



State of Arizona
Department of Education

Orientation Guide for Arizona Adult Education Program Educational Technology Facilitators



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Division of Educational Services & Resources
Adult Education Services
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Preface

This orientation guide was developed by the Arizona Department of Education, Adult Education Services (ADE/AES) Unit with input from adult educators around the state. This guide was first developed in May 2008 and then revised in August 2009. This edition represents a July 2010 revision to reflect changes in the Arizona Adult Education technological environment. One of the most noticeable changes is the name change of program designees to **Educational Technology Facilitator (ETF)** rather than Educational Technology Expert (ETE). The reason for this name change was because it was felt that the term “expert” may convey advanced knowledge and expertise, when in fact, the designees do not need to know everything about technology...their main role is to work with their program staff to **facilitate** further technology integration in their classrooms while they themselves continue to explore and learn about the ever-changing technological resources.

The purpose of this guide is to assist ETFs to become familiar with the Technology Integration Project for Arizona Adult Education and their roles in this initiative. Upon reading this guide, ETFs will:

- be aware of the history behind the Technology Integration Project for Arizona Adult Education;
- understand what is meant by “technology integration” and “full technology integration;”
- be aware of the reasons to integrate technology into the adult education classroom;
- know the four A’s of technology integration;
- be familiar with the Technology Integration Continuum for Arizona Adult Education and the Technology Integration Innovation Configuration;
- be familiar with IDEAL, AdultEd Online, USALearns and other online resources;
- be familiar with the *Arizona Adult Education ETF Google Site* for collaboration purposes;
- understand the purpose of the *ETF Quarterly Journal Report* along with how and when to submit it;
- realize the need to facilitate technology integration at one’s adult education program;
- be aware of available resources.

Special Thanks

The Arizona Department of Education, Adult Education Services Unit wishes to thank the adult educators below who reviewed the draft of this guide and provided their recommendations for improvement in 2008 when this guide was first published.

Lily Beth Brazones – Rio Salado College Adult Education Program

Ingrid Ellis – Rio Salado College Adult Education Program

Mario Garibay – Literacy Volunteers of Maricopa County

Rebecca Gray – Pima County Adult Probation – LEARN

Maureen Hoyt – Arizona Call-A-Teen Youth Resources

Jim Lively – Cochise College Adult Education Program

Virginia Seltenright – Tempe Union High School District Adult Education Program

The Arizona Department of Education, Adult Education Services Unit would also like to thank Sarah Fearnow, a 2007-2008 ET[F] from Pima College Adult Education Program, who is pictured on the front cover image.

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The ET[F] must exhibit the commitment and passion of a zealot in his/her belief that technology integration is not only important to adult education's success, but necessary to its survival. The ET[F] must possess the strength to beat the drum, the energy to dance to its music, and the foresight to embrace the many seemingly unbelievable capabilities of technology to enable us to exist in the global world of the 21st Century. Aristotle tells us that anything is possible until it is proven to be impossible. And, the ET[F] must believe to his/her very marrow that the ultimate dichotomy that will separate humankind will not be determined by wealth, influence, creed, color, or nationality – but, by technological proficiency in the ability to communicate, acquire, and use information. The ET[F] will face those who say “We aren't here to teach technology” or “We don't have the budget to do this.” What they are really saying is they “don't see it” and they just “don't get it.” The ET[F] must see to it that they do “see it” and “get it.”

*- Jim Lively
Cochise College Adult Education Program*



Introduction

The use of technology for educational purposes in the adult education classroom constitutes an important priority for the Arizona Department of Education, Adult Education Services (ADE/AES) Unit. In order to function effectively in society, adult learners not only need to know how to read, write, and compute but must also know how to use technology to communicate, access



and organize information, and create products. In the fall of 2004, AES released the Arizona Adult Education Technology Standards, which were developed by the Educational Technology Task Force (ETTF), a team of Arizona adult education professionals whose charge was to provide educational technology recommendations to the ADE/AES. The AES Unit required that all ADE-funded adult education programs implement these standards into their respective curricula by July 1, 2005. In order to facilitate this process, AES developed an initiative termed the ***Technology Integration Project for Arizona Adult Education***.

The ***Technology Integration Project for Arizona Adult Education*** seeks to provide ongoing training and technical assistance for every ADE-funded adult education program. As part of this project, AES requires that each funded program designate one or more staff members to become Educational Technology Facilitators (ETFs). Program directors understand that the individuals selected will not only serve as liaisons between AES and their respective programs but will also participate in ongoing professional development trainings focusing on technology integration. These trainings provide ETFs with the knowledge needed to help their programs implement the Technology Standards and move closer towards the goal of achieving full technology integration (the Technology Standards are included with the Arizona Adult Education Standards and are accessible via the ADE Webpage at www.ade.az.gov/adult-ed under the section *Resources for Adult Educators & GED® Examiners*).

