

# 21<sup>st</sup> Century Professional Development

Innovative Methods of Harnessing Technology to Advance Educators' Content Knowledge and Digital Skills

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# Session Agenda (1.5 hours)

- Intro. – Objectives, Definitions, Assumptions
- Phase I: Self-Reflection – Recent PD Practices
- Phase II: Presentation of Possible Models
- Phase III: Collaborative Work – Case Study
- Closing: Questions and Possible Applications

# Session Objectives

Participants will be able to:

- Analyze their own current professional development (PD) practices in embracing 21<sup>st</sup> century skills and using Web 2.0 tools
- Describe three innovative electronic methods of delivering professional development (PD)
- Collaboratively solve a case-study problem and discuss possible applications/adaptations for their own contexts.

# Definitions

- *Web 2.0*  
(as defined by a well-known Web 2.0 tool,  
*Wikipedia*)

“A Web 2.0 site allows users to interact and collaborate with each other in a [social media](#) dialogue as consumers of [user-generated content](#) in a [virtual community](#), in contrast to websites where users ... are limited to the active viewing of [content](#) that they created and controlled.”

Some examples of Web 2.0 tools include [social networking sites](#), [blogs](#), [wikis](#), and [video sharing sites](#), among others.

# Definitions (cont'd)

- Core of 21<sup>st</sup> Century Skills = 4 **Cs** + digital literacy
- 4 Cs:
  - **C**ollaboration
  - **C**ommunication
  - **C**reativity/innovation
  - **C**ritical thinking/problem solving

# Definitions (cont'd)

- **Digital Literacy:** *“a lifelong learning process of capacity building for using digital technology, communications tools, and/or networks in creating, accessing, analyzing, managing, integrating, evaluating, and communicating information in order to function in a knowledge-based economy and society.”*

**Digital Literacy Pathways in California**  
ICT Leadership Council Action Plan Report  
(Jan. 8, 2010)

<http://www.mnddc.org/asd-employment/pdf/10-DLP-ICT.pdf>

# What is 21<sup>st</sup> Century Professional Development?

The [Partnership for 21<sup>st</sup> Century Skills Framework](#) characterizes it as follows:

1. Highlights ways teachers can seize opportunities for **integrating 21st century skills, tools, and teaching strategies** into their classroom practice — and help them identify what activities they can replace/de-emphasize
2. Balances direct instruction with **project-oriented teaching methods**
3. Illustrates how a deeper understanding of subject matter can actually enhance **problem-solving, critical thinking, and other 21st century skills**
4. Enables **21st century professional learning communities** for teachers that **model** the kinds of classroom learning that best promotes **21st century skills for students**

# What is 21<sup>st</sup> Century Professional Development? (cont'd)

5. Cultivates teachers' **ability to identify students' particular learning styles**, intelligences, strengths and weaknesses
6. Helps teachers **develop** their **abilities to use various strategies** (such as formative assessments) to reach diverse students and create environments that support **differentiated teaching and learning**
7. Supports the **continuous evaluation of students' 21st century skills development**
8. Encourages knowledge sharing among **communities of practitioners**, using **face-to-face, virtual and blended communications**
9. Uses a **scaleable and sustainable model** of professional development

Found on Apr. 7, 2011, at

[http://www.p21.org/index.php?option=com\\_content&task=view&id=831&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=831&Itemid=120)



# Assumptions

1. Adult educators will be more likely to consider integrating technologies with their learners when the teachers feel comfortable using these new tools themselves.
2. A good way to help adult educators gain confidence with new technologies is by using these technologies to deliver professional development on their priority topics (e.g., workforce readiness) or on critical challenges they face (e.g., multilevel instruction).

# Phase I. Self-Reflection

- To what extent does the content of your current professional development practices promote the development of 21<sup>st</sup> century skills *in your learners*?
- To what extent does the process of your current professional development practices promote 21<sup>st</sup> century skills *in yourselves as educators*?
- To help you answer these questions, complete Phase I of the checklist on Handout 1.

# Handout – Phase I. Self-Reflection

**Phase I:** Fill in the chart below. Under “Professional Development Activity” column, reflect on the most recent professional development experience(s) you had before attending this conference (e.g., read a journal article, attended a workshop, listened to a lecture). In the columns under “Promotes the Development of 21<sup>st</sup> Century Skills” reflect first on the **content** of the PD activity and indicate whether it developed 21<sup>st</sup> century skills in your **learners (L)** by writing **L** if it did, or **N** if it did not. Next reflect on the **process** of the PD activity, and beneath your first answer, indicate whether the activity promoted your own 21<sup>st</sup> century skills as an **educator (E)**; write **E** if it did or **N** if it did not. In the “Comments” column, jot down any relevant notes. One example is done for you.

