**Instructional Promising Practices for Distance Education at Joliet Junior College**

**Context**: After Joliet Junior College Campus and regional closures in Spring, our Adult Education Program staff universally worked to execute all instruction for the remainder of the semester. Joliet Junior College preemptively determined all Summer 2020, and then Fall 2020 lecture classes would be online, precipitating the need to create feasible, wholly-online processes to support Adult Education. We recently discovered that Spring 2021 will likely follow the same patter, so we are happy many of our new processes have proven successful.

**Instruction**: HSE and ESL provided training in chosen technology, and required weekly teacher direct instruction via web conferencing. It was vital to use software that is mobile-compatible, as most learners used their smartphone to complete schoolwork (more than 75%).

-HSE utilized GED Academy, TABE Academy, and iPathways for online instruction, and continues to do so. Teachers Zoom to differentiate instruction and work with small groups.

-ESL used Burlington English, primarily Burlington Core, teaching in-class lessons on web conferencing software, and students execute independent lessons.

-Perhaps most useful for instructional planning and execution, both instructional areas hold weekly or bi-weekly meetings among teachers and staff. This has allowed staff to address teacher and student concerns before they dramatically impact instruction. These meetings are optional, but have great attendance. Teachers are able to practice Zoom, share their questions and best practices on their classes’ technologies, and connect professionally.