ETFs may be asked to attend occasional state-sponsored face-to-face workshops during a program year; however, most ETF training sessions will be conducted at a distance via an online meeting tool, iLINC. In addition to receiving important information, these synchronous online sessions provide ETFs with the opportunity to network with one another and learn what their colleagues are doing at their respective programs. It is important that ETFs become familiar with and comfortable within the online meeting environment in order to effectively participate in training opportunities. Instructions for using iLINC will be provided by AES.

In addition to providing both face-to-face and online professional development opportunities, AES also established a virtual online environment called the *Arizona Adult Education ETF Site* to allow for ongoing asynchronous (anytime, anywhere) communication. This site allows for announcements, threaded discussions, link sharing, and document posting. Instructions for accessing the *Arizona Adult Education ETF Site*, which is available through the IDEAL portal, appear later in this guide.

Technology & Technology Integration

What is Technology?

According to Wikipedia, “Technology can be most broadly defined as the entities, both material and immaterial, created by the application of mental and physical effort in order to achieve some value. In this usage, technology refers to tools and machines that may be used to solve real-world problems. It is a far-reaching term that may include simple tools, such as a crowbar or wooden spoon, or more complex machines, such as a space station or particle accelerator.” For our purposes, while the computer is the most obvious technological tool, many everyday items, such as telephones, calculators, cameras, and ATMs, should also be recognized as important technologies that adults are expected to be able to use in the 21st century world.

What is Educational Technology?

Educational Technology can be defined simply as the use of technology to improve the learning process. ETTF provides this definition:

Educational technology is the use of any tool to facilitate the acquisition of knowledge or skills. Tools may range from the traditional (e.g., tape recorders, overheads) to the contemporary (e.g. computers, the Internet, biotechnologies).

What is Technology Integration?

Wikipedia describes **Technology Integration** as “...the use of technology tools in general content areas in education in order to allow students to apply computer and technology skills to learning and problem-solving. Generally speaking, the curriculum drives the use of technology and not vice versa.” Technology integration does not mean that students are working on canned software applications in a computer lab setting. Rather, it means that students are able to access technology resources when appropriate in order to enhance their learning.

What is Full Technology Integration?

Full technology integration means that appropriate technological tools are as accessible to all students as other classroom tools, and, furthermore, the students and the teachers have the skills needed to effectively utilize those tools to enhance the learning process.

Think about the difference between:

teaching or learning technology skills

- AND -

using technology to teach or learn concepts

The second phrase, “using technology to teach or learn concepts,”
constitutes technology integration!

Research shows that technology integration supports and enhances instruction and results in better student learning. Here are five additional reasons why technology integration is an essential part of adult education:

- (1) As our society becomes increasingly dependent on technology, computers actually play a role in widening social gaps through what is known as the *Digital Divide*. However, by integrating technology into the classroom, adult basic education providers can help to close this gap by ensuring that all adult learners are well prepared to succeed.
- (2) To compete in today's job market adult learners must have basic technology skills such as using email, completing online forms, and finding information on the Internet. Most occupations, even entry-level positions, require these skills.
- (3) To be successful in college or other post-secondary training, adult learners must be technologically literate. To even apply and register at most post-secondary institutions, students must be able to access and navigate the Internet.
- (4) Many adult learners report that they are taking classes to become more involved in their children's education. To become truly involved, they will need to be literate in technology, since their children's teachers will often rely on websites and email to communicate with parents.

Here are three examples of technology integration:

Example 1:

Students plan a trip (real or fictional):

- Learners use the Internet to research costs such as transportation, hotel, restaurants, and museums;
- Next, students design an Excel spreadsheet to budget expenses;
- Then, learners create a PowerPoint presentation to present their findings to the class;
- Finally, those students who actually take a trip create a digital story to document the experience.

Example 2:

Students use a tape recorder to check their pronunciations of certain words.

Example 3:

- Learners watch a DVD on slavery;
- After the DVD, students explore selected websites about slavery;
- Finally, students compose and print a short essay on slavery using word processing software.

The Four A's of Technology Integration

In order for a program to achieve full technology integration, four areas of technology need to be addressed. In Arizona adult education, these are referred to as the Four A's of Technology Integration and are outlined below.

Attitude (beliefs, feelings, mindset):

Foster a positive attitude toward technology in adult educators and adult learners.

- Provide incentives (recognition, rewards) for learning and using technology
- Find ways to make technology fun
- Demonstrate how tech skills are applicable and necessary to real life
- Develop advocates/mentors



Access (infrastructure, resources, partnerships):

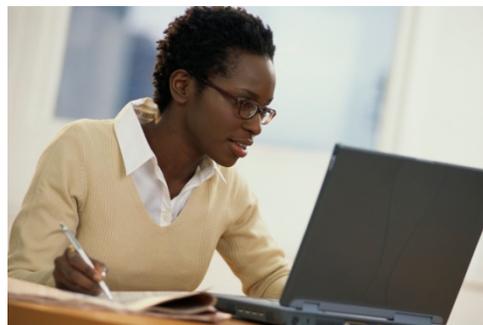
Ensure frequent and convenient access to technology for adult educators and adult learners.