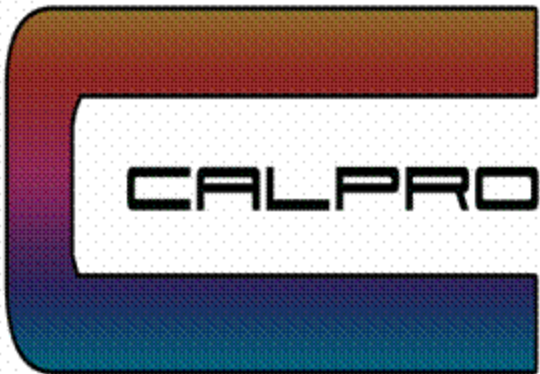
Beyond this session, you may use this checklist as a guide as you plan lessons or professional development activities for yourself or others.

Professional Development Activity	Promotes the Development of 21 <sup>st</sup> Century Skills (L in Learners, E in Educators, L E in both, or N if none)					Comments
	Digital literacy	Collaboration	Communication	Creativity/Innovation	Critical Thinking/Problem-Solving	
<b>Example:</b> <i>PowerPoint presentation on Project-Based Learning (PBL)</i>	Content: <i>L</i>	<i>L</i>	<i>L</i>	<i>L</i>	<i>L</i>	<ul style="list-style-type: none"> <li><i>Content: great ideas for developing my learners' 21<sup>st</sup> century skills</i></li> <li><i>Process: illustrated lecture; did not develop my own 21<sup>st</sup> c. skills at all</i></li> </ul>
	Process: <i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>	
	Content:					

# Phase II. CALPRO Presentation

(see reverse side of Handout 1)

- Let's examine three examples that demonstrate how the California Adult Literacy Professional Development Project (CALPRO) is harnessing new technologies to deliver professional development that advances adult educators' content knowledge and skills.



<http://calpro-online.org>

# Facilitated, Asynchronous Online Courses

## *Example 1: Integrated and Contextualized Workforce Skills in the ESL Classroom*

- Platform: Moodle (open-source course management system)
- Asynchronous (log in when convenient) x 4 wks
- Discussion-based: subject expert facilitates peer discussions with educators across CA
- Research-based content includes mix of activities for teachers and demonstrates sample student activities



## Latest news

Add a new topic...

07:35 AM, Feb 17

Liz Koenig

Thanks CALPRO Integrating and  
Contextualizing Workforce Skills

Participants more...

01:47 PM, Feb 14

Barbera Crawford (CALPRO Moodle  
Admin)

Online Course Credit more...

02:12 PM, Feb 10

Barbera Crawford (CALPRO Moodle  
Admin)

Final Course Evaluations more...

07:18 PM, Feb 9

Liz Koenig

We're in the Home Stretch more...

01:37 PM, Feb 2

Liz Koenig

Week 3 Begins Tomorrow! more...

Older topics ...

## Integrated and Contextualized Workforce Skills in the ESL Classroom

This four-week online course provides examples of integrating transferable work skills and contextualizing workplace forms and activities into English as a second language (ESL) instruction.

The purpose is to provide background to educators for teaching skills transferable from the classroom to the workplace and to explicitly teach students how to articulate those skills. Weeks 1 and 2 emphasize the need to directly teach transferable skills and the connection between using these skills in the classroom and in the workplace. Weeks 3 and 4 provide hands-on application of transferable skills that can be taught in the classroom and transferred to the workplace. In Week 3 participants are introduced to the concepts in contextualized instruction and see a demonstration of how to use their textbook to teach contextualized instruction. In Week 4, participants explore several examples of contextualizing ESL instruction by using workplace activities and forms as well as selecting appropriate activities and materials from their textbooks.

Please scroll down and click on the links to review course information. Additional course material will be unveiled below as the weeks progress.

- Course News and Announcements
- Burning Questions and Concerns
- Course Information
- Glossary - Documents and References
- Moodle Orientation and Technical Information
- Pre-Course Survey Link

Please click on the following link to take our course evaluation!

- Course Evaluation Link

## People

Participants



Participants

Online Users  
(last 5 minutes)  
Catherine Green

Messages  
Jayme Adelson-Goldstein 1  
Messages...

