component to the success of this team.

Elaine Moore is our Intermediate and advanced ESL teacher. She was a participant in the Technology Integration Mentor Academy (TIMAC) program. Elaine is fearless and constantly strives for relevant change in her classroom curriculum in order to engage students in opportunities which support their adult goals.

Tom Allison is our team's assistant principal. Tom believes in leadership through service and is currently finishing his 3rd year of working in adult education.

Project Description:

To deliver a blended learning model through the CANVAS learning management system in support of our ESL learners. Specifically, Elaine will implement CANVAS in her ESL Intermediate high and advanced classes. She will serve as a technology integration specialist on campus and encourage similar growth among her ESL team members.

Technology and Distance Learning Plan Integration (TDLP)

Participation in the academy, within the context of our goals, objectives, and student outcomes, aligns with the ETCN TDLP goal to increase our ESL learner's awareness of blended learning strategies and skills.

Program goal(s)

We will heighten critical thinking, digital fluency and communication skills of our students to enhance their occupational, educational and personal goals.

The highest priority goal is to enhance student access and instructor ability to provide integration technology resources.

Impact of IDEAL Consortium courses.

Each of the IDEAL DL courses provided our team with foundational knowledge and a common vocabulary around blended learning, student orientation, and resource evaluation rubrics.

Development and execution of an implementation plan

Throughout the two-year process, effective communication and collaboration will serve as the backbone to successfully managing project timelines and meeting deadlines. Tom Allison, team lead, is responsible for the successful coordination and communication.   Stacey Campo is responsible for technology-based logistics necessary for efficient and effective collaboration. Elaine Moore is responsible for content and pedagogy expertise. Each member is responsible for developing capacity through committed interaction with the team.

As a result of our IDEAL DL courses we updated our implementation plan to address crucial aspects of the project including demographic knowledge, recruitment, screening, orientation, access & support, communication & teaching, tracking, assessment, and professional development.

Examples of applied learning

Elaine Moore: My growth and development through DLAC these past two years has had a huge impact on how I've been changing my teaching style and lesson planning for my adult ESL students. Combining Malcome Knowles adult learning theory with blended learning, and the need for our students to know how to apply technology that is essential in our present-day world have given me the green light to grow exponentially these past two years.

My Google Sites, student portfolios. Developing student portfolios has been an awesome opportunity for my students to learn and use technology combined with a great deal of personal creativity (BL) in how they collect, organize, and display their personal writing and projects they've done through-out the school year. Not only were they responsible for creating their own portfolios they were also responsible for evaluating and assessing three other portfolios as well as their own.

Challenges Barriers and Changes Made:

Elaine: Combined with the blended learning, I've been challenged to learn Canvas, a learning management system that allows me to better manage my time and lessons, but more importantly gives my students access to lessons anytime, anyplace, and at their own pace.

Stacey: The initial challenge was to provide professional development to acquire the technology skills necessary to understand and implement CANVAS into the instructional design of the instruction as well as the selection of EL Civics targeted learning activities for the ESL classroom.   The consequent challenge was implementing technology blended learning activities for student access and consumption. The final challenge will be extending this learning to peer teachers in order to encourage a culture of blended learning throughout the EAS.

Tom: We lost one of our teachers and we were unable to fill the spot. Our initial goal was to create a pathway for ESL students to transition their digital literacy skills from one level to the

next. However, having a smaller team allowed for singular focus and development at a single level. As more teachers are now introduced to the concepts, we have built capacity within our system to start small and expand.

COVID-19

Our ESL team now meets weekly for two hours via zoom following this generalized agenda:
Current COVID teaching experiences including successes and perceived failures
Current COVID PD experiences
Learning, thoughts and ideas to share

This has led to
- a weekly update page:
  https://www.smore.com/p2708

- a centralized digital resource page:
  https://docs.google.com/document/d/18Stf_8t4k9zs1KJEVxGIkE3vSGim9RyqQ05nG93
  EqWc/edit

Team Building

As a team we are very strong in the RELATIONSHIP theme. The Strategic and executing themes are our number 2 co-themes. We are weak in the influencing theme. We lead with our strengths and expect great things to happen.

Next Steps

Several of our ESL teachers are excited to move to a blended delivery model and have developed online methods using various tools and platforms to engage students. We encourage the exploration of new resources and techniques as we influence towards a single learning management system, CANVAS, that is consistent for students, teachers and support staff.