- Form partnerships
- Budget appropriately
- Share resources
- Establish distance learning opportunities

Aptitude (knowledge, skills, abilities):

Ensure the technology competence of adult educators and adult learners.

- Identify necessary technology skills
- Provide training and professional development
- Provide opportunities for skill development of adult learners



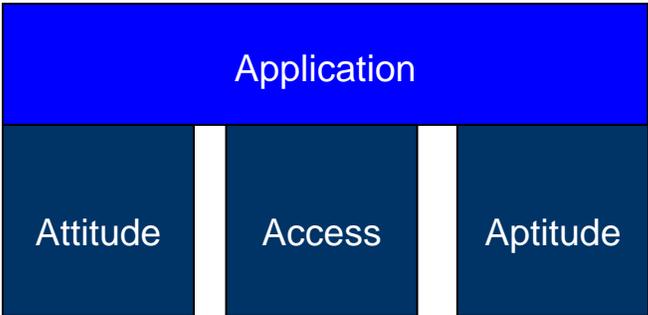
Application (instructional strategies, communication, accountability):

Create learning environments where technology facilitates and enhances the instructional process.

- Develop a technology plan
- Integrate technology into the classroom
- Utilize technology for communication
- Utilize technology for collaboration

Tools to Help Further Technology Integration

IMPORTANT: Effective *application* of educational technology is dependent on the other A's: *attitude*, *access* and *aptitude*. If program staff and students do not possess positive feelings toward technology and a willingness to try new things, are unable to access the technology when they want or need to, or do not have the skills required to successfully utilize the technology, it will be very difficult, if not impossible, to create learning environments where technology facilitates and enhances the instructional process.