Activities

Administration

Calendar

February 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Events Key

- Global
- Course
- Group
- User

January 20 - January 26

### Week 1 – Introduction to the Course

Week 1 includes a variety of activities that introduce participants to the course and to integrating workforce skills into the ESL classroom. You also identify the characteristics of the labor force relevant to ESL populations, comparing the latest labor trends in your county with those of the state and nation. In a warm-up activity, you explore your current practice in establishing classroom jobs and discuss how the skills used in these jobs transfer to the workplace.

#### Introduction

- Week One Checklist!
- Course Syllabus
- Getting to Know You Forum 12 unread posts
- Adobe Connect Webinar #1 (Tues. Jan 25 4-5pm) Details
- Choose a time for Webinar #2!
- Snapshot of My Students Today

#### Research

- Tomorrow's Labor Force [PPT]
- Labor Trends in My County Forum 7 unread posts
- State & County Comparison Forum 2 unread posts

#### Classroom Jobs

- Warm-Up Activity: Classroom Jobs
- Classroom Jobs Forum 7 unread posts
- Implementing Classroom Jobs Forum 5 unread posts

January 27 - February 2

### Week 2 - Introduction to Transferable Skills

Week 2 focuses on transferable skills. You examine the difference between hard skills and soft skills and learn practical techniques for teaching skills which your learners can transfer from the classroom to the workplace. This week we begin to work in small groups to examine four workplace-related frameworks. By the end of this week you will be able to identify the benefits of integrating workforce skills into ESL classrooms.

## Example 1: Facilitated, Asynchronous Online Course (4 wks.)

Digital literacy	Collaboration	Communication	Creativity/ Innovation	Critical Thinking/ Problem Solving
L, E	L, E	L, E	L, E	L, E
E Moodle; Web resources for educators; two Webinars employ desktop-sharing; online chats; break-out rooms for group work	E: Small group work; discussion-based; team reports back to whole class	E: Peer-to-peer communication in different forums/dynamics; course is discussion-based (written discussion boards)	E: Application activities; using authentic materials; adapting textbook activities	E: Analysis, Workforce-related Framework; application activities
L : Web resources for learners; career resource sites	L: Role plays on transferable skills; interview Qs	L: Making “I” statements: skills that transfer from classroom to workplace	L: Brainstorming situations at work when a skill is used	L: Problem-solving job scenarios

# Online Workshops in Real Time (synchronous training)

## Example 2: *Teaching Critical Thinking*

- Platform: Adobe Acrobat Connect Pro (desktop-sharing program; Voice-over IP)
- Synchronous (participants meet at same time)
- Interactive: for each training, subject expert facilitates two meetings, each approx. 90 min.
- Pre-, interim, and post-assignments extend the learning and application to classroom practice

# Teaching Critical Thinking online workshop in real-time

In an interactive online environment, educators collaborate and communicate in real time to solve problems and make decisions together. This models a process teachers can use with their learners.

The screenshot displays a meeting interface for "Teaching Critical Thinking, Session 2 (Oct 27 2010) | Connect Pro Meeting".

**Attendee List (9):**

- Catherine Green
- Karyn Ruiz
- Tech Support - Barbe
- Becki Wallies
- Branka Marceta
- Diane Wilson
- Jemma Lee
- Lynda Demsher
- Lynn Deckert

**4A Who will NOT get the life vests? (list your two choices)**

**Who will NOT get the life vests (list your two choices)**

Option	Percentage	Count
<input type="checkbox"/> The ship's navigator	50%	3
<input type="checkbox"/> The ship's doctor	0%	0
<input type="checkbox"/> A 75-year-old wealthy woman	100%	6
<input type="checkbox"/> The elderly woman's 5-year-old grandson	17%	1
<input type="checkbox"/> A recently wed and pregnant 21-year-old woman	0%	0
<input type="checkbox"/> Her 28-year-old carpenter husband	0%	0
<input type="checkbox"/> A teen-aged boy, whose parents apparently have drowned	0%	0
<input type="checkbox"/> A middle-aged oceanographer	17%	1
<input type="checkbox"/> Yourself	17%	1

**Is our decision fair or not fair?**

Response	Percentage	Count
<input type="radio"/> Fair/Agree	50%	3
<input type="radio"/> Unfair/Disagree	50%	3

**\*4 chat**

**Branka Marceta:** We don't have enough background info  
**Becki Wallies:** There is no fair way to decide  
**Diane Wilson:** Why couldn't we put 2 over board and give them the life vests to hang on to the side of the boat  
**Branka Marceta:** my decisions is based on how frail and vulnerable the people are  
**Branka Marceta:** emotional?

