

Division of Adult Education Monthly Webinar

August 20, 2026

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Agenda

- Templates for PIT and PLC Meeting Minutes
- Presentation by the Digital Literacy and Distance Education Support Project
 - Digital Literacy Specialist Criteria updates
 - AI
 - AI for Writing Lesson Plans Checklist
 - Advertising AI for Non-Student Facing Writing
 - Supplemental Distance Learning Guide
 - Digital Literacy Specialist Professional Practices Framework



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PIT and PLC Meetings

- Purpose of Meetings
 - Program Improvement Team (PIT)
 - Use data to review, analyze, and evaluate progress on program improvement; and take meeting minutes
 - Program administrator and IHPDS are required to be a part of the PIT; and staff who are directly involved with program improvement activities
 - Meet at least quarterly
 - Professional Learning Communities (PLCs)
 - Focus on implementing standards-based instruction
 - Acquire new knowledge and skills; explore new or advanced understandings of content, theory, and resources; improvement and professional growth
 - Instructors connect with ProLo consultants
 - Meet at least quarterly



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PIT and PLC Meeting Templates

- Purpose of Templates
 - Consistency across agencies
 - Division and PDS team receive the same information
 - Desk Monitoring
 - Advisors' monthly review of agency improvement and performance
 - Agencies with PPIPs
 - Provide perspectives for Division and ProLo Team
 - Successes; challenges; additional support



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Welcome!

We will begin shortly.
This webinar will be recorded.

 Type a message in chat if you need tech support.

 Click on Show Captions to turn on the automatic closed captions.



PAAER
PA Adult Education Resources

Division Webinar August 2026

Digital Literacy and Distance Education (DLDE) Project

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DLS Role

The digital literacy specialist should be a proven instructor who has demonstrated the knowledge and ability to build students' digital skills by effectively integrating technology into instruction. They support staff in developing the technology and digital skills needed to enhance instruction, promote students' digital literacy skills for education and employment, support distance learning, and teach remotely as needed. They keep current with trends in digital literacy, coordinate digital literacy and distance education initiatives, and collaborate with the Digital Literacy and Distance Education project. Programs must ensure that they allocate sufficient time for the digital literacy specialist to fulfill the related duties.

Source: Pennsylvania Department of Education (2026). Draft 2020-27 Adult Education and Family Literacy Guidelines.

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DLS Professional Practices Framework

Area	Baseline Practices	Target Practices
Technology Fundamentals	Familiarity with at least one application in each of the following: □ Learning management system (e.g., Google Classroom, Canvas) □ Webinar platform (e.g., Zoom, Teams) □ Office productivity (e.g., Word, Excel) □ File sharing (e.g., Google Drive, OneDrive)	□ Supports staff use of a learning management system, webinar platform, office productivity software, and file sharing applications □ Transfers skills between new/different applications (e.g., switching from Zoom to Teams)
Supporting Staff and Students' Digital Literacy Needs	□ Supports staff in identifying their digital literacy needs □ Identifies students' digital literacy needs □ Enhances instruction and program operations using technology □ Teaches digital literacy skills needed for employment and/or other student goals	□ Supports staff with identifying student digital literacy needs □ Ensures that staff and tutors have the necessary technology and digital literacy skills to enhance instruction and help students gain the digital literacy skills needed for employment and other goals □ Supports staff with identifying and teaching digital skills needed for an IT or a particular career path
Accessibility Principles and Features	□ Demonstrates awareness of accessibility laws and principles (e.g., Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act) and the importance of equitable access to technology used in class and for distance learning opportunities □ Identifies common accessibility features and tools (e.g., screen-reader compatibility and multilingual support) available in digital platforms and instructional materials and can make appropriate recommendations to students who need them	□ Makes staff aware of accessibility laws and principles (e.g., Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act) and the importance of equitable access to technology used in class and for distance learning opportunities □ Assists staff with identifying common accessibility features and tools (e.g., screen-reader compatibility and multilingual support) available in digital platforms and instructional materials so they can make appropriate recommendations to students who need them

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DLS Community of Practice

Begins Thursday, September 3, 2026, from 1:00 to 2:00 p.m.

- Learn about what other DLSs are doing to support their staff with developing the technology skills they need to build students' digital skills.
- Share challenges and ideas.
- Discuss hot topics (e.g., AI & SDL).
- Hear announcements regarding resources and support available (e.g., new courses, user guides).
- Attend all meetings to receive five hours of ACT 48 credit.

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Artificial Intelligence

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Artificial Intelligence Page on the PAAER Site

Location

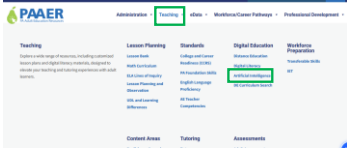
- PAAER website (www.paaer.org)
- Teaching section
- Artificial intelligence page

Audience

- Administrators
- Instructional staff
- Support staff

Purpose

- How can I choose an AI tool?
- What should my students or I know about AI?
- What other resources are available?



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Coming Soon: AI Generated Lesson and Lesson Materials Checklists

"A human-written lesson often needs editing for **clarity and completeness**.

An AI-generated lesson often needs validation for **accuracy, alignment and authenticity**."

Source: OpenAI (2020), ChatGPT (June 25, 2020), G-4 large language model.

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AI Generated Lesson Checklist

If you or any of your staff would be willing to try either of the checklists and provide feedback, please contact Bethany at blezanic@tiu11.org.

The checklists help educators to:

- Keep human expertise central in AI-generated materials.
- Locate and fix common pitfalls in AI-generated materials.
- Increase quality while potentially saving time.

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AI Community of Practice

- Attend any session.
- Explore ever-evolving trends in AI.
- Learn from your peers.
- Gain valuable resources.
- Try new AI concepts in a safe environment.

Schedule

The second Tuesday of every other month from 2:00 - 3:30.

- October 8
- December 10
- February 11
- April 8
- June 10

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Supplemental Distance Learning

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Supplemental Distance Learning (SDL)

SDL is academic work students complete outside of their regular class time using approved resources.

Purpose

- Students can make progress faster, fill in gaps, and get extra practice.
- Students may accumulate additional hours toward enrollments and testing guidelines.
- Some programs have reported more MSGs when students use SDL regularly.
- SDL is not meant to replace regular classes or instructor support.

Structure

- SDL should be offered to all students.
- Approved computer-based and print options are available (review Policy D.130 and the [catalog on the PAAER site](#)).
- Students need both initial and ongoing assistance.

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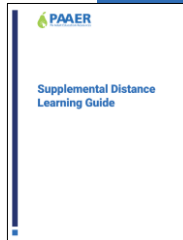
Supplemental Distance Learning User Guide

Main Sections:

1. Selecting an SDL Resource
2. Orienting Students to SDL
3. Maximizing Instructional Impact
4. Offering Continued Support

Each section contains an objective, the most likely audience, and guiding questions.

The guide is available on the Distance Education PAAER page.



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DLDE Support

- Technical assistance for individual or program needs
- Support for Digital Literacy Specialist
- Courses on the PD Portal
- Resources on the Digital Literacy, Distance Education, and Artificial Intelligence pages of the PAAER site

Contact us

- Bethany Lezanic blezanic@tiu11.org
- Sarah Whitesel swhitesel@tiu11.org
- Rachel Baron rbaron@tiu11.org

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Contact/Mission

For more information on adult education and family literacy, please visit PDE's website at www.education.pa.gov

The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.

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