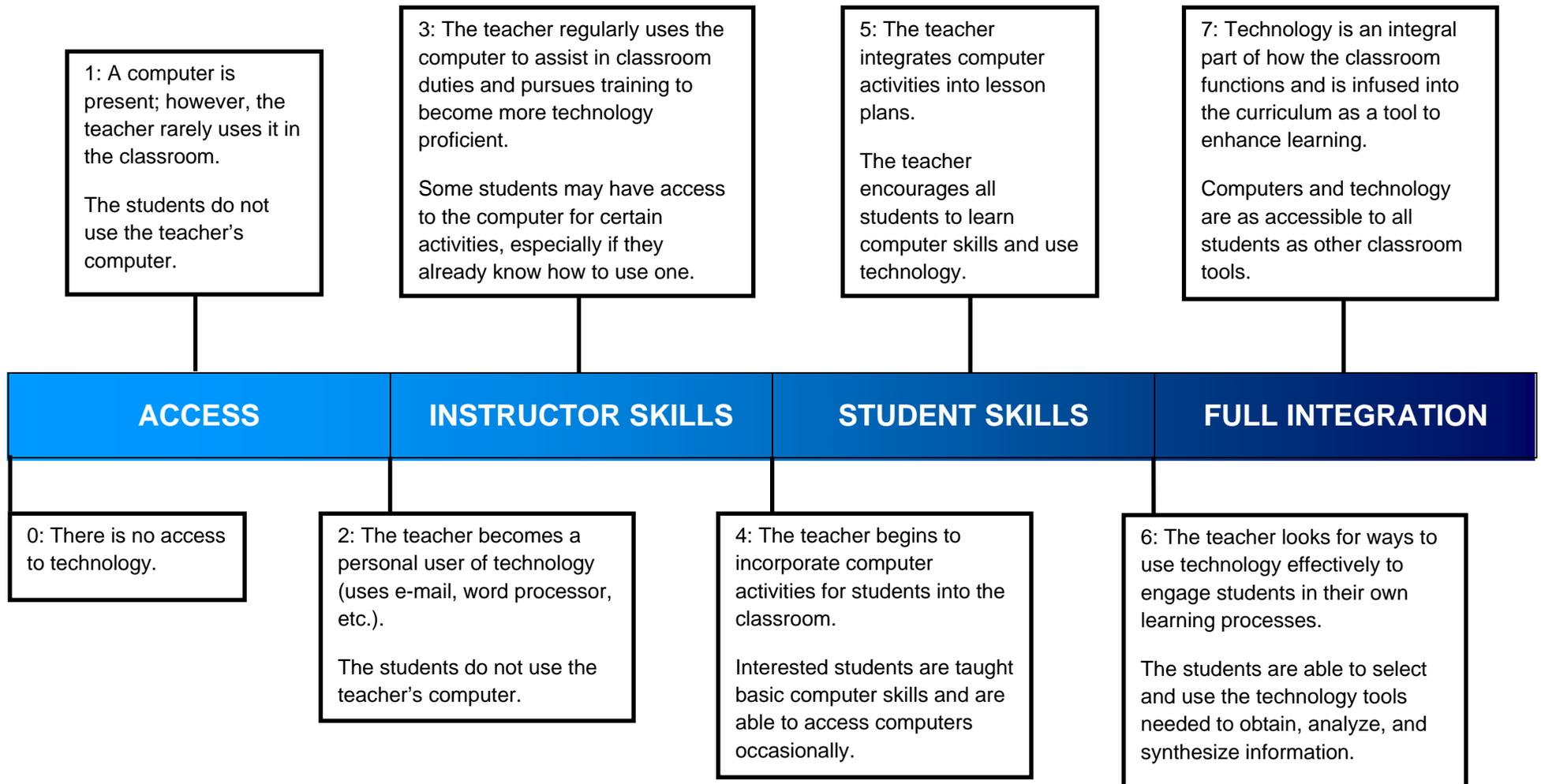


Efforts made toward improving *attitude*, *access* and *aptitude*, with respect to educational technology, will provide a foundation that supports the *application* of effective technology integration.

On the next two pages are tools, the *Technology Integration Continuum* and the *Integration Innovation Configuration*, that will help ETFs and their programs identify where they are in terms of educational technology and then work toward achieving full technology integration within their adult education classrooms.

Technology Integration Continuum for Arizona Adult Education

Depending upon the status of each adult education program in terms of access, attitude, aptitude, and application, it will find itself at a certain point on the **Technology Integration Continuum**. This continuum was developed to enable programs and individual instructors to identify the current location on the continuum and move towards full technology integration.



Full technology integration will not happen overnight. Programs should work toward full integration from wherever their present location is on the continuum.

Technology Integration Innovation Configuration

Developed by the University of Texas R&D Center, innovation configurations assist schools and districts with reform initiatives. The tool is essentially a checklist that can be used to: (1) describe a new initiative to stakeholders; (2) set long-term and short-term goals; (3) create practical expectations and a timeline to initiate each segment of the initiative; (4) oversee and evaluate implementation through observations; (5) direct instructors, teams, and principals in self-evaluation; and (6) collect information to identify evolving staff requirements for professional development. The example below incorporates the Four A's of Technology Integration into the tool. ETFs may wish to develop technology integration innovation configurations in partnership with their program directors based on their program's technology plan and goals.

IDEAL	SOME PROGRESS MADE	UNACCEPTABLE
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COMPONENT 1: ATTITUDE TOWARDS TECHNOLOGY

<p>Every adult education teacher and student embraces the use of technology to support and enhance instruction.</p>	<p>Most adult education teachers and students embrace the use of technology to support and enhance instruction.</p>	<p>Some adult education teachers and students embrace the use of technology to support and enhance instruction.</p>	<p>No adult education teachers or students embrace the use of technology to support and enhance instruction.</p>
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COMPONENT 2: ACCESS TO TECHNOLOGY

<p>Every adult education teacher and student has access to current educational technology in the classroom.</p>	<p>Most adult education teachers and students have access to current educational technology in the classroom.</p>	<p>Some adult education teachers and students have access to current educational technology in the classroom.</p>	<p>No adult education teachers or students have access to current educational technology in the classroom.</p>
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COMPONENT 3: APPTITUDE OF TECHNOLOGY

<p>Every adult education teacher and student is proficient in the use of technology.</p>	<p>Most adult education teachers and students are proficient in the use of technology.</p>	<p>Some adult education teachers and students are proficient in the use of technology.</p>	<p>No adult education teachers or students are proficient in the use of technology.</p>
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COMPONENT 4: APPLICATION OF TECHNOLOGY

<p>Every adult education teacher and student integrates technology for teaching or learning purposes.</p>	<p>Most adult education teachers and students integrate technology for teaching or learning purposes.</p>	<p>Some adult education teachers and students integrate technology for teaching or learning purposes.</p>	<p>No adult education teachers or students integrate technology for teaching or learning purposes.</p>
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The IDEAL Portal

What is IDEAL?

The Arizona Department of Education, in collaboration with Arizona State University, has developed IDEAL as a single location for all Arizona educators to access thousands of educational tools and resources, as well as professional development and services. The ultimate goal of IDEAL is to increase the academic achievement of all Arizona learners. Arizona Adult Education is pleased to be able to participate in the IDEAL initiative, along with K-12, and utilize this valuable resource to better serve the adult learners in our state.

Who Can Use IDEAL?

All Arizona educators, including adult educators, who hold valid Arizona teaching certificates have access to IDEAL.

To register for IDEAL and begin exploring its resources, please visit the website <https://www.ideal.azed.gov/>. You will see a screen similar to *Exhibit 1* below. To register for IDEAL the first time, click on the “Sign Up” button in the lower right corner. You will then go to a screen similar to *Exhibit 2* on the next page.