Later in the online training, educators identify examples of different processes they can employ to give their students daily practice with different ways to make decisions.

Teaching Critical Thinking, Session 2 (Oct 27 2010) | Connect Pro Meeting

* Attendee List (9)	* 6 Minority Control	* 6 Majority Control	* 6 Individual
<ul style="list-style-type: none"><li>Catherine Green</li><li>Karyn Ruiz</li><li>Tech Support - Barbara C</li><li>Becki Wallies</li><li>Branka Marceta</li><li>Diane Wilson</li><li>Jemma Lee</li><li>Lynda Demsher</li><li>Lynn Deckert</li></ul>	<p><b>Becki Wallies:</b> explain minority again please</p> <p><b>Lynda Demsher:</b> This is what Moms do</p> <p><b>Jemma Lee:</b> maybe for what snacks to bring for coffee break</p>	<p><b>Lynda Demsher:</b> Everyone but the sullen kid in the corner goes along</p>	<p><b>Becki Wallies:</b> teacher decides or mom decides or dictator decides</p> <p><b>Lynda Demsher:</b> Giving choices</p> <p><b>Lynn Deckert:</b> Personal issues/fates</p>
	* 6 Chat	* 6 Consensus	* Average of Individual Predictions
		<p><b>Karyn Ruiz:</b> jury vote</p>	

## Example 5: Online Workshop in Real Time (Synchronous Training)

Digital literacy	Collaboration	Communication	Creativity/ Innovation	Critical Thinking/ Problem Solving
L, E	L ,E	L, E	L ,E	L ,E
E: Adobe Acrobat Connect Pro; online chat, voice-over IP, desktop-sharing program	E: Very interactive: mix of pair, small and large group work in chat pods and break-out rooms	E: Variety of peer-to-peer and participant-to-facilitator communication	E: Implement activities with learners; get support in developing their critical thinking skills	E: experiential learning/ analysis: deductive vs. inductive reasoning activity
L : Web resources for learners;	L: Small group problem-solving activities (e.g., “Lifeboat” exercise/ consensus)	L: Examples of different types of activities for learners; small-group, role-play, problem-solving, questioning strategies	L: Brainstorming situations at work when critical thinking skills are required	L: Problem-solving activities involving higher-level thinking (e.g., analysis, evaluation)

## **Example 3: *Multilevel ESL electronic Community of Practice (e-CoP) and Virtual Workroom***

- E-CoP platform: Ning network (social networking tool)
- Asynchronous (new participants can access and add to previous discussion forums and resources)
- Mission: to expand educators' professional knowledge, share and create resources, and solve problems inherent in the topic
- Interaction: *e-CoP* fosters exchange of practitioner wisdom, while *Virtual Workroom* promotes interaction with research-based curricular resources

## CALPRO MULTILEVEL ESL

The electronic Community of Practice for Multilevel ESL instructors

Main Invite My Page Members Photos Forum Ask A Mentor Quick Questions Blogs The Podcasts Idea Bank  
Fine Print Manage



Welcome to CALPRO MULTILEVEL ESL, Catherine Green!  
Here are a few things you can do right now...



Invite Members



Customize Appearance



Add Content

### Photos

Edit



+ Add Photos

View All

### Note on Photos

Edit

While everyone loves photos, and lots of photos at that, CALPRO must have signed photo release forms on file for all photos of identifiable individuals that appear on the CALPRO Multilevel ESL e-CoP! You may upload a photo that you've

### WELCOME TO CALPRO MULTILEVEL ESL

Edit

The California Adult Literacy Professional Development Project (CALPRO) welcomes you to the Multilevel ESL Instructor electronic Community of Practice (e-CoP). This e-CoP is a companion site to the Virtual Workroom for Multilevel ESL Instructors, which is found on the Web site of The California Adult Literacy Professional Development Project (CALPRO), <http://www.calpro-online.org>. CALPRO is a state Leadership Project of the California Department of Education, Adult Education Office.

### CALPRO MULTILEVEL ESL

This e-CoP is open to all adult literacy providers in California who work in programs funded by the California Department of Education. (For additional information, click on the "Fine Print" tab above.)

