

Grossmont Adult Education's Technology Integration Plan

Grossmont Adult Education's Technology Integration Plan aims to meet the following objectives:

- Identify learners' prior knowledge and skills. *Measured by*
 - Transition Services or counselor meets with ESL students to discuss prior learning and plan goals
 - Evaluate and improve ASAP/TOPS data for accuracy
- Integrate language learning and digital literacy throughout ESL and CTE courses. *Measured by*
 - Gather and analyze formative assessment data through observation in class and lab environments
 - Evaluate gains on summative assessments, both CASAS and COAAPs
- Enhance student engagement with Canvas, open labs, and Hyflex instruction. *Measured by*
 - ESL and CTE classes with a published (with students) Canvas course
 - Class participation in Digital Literacy program, weekly labs
 - Offer and increase Hyflex and Distance Learning classes
- Monitor progress through aligned assessments and data for continuous improvement. *Measured by*
 - PLC work to align level and assessments
 - Shared best practices and transparency of class gains across levels
 - Semester progress and promotion recognition in all classes
- Foster a supportive learning environment through teacher training and community building. *Measured by*
 - Teacher professional learning and PLC participation
 - Revive student councils, in person and in Canvas
 - Surveys for learner feedback
 - ESL students participate in College and Career events
 - Automate registration for ESL students

Through our DLAC experience and Ideal 101 coursework, we have been given valuable tools to organize our plan and examine the path to achieving it. We have built our team and learned each other's strengths and experiences that contribute to a common goal of transforming learning. Each of us has a unique background that enables us to identify student needs we can meet through educational technology. We have also stretched ourselves as leaders, developing compassion for our colleagues who need support in changing environments.

Our primary concern in developing the Site Plan is enhancing ESL, with a view towards a schoolwide template for technology integration. We have an impacted ESL program,

and limited space, so better utilizing facilities across programs is a key factor in our plan. We aim to maximize teacher strengths and align classes with students' career objectives. In addition, collaborating with CTE and High School programs is integral to our approach- specifically integrating EL students into these programs and providing language support. We will also continue to incorporate technology in our ESL orientation and digital lab sessions to reach and support ESL students at every level. The learners we want to reach with our distance and blended learning pilot program are primarily Beginning High through Advanced ESL students.

Technology implementation will include the classroom, blended, and Independent Study environments, requiring a digital culture, not just for students, but also for teachers who need professional development and support. This means more than Zoom or Google Docs. We hope to achieve these goals through Professional Learning days and teachers shadowing the Digital Literacy instructor during lab sessions based in Canvas. In all of this, we are relying on our leadership to model the use of technology, maximize our learning spaces, and design a schedule that allows for these changes.

A goal for the upcoming year is that each ESL class will utilize Canvas for asynchronous content and student community. Our digital literacy program will target learners at every level, with all students receiving orientation, resources, and technical exposure during weekly open lab time.

Our IET program has piloted, and will expand the use of, three technology-focused methods, starting this August. We will offer weekly Hyflex IET sessions for eight CTE programs meeting with students "separate but concurrent" to complete listening, writing, and speaking exercises that are contextualized for the students' field. IET Canvas modules will be available for teachers to import and assign weekly language and literacy activities in their classes. These activities are tailored to complement skills, labs, and communication competencies in class and are reinforced during the Hyflex IET sessions. Burlington English seats are available for any IET student to access self-directed communication and pronunciation practice contextualized for their field. Students will receive feedback, participate in discussions, and complete online projects via Canvas modules as well.

Our Distance Learning program will likely remain an Independent Study format with virtual and in person teacher meetings. We will serve students who want to accelerate their language acquisition as well as students who have illness, family care, disability and transportation barriers that prevent attending in person. Our current instruction utilizes Ellii and the recently updated platform is more compatible with Canvas, adding an asynchronous student community and stronger teacher communication channel for

distance learning students. Additional updates to the program will be focused on orientation to technology, aligned assessment, Canvas integration, and engaging students preparing to enter CTE.

We recognize that recruitment must be a working partnership between teachers and staff to raise awareness about online class offerings and deliver a student-centered process for registration. We need to increase our use of technology to automate ESL registration, orientation, and assessment, helping students access language support without long wait times, respecting their urgent college and career timelines.

An effective intake process will involve all stakeholders and includes assessing students' skills, understanding their goals, and promoting completion and progression. We must learn about the skills students already have (academic, industry, digital) to facilitate correct placement in a class, especially if they do not “fit” in traditional ESL. Because we serve a very diverse community of students, approximately 37% Arabic, 35% Spanish, 11% Farsi/Dari, and 4% Pashto, and 13% with other first languages, we strive for this holistic intake approach to maintain a culture of support, access, and continuous improvement.

Identifying learners' prior knowledge and skills goes beyond a placement test, calling for both orientation and a Transition Specialist or counselor meeting. This combination helps ensure learners have access to educational resources such as computer equipment, internet connectivity, and other community based support. Our strategic planning groups will consider all levels of accessibility needed for a mobile version of our website and non-embedded resources. In keeping with our school district's technology mission, we strive to implement meaningful technology that enhances an authentic classroom experience, expands equity, and produces data that both teacher and student can evaluate as co-facilitators of learning.

Currently, all ESL students participate in a two-week orientation that introduces our programs and pathways and includes a Canvas introduction, assessments, and a meeting with a Transition Specialist. Looking ahead, this orientation will be condensed for Intermediate and Advanced ESL students, to effectively bridge them into our VESL, High School and CTE programs. In addition to basic digital literacy for all levels, we would like to engage Beginning High through Advanced students in Northstar's diagnostic that gives both teacher and student a tangible starting point for existing strengths and areas of need with respect to technology.

During this first year in DLAC, we have encountered challenges and setbacks as well as constructive criticism, calling us as a team and school to grow.

Our WASC review revealed a deep need for aligned assessments and we are exploring the role technology will play in meeting this challenge. Teachers are leading this process in PLCs and finding solutions together but the process is slow and buy-in seems to demand several iterations of the same work. We also know facility changes are required for more distance and hybrid classes but our ESL Director's initial plan for a student center at ESL was not approved by our district. Additionally, hiring teachers interested in IET and Hyflex or flexible enough to weather the difficulties of partner teaching and out-of-the-box curriculum is a struggle.

WASC also saw a lack of community between teachers and for students. We know that Canvas offers a solid support for these needs but teacher participation in training and negative perception of online learning environments must improve. Past projects, like our pre-Covid Student Councils, could be revived, with Student Ambassadors leading the way through in-person events and Canvas forums. This might be a unique step that nudges both students and teachers to learn and use technology to regain connections that inspire persistence.

Despite our barriers, we have experienced exciting progress as a team and within our programs that encourages our work in DLAC. Several ESL classes, across levels, began to join the Digital Literacy lab each week to continue their foundational exposure to Canvas that was initiated in the orientation class. Seven different Medical CTE programs were designated IET, participating in Canvas based COAAPs and contextualized language and literacy modules. ESL students also utilized Burlington English for both EL Civics practice and targeted medical field communication activities. The ESL program as a whole is restructuring its higher-level classes to include Medical and non-Medical VESL and IET courses that offer hyflex and distance learning options to accommodate a greater number of students on our waitlists.

Overall, we are poised as a team, and ambassadors in this process, to integrate meaningful technology tools throughout GAE's ESL programs to inspire an advanced, comprehensive, and inclusive learning experience.