Exhibit 1

Arizona's eLearning Platform
IDEAL Arizona Department of Education
Arizona State University

[Sign In](#)
Username / Password Help

Curriculum Resources

A single access point to educational resources and information for all Arizona Educators. Access to professional development, standards based curriculum resources, collaborative tools and school improvement resources. Take a tour, visit the Home edition, explore AIMS Resources and then log in to access the full suite of resources.

Announcements

- [Discovery Back to School Preview 2009](#)
- [Free Workshops: AEPA Mathematics Exam Preparation](#)
- [Thinkfinity Training](#)
- [Texas Instruments Workshops](#)
- [Become an Intel® Master Teacher](#)

For registration and login assistance please contact the IDEAL helpdesk: 480-965-9411 or support@ideal.azed.gov

By logging in to this site you agree to follow the terms of [ASU's acceptable use policy](#).

Take an IDEAL tour
Curriculum Resources
Professional Development
School Improvement
[Learn More](#)

IDEAL: Home Edition
Family oriented resources for furthering education at home.
[Learn More](#)

AIMS Resources
Online Practice Tests
Grade Level Guides
Review Activities
[Learn More](#)

Activate Your Account
Register for your account to access the full suite of resources.
[Sign Up](#)

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How do I Begin Using IDEAL?

To request a new IDEAL account, certificated adult education instructors should click on the “Sign Up” (see *Exhibit 1* on previous page) and then complete the information requested on the screen (similar to *Exhibit 2*) and then click on the “Request New Account” button at the bottom of the screen. IDEAL will need to verify that you are a certified teacher before they will issue a standard IDEAL account. Often, Adult Ed Certification cannot be verified automatically and you will need to contact the IDEAL helpdesk and inform them that you are a certified adult education instructor and need standard access to IDEAL. The IDEAL helpdesk can be reached at (480) 965-9411 or support@ideal.azed.gov.

It is important that ETFs understand the registration process; as an ETF you will likely be helping other staff from your program register for IDEAL. If you have any problems or questions, contact the IDEAL helpdesk at (480) 965-9411 or support@ideal.azed.gov.

Once your account is established, you can log in by clicking on the orange “Sign In” button in the upper right corner. Even before you have an account, you can learn about IDEAL’s resources by taking an “IDEAL Tour.” To do so, click on the “Tour” link on the left side of the screen.

Exhibit 2

Arizona's eLearning Platform
IDEAL Arizona Department of Education
Arizona State University

[Sign In](#)
Username / Password Help

Personal Workspace

[Create new account](#) [Log in](#) [Request new password](#)
[Validate e-mail](#)

Account information

Username: *

Your full name or your preferred username; only letters or numbers are allowed.

E-mail address: *

A password and instructions will be sent to this e-mail address, so make sure it is accurate.

Personal Profile

First Name: *

Last Name: *

Display Name: *

The name you would like to have displayed in IDEAL applications.

[Request New Account](#)

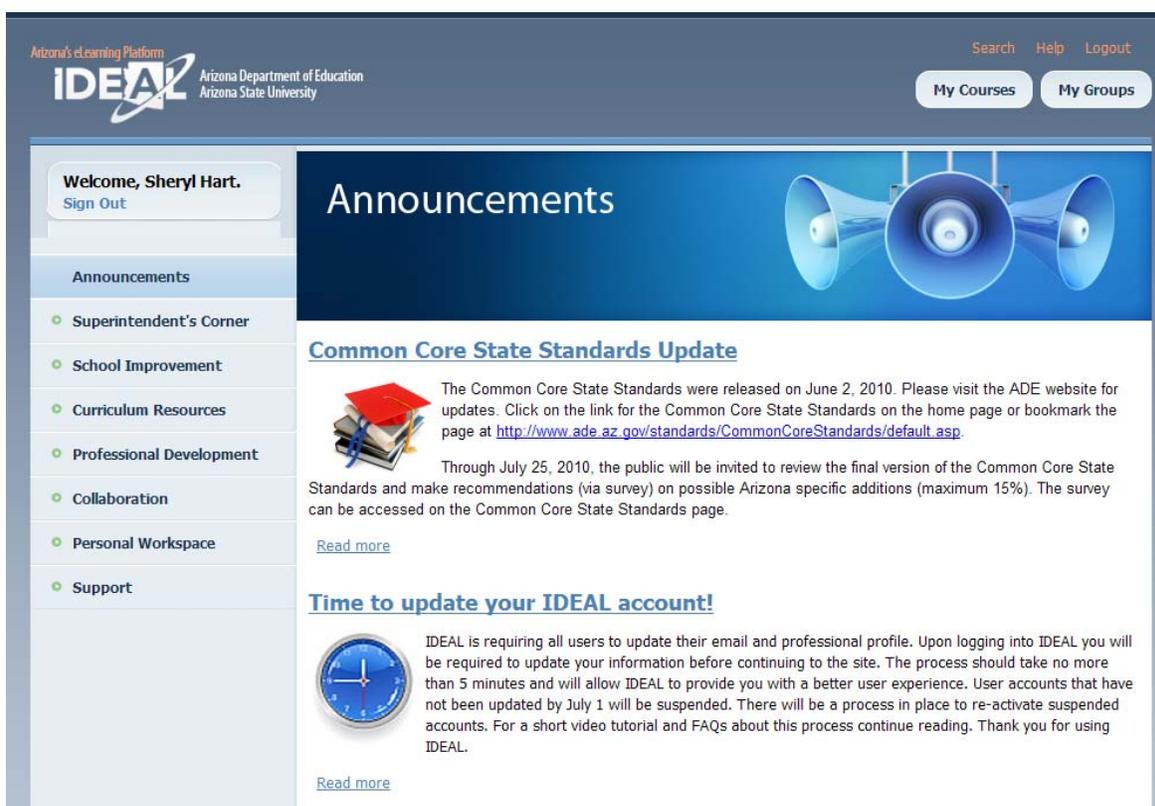
User Registration Info
Note: Temporarily, new accounts will not have access to the IDEAL collaboration apps (Google). This should be resolved shortly.