### Our Mission!

Edit

The mission of this electronic Community of Practice (e-CoP) is to expand the professional knowledge, share and create resources, and solve problems inherent in multilevel ESL instruction, through interaction with the research-based resources in CALPRO's Virtual Workroom for Multilevel ESL Instructors and through the exchange of practitioner wisdom in the e-CoP.

### Catherine Green

Sign Out

Inbox

Friends - Invite

Settings

Quick Add...

### Awaiting Approval

5 New Members

### About

CAL PRO created this Ning Network.

### Badge

Edit

I'm a member of:

<http://www.calpro-online.org/virtualworkrooms.asp>



*CALPRO Virtual Workroom for Multilevel ESL Instructors*



Companion resource on CALPRO Web site:

-5 key challenges identified in multilevel instruction

-Audio presentations addressing the 5 challenges (podcasts)

-Supplemental curricular materials and activities

- Key research findings

-Options for more in-depth study

Example 3: Multilevel ESL electronic Community of Practice (e-CoP) & Virtual Workroom

Digital literacy	Collaboration	Communication	Creativity/ Innovation	Critical Thinking/ Problem Solving
L, E	L, E	L, E	L, E	L, E
E: Ning social network, blog, podcasts, Web sites featuring various technology tools, etc.	E: through e-CoP teachers can share resources, exchange ideas, solve problems	E: through e-CoP members communicate to individuals, groups, whole community (2-way)	E: Share materials and resources; address challenges with new ideas, strategies	E: Discussions develop teachers' critical thinking & problem solving around multilevel instruction
L : Variety of Web-based resources for learners (see e-CoP blog & Virtual Workroom podcasts and supplemental	L: Templates for paired role-plays, group work , etc. in both like- and cross-ability	L: Many activities for learners to communicate in pairs, small & whole groups—cross-ability &	L: Authentic, communicative activities encourage learners to “think outside	L: Templates for problem-solving activities developing higher-level thinking skills

# Phase III. Case-Study/Team Work

1. Refer to *Handout 2: Collaborative Group Work: Case Study*.
2. Form small teams. Have 3 volunteers take on roles of *Timekeeper, Facilitator, Recorder/Reporter*, respectively.
3. Work in teams to analyze a case study and identify the student goals and related PD needs of the teachers. Come to consensus on the principal PD needs.
4. Refer to *Handout 3: PD Resources*. Brainstorm possible uses of technology tools to address the PD need your team identified.
5. (Time Permitting) Reporter gives brief summary of identified PD need and possible application of technology tools to provide 21<sup>st</sup> century PD.

# Wrap-Up

- Reflect on Possible Adaptations for Use within Your Context
- Final Questions and Answers
- Recommended Resources Beyond this Session

# Conclusion

To what extent can you use these technologies, or adapt them for use, within your context?

What, if anything, stands in your way of further developing your own and your learners' 21<sup>st</sup> century skills?



# Additional Resources

- Partnership for 21<sup>st</sup> Century Skills

<http://www.p21.org/index.php>

Characteristics of 21<sup>st</sup> Century Professional Development

[http://www.p21.org/index.php?option=com\\_content&task=view&id=831&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=831&Itemid=120)

- National Education Technology Plan

<http://www.ed.gov/technology/netp-2010>

# Additional Resources

- Bender, T. (2003). *Discussion-based online teaching to enhance student learning: Theory, practice and assessment*. Sterling, VA: Stylus.
- Chesbro, P. and N. Boxler (2010). Weaving the fabric of professional development in the 21<sup>st</sup> century using technology, *JSD*, 31(1). Feb, 48-53.
  - Examines networked learning supported by social networking and other Web 2.0 tools in a community of practice of K-12 teachers across Alaska.

# Additional Resources

- Moodle [open-source learning management system]  
Found on March 1, 2011, at <http://moodle.org/>
  - Includes diverse community of users
- Online Meeting Tools Review: Vendor-Independent  
Retrieved on April 1, 2010, from:  
[http://www.webconferencing-test.com/en/webconference\\_home.html](http://www.webconferencing-test.com/en/webconference_home.html)
  - Vendor-independent review of 31 desktop-sharing programs, such as Adobe Acrobat Connect Pro

# Presenter Contact Info

- Thank you for attending today's presentation!
- For more information, visit CALPRO's Web site at <http://www.calpro-online.org/onlineCourses.asp>
- Contact CALPRO Research Analyst Catherine Green ([cgreen@air.org](mailto:cgreen@air.org)).