IDEAL's Resources

Exhibit 3 below is similar to the first screen you will see when you log in. IDEAL has thousands of educational tools and resources, as well as professional development and services, available to Arizona's educators. Click on the links on the left of the screen to access the resources. You will find:

- Discovery Education Streaming
- Recipes 4 Success
- Thinkfinity
- iTunes U
- A course catalog of professional development courses available through IDEAL
- Collaboration Tools (*see more about collaboration on next page*)
- and much more!

Exhibit 3



The screenshot displays the IDEAL user interface. At the top left, it says "Arizona's eLearning Platform" and "IDEAL" with the Arizona Department of Education and Arizona State University logos. On the top right, there are links for "Search", "Help", and "Logout", along with buttons for "My Courses" and "My Groups". A user greeting "Welcome, Sheryl Hart." is visible with a "Sign Out" link. The main content area is titled "Announcements" and features two announcements. The first is "Common Core State Standards Update" with a red graduation cap icon, stating that standards were released on June 2, 2010, and providing a link to the ADE website. The second is "Time to update your IDEAL account!" with a clock icon, stating that users must update their profiles by July 1, 2010, or their accounts will be suspended. A left sidebar contains a navigation menu with links to "Superintendent's Corner", "School Improvement", "Curriculum Resources", "Professional Development", "Collaboration", "Personal Workspace", and "Support".

This guide is meant to serve as an introduction to IDEAL. Additional training and materials are available through Adult Education Services to programs and ETFs to help support the implementation of IDEAL and the effective use of the wealth of resources available.

ETF Collaborative Tools on IDEAL

The *Collaboration Apps* and *Interest Groups* are among the most useful of IDEAL's resources for ETFs. These applications allow for high level collaboration such as document sharing and blogging on specific topics. *Exhibit 4* shows the *Google Apps for Education* available through IDEAL. The first time you access the *Google Apps for Education* you will be required to complete a one-time registration. Thereafter, you will only need to log in through IDEAL to access the Apps.

A special Google site, the **Arizona Adult Education ETF Site**, has been created specifically to facilitate collaboration and networking among the state's ETFs. As an ETF, you will have access to the **Arizona Adult Education ETF Site** through IDEAL and are expected to visit it frequently. This is where ETFs can interact with other ETFs to share technology-related news and activities, resources and ideas, ask questions and make comments. This is also where ETFs are expected to post their quarterly journal entries (more information about the journal entries appears later in this document).

In addition to the state's use of the Collaborative Tools, you are encouraged to create and utilize your own *Interest Groups* and *Google Apps* to help facilitate collaboration within your own program. You are also expected to help others in your program learn to use these tools. Once you and other staff members in your program understand the tools, you will think of many uses for them.

Exhibit 4

The screenshot shows the IDEAL user interface. At the top, it says 'Arizona's eLearning Platform' and 'IDEAL Arizona Department of Education Arizona State University'. There are links for 'Search', 'Help', and 'Logout', and buttons for 'My Courses' and 'My Groups'. A welcome message says 'Welcome back, Sheryl Hart. Sign Out'. The main content area is titled 'Collaboration Apps' and 'Google Apps for Education'. It lists several tools: Mail (6 gigabyte mailbox), Calendar (shareable calendars), Docs & Spreadsheets (real-time collaboration), Personalized Start Page (personal IDEAL home page), and Sites (create team or classroom sites). There is also a section for 'Legacy Applications' with a link to 'click here'. The footer contains logos for the Arizona Department of Education and ASU, and a copyright notice: '© Copyright 2006 - 2008 Arizona Department of Education and Arizona State University. All rights reserved.'



[In our program,] a truly great ET[F] is one who is very visual and patient in his or her presentations. Adult learners are not always comfortable with technology. These learners are also reluctant to ask questions, fearing embarrassment at their "ignorance." The ET[F] needs to explain vocabulary, use flow charts, and present information in chunks, allowing time for questions from the students and probing by the teacher. The teacher needs to keep the pace at a steady rate, neither talking down to the students nor going too rapidly. In all, the teacher needs to read the class and make sure that the students are following. If possible, students should see finished products so that they know the intended outcomes of lessons. A great ET[F] also provides students with plenty of practice along the way so that the student can hear, see, and touch the lesson.

*- Rita Muscarello
Mesa Public Schools Adult Education Program*



Additional Resources

AdultEdOnline:

AdultEdOnline has two primary components: (1) an online technology integration self assessment, and (2) an online distance teaching self assessment.

The online technology integration self assessment enables teachers to evaluate their skills in 12 areas and get a customized professional development plan to improve their skills. Be sure to find out if your program director is using the administrative features of this resource before taking the self assessment or introducing it to teachers at your adult education program. By using *AdultEdOnline* to invite teachers to take the technology integration self assessment survey, administrators can check the progress instructors are making towards realizing their educational technology professional development goals.

The online distance teaching self assessment allows teachers to explore what is required and get suggestions for ways to learn more about distance teaching. To increase the visibility of distance education as an option, *AdultEdOnline* is also developing a number of resources to help teachers and administrators better understand what is entailed in setting up a distance program. These range from conference presentations to policy papers.

In the event that an ETF's director is not familiar with *AdultEdOnline*, the ETF can easily direct him or her to take the *Technology Integration Quick Tour* and the *Distance Teaching Quick Tour* as shown in Exhibit 5. *AdultEdOnline* is available at: www.adultedonline.org.

Exhibit 5



Technology Integration QuickTour



- For Teachers
- For Administrators

Tech Savvy?

Use our free tools to identify classroom technology integration skills and create a professional plan based on your specific needs.

[Teachers start here](#)
[Administrators start here](#)

Distance Teaching QuickTour



- For Teachers
- For Administrators

Is Distance Teaching for You?

Our free tool will help you assess distance teaching skills and potential.

[Teachers start here](#)
[Administrators start here](#)

Already started? Sign in above.

Captured Wisdom:

Captured Wisdom is an interactive resource that is designed to help inform educators of successful practices of integrating technology into adult education instruction. Innovative, replicable activities are shown, described, and discussed by front-line classroom educators and learners so that other teachers feel that they have had an opportunity to actually visit the class and chat directly with the learners and teacher about their work together.

Captured Wisdom documents the ways educators and learners actually use technology in their classrooms as a tool to support instruction and learning in a variety of content areas. When used as a vehicle for professional development, *Captured Wisdom* is especially useful for stimulating teachers to think about and question the approaches of other teachers and the ways they might adapt what they see and hear for their own local education contexts, learners, equipment, and curricular and instructional goals and plans.

To learn more about *Captured Wisdom*, please visit:

http://www.literacyonline.org/HTMs/project_capturedwisdom.htm.

LINCS Resource Collections:

The online *LINCS Resource Collections* are subject-oriented collections of high-quality instructional resources, including multi-media resources, for use by adult education and literacy educators. There are three Collections: (1) **Basic Skills**, (2) **Program Management**, and (3) **Workforce Competitiveness**. The high-quality resources in the Collections are limited to items that have completed a rigorous internal and external process in which researchers and other experts in the field reviewed the resources and found them to be grounded in scientifically based and/or other rigorous research.

The **Basic Skills Resource Collection** contains resources on reading, writing, and mathematics/numeracy. The **Program Management Resource Collection** contains resources on assessment, learning disabilities, and program improvement. The **Workforce Competitiveness Resource Collection** contains resources on workforce basic skills education, English language acquisition, and technology.

To access the *LINCS Resource Collections*, please visit:

http://www.nifl.gov/lincs/resourcecollections/resource_collections.html

(Note: Because NIFL is closing its operations, a new website under the LINCS banner, rather than NIFL, will house the Collections as of the end of September, 2010. If you use the old URL after the switch, you should be automatically redirected to the new site.)

MLoTS:

The *Media Library of Teaching Skills (MLoTS)* for adult learning and literacy project is a free, online, digital library of short videos of adult education teachers and their classes or tutorials, intended for use in professional development. Each video is an example of

a state-approved content standard, research-based practice, preferred approach, or specific teaching method or skill. In some cases these are examples in practice of a particular state's approved curriculum frameworks or content standards. The project began in March, 2007, and has grown as new videos are added to the online library.

To access *MLOTS*, please visit: <http://mlots.org/>

USALearns:

USALearns is a free Web site funded by the U.S. Department of Education to support immigrants who want to learn or improve their English skills as they become part of American society. Designed as an online tool for learning English outside of a classroom, the site offers contextualized practice activities in listening, reading, writing, speaking and life skills necessary for success at work and in the community. All instructional materials are online; there are no videos or workbooks to purchase.

The website consists of three unique programs:

- First English Course: a 20-unit, video-based beginner-level course
- Second English Course: a 17-unit, video-based intermediate-level course
- Practice English and Reading: 42 intermediate-level stories and activities

To access *USALearns*, please visit: www.usalearns.org

Technology Rich Lesson Plan Archives:

In Program Year 2005-2006, the ADE/AES asked adult educators to compose, teach, and reflect on one or more technology-rich lesson plans. These lessons and their respective teaching reflections were compiled and organized by class-type and level and are available upon request through the ADE/AES.

The ETF Quarterly Journal Entry

The ADE/AES requests that ETFs, under the supervision of their program director, provide quarterly updates on what their programs are doing to more fully integrate technology into the adult education classroom. ETFs are asked to use a journal template (see *Exhibit 6*) which is available electronically via the *Arizona Adult Education ETF Site* on IDEAL. Journal entries should cover the three prior months and include information such as: (1) technology-related trainings that staff members have attended; (2) innovative technology-rich lesson plans that have been developed; (3) new educational technology equipment purchases; (4) technology-rich class projects; (5) computer lab activities; etc. Journal entries should *not* be limited to the ETF's own class(es) but should instead summarize what is taking place throughout the entire adult education program.

Once ETFs have completed their journal entry for the quarter, they should upload the document to the appropriate location on the *Arizona Adult Education ETF Site*. In addition, ETFs are encouraged to read the entries of other programs posted on the site.

Journal entries are due:

- September 8th (covering June, July & August)
- December 8th (covering September, October & November)
- March 8th (covering December, January & February)
- June 8th (covering March, April & May)

Programs are traditionally asked to submit an annual report to the ADE/AES at the end of each program year; therefore, ETFs should share their journal entries with their program directors to use as a guide in the preparation of the educational technology section of these year-end summaries.

Exhibit 6

Program Year 2010-2011
Educational Technology Facilitator (ETF) Journal

Name of Adult Education Facility:

Name of ETF:

Date Submitted:

Directions – In the space below, please describe the steps your program has taken this quarter to more fully integrate the use of technology into the adult education classroom. **Upload your completed journal entry to the Arizona Adult Education ETF Site via IDEAL by the 8th day of the month following the quarter reported on** (i.e. Submit the journal for June/July/August by September 8th).

The ETF as a Facilitator

As an ETF, the most important role that you will assume is that of a facilitator at your adult education program. In order for the Technology Integration Project to succeed, ETFs must help their colleagues to achieve the four A's of technology integration: attitude, access, aptitude, and application. Multiple venues exist for you to work with others at your adult education program: collaborative tools through IDEAL, workshops, professional



learning communities and mentoring are several such examples. As an ETF, you need to discuss these and other options with your program director and determine which models will work best to assist staff to seamlessly integrate technology into instruction.

A word of caution: be careful not to fall into the trap of believing that providing one-time workshops will make teachers feel more comfortable about using technology or inspired to integrate it into instruction. Research shows that sustained professional development is required to transform instructional practice. The North Central Regional Educational Laboratory has an excellent multimedia online article entitled “Critical Issue: Providing Professional Development for Effective Technology Use.” The ADE/AES strongly recommends that ETEs read this article and share it with their program directors before developing the agency’s technology integration professional development plan. This article may be accessed in its entirety by clicking on the following link: <http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te1000.htm>

Conclusion & Contact Information

Being the designated ETF for your program may seem daunting at first, but you should keep in mind that you have a variety of resources at your disposal. At the top of this list is the staff at the ADE/AES who stand ready to assist you and your program in this initiative (see *Contact Information* below). Additionally, you have the knowledge and expertise of other ETFs throughout the State from which to draw. Finally, in addition to those resources referenced in this guide and on the *Arizona Adult Education ETF Site*, you also have a number of resources available through the ADE Webpage located at www.ade.az.gov/adult-ed.

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Being a great ET[F] entails the following characteristics:

- Visionary*** - *Possessing the ability to see where a program "could be" with technology integration*
- Computer Knowledgeable*** - *Being self motivated to learn new technologies without being asked to do so and willing to share information with others*
- Inquisitive*** - *Having the courage to ask even the "dumb" question to get everyone involved in a dialog revolving around technology*
- Persistent*** - *Being able to combat the resistant slow ebb of stagnation and comfort that we all become too familiar with in our cushy jobs by injecting projects revolving around technology into the organization*
- Goal Oriented*** - *Having the ability to follow through with a plan until its culmination; sometimes technology plans are grandiose and frail and need a constant Educational Technology Nagger (ETN) to keep people on task*
- Flexible*** - *Realizing even the best laid plans fail and a believing that a flexible ET[F] can always bring everyone back to a suitable solution for the technology dilemma*

*- Mario Garibay
Literacy Volunteers of Maricopa County*



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