

SCSD2/SMS - 21st Century Digital Learning Initiative Overview

SCSD2 is forging a path to improve and update our educational program by embracing the potential of 21st century digital learning opportunities. To that end, the corporation has devoted considerable resources to training teachers to implement digital activities in the classroom and to provide mobile device access to student and staff learners.

The overall goal of the 21st Century Digital Learning Initiative is to create the best **Blended Learning** environment possible. This blend incorporates 24/7 digital learning opportunities into the magical face-to-face classroom interactions between students, teachers, and their peers.

SMS and SCSD2 are leaders in this educational transformation. We look forward to you joining us in this journey and to you making your own contributions to this exciting process. The overview segments below are designed to further explain the initiative and the expectations of those teaching within it's structure.

GOALS

The 21st Century Digital Learning Initiative has five primary goals. We will keep these goals in the forefront of our implementation of the development plan. Our first four goals will get us to our ultimate target - #5.

1. Increase student engagement.
2. Increase individualized opportunities for students.
3. Increase 21st century skill development for students.
4. Decrease the digital divide that exists in our student body.
5. **Increase student achievement.**

As defined by Jeff Utecht in his blog thethinkingstick.com, a digital initiative should result in teachers doing *new things* in *new ways*. For clarity, he differentiates these three levels of technology use:

Old things in old (but more efficient) ways

- typing a paper on word instead of writing by hand
- going to a web site to look up information instead of an encyclopedia

Old things in new ways

- looking at Gettysburg via GoogleEarth instead of viewing battle maps
- watch MLK, Jr. deliver dream speech instead of reading it from a text

New things in new ways

- make a class wiki for students to post topics for inquiry that can be organized and used to assign research groups that create podcasts for each other

Our goal is for our faculty members to guide learners to do new things in new ways!

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COMPONENTS

The digital initiative is based on four main components: use of digital resources, use of digital tools, creation of a productive digital citizenry, and implementation of a digital curriculum. These components represent the essence of a digital learning environment. They are further defined below.

Digital Resources A digital resource is something used by teachers or students to introduce, demonstrate, or reinforce concepts. Limitless digital resources are available for teachers. Examples include clips from youtube or teachertube, simulations, quiz programs, interactive worksheets, etc. Just because something is online, does not mean it is a digital resource. For example, a scanned copy of a traditional handout is not considered a digital resource. A handout recreated with embedded links would be considered a digital resource.

SMS teachers will be expected to demonstrate the use of digital resources by posting assignments and supplemental links on My Big Campus, to incorporate resources into instruction, and to decrease paper/copy usage by handling a certain amount of documents electronically.

Digital Tools A digital tool is something used by students to demonstrate proficiency over subject matter. A tool should engage students in 21st century skills and in the higher levels of Bloom's taxonomy. Examples of online digital tools are Google Docs, Glogster, Livebinders, and Evernote, and Apple productivity tools such as Keynote, Pages, and iMovie.

SMS teachers will be expected to provide learners the opportunity to use digital tools in ongoing class activities and in special projects. It is expected that SMS students will develop in all 21st century skill areas included in the ISTE-NETS-S standards for Advanced Learning (demonstrate creativity and innovation; communicate and collaborate; conduct research and use information; think critically, solve problems, and make decisions; and use technology effectively and productively.) Digital tools will be used in daily instruction and in projects.

Digital Citizenship Another goal of the initiative is to create Digital Citizens that can function in the greater digital society. This necessitates attention and instruction to all of the nine elements of Digital Citizenship as outlined by ISTE. Digital Citizenship that is solely represented by a list of Responsible Use Rules falls short of what students need today. The school administration and the eLearning Director will help faculty, students, and parents develop productive skills, attitudes, and values associated with these nine elements:

Digital Access	Digital Commerce	Digital Communication
Digital Literacy	Digital Etiquette	Digital Law
Digital Health/Wellness	Digital Security	Digital Rights/Responsibilities

Digital Curriculum A digital curriculum is not a canned program nor a list of technology tools. A digital curriculum is a *prevailing digital component woven through into all aspects of teaching a learning in the school* (E. Abbey, Heartland AEA). A quality digital curriculum has these foundational principles:

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- A philosophical belief that digital components are important to student learning.
- Implementation of an array of digital components in all important aspects of learning.
- Quality (depth) experiences embedded in the components.
- Proper disposition of technology to the overall purpose in education.
- Structures of other school conventions to maximize these components.

A quality digital curriculum is evidenced when technology *is like oxygen. Ubiquitous, invisible, and necessary.* (Lehman, Heartland AEA). A true digital curriculum requires technology to be used to the extent that kids do not exclaim “we used computers today.” Use of computers should be expected and as commonplace as use of a pencil today.

Our SCSD2 Digital Curriculum will be developed over the next few years, incorporating the new Common Core Standards, 21st century skills, and the best of our current work.

SMS Teacher Expectations

To help clarify the expectations of teachers, a performance rubric has been created. The rubric addresses a variety of instructional categories and defines levels of performance as Below Basic, Basic, Proficient, or Advanced. The rubric also contains citations, as appropriate, to the SCSD2 Classroom Teacher Job Description (SCSD2 JD) and the SCSD2 District Expectations of Teacher Performance (SCSD2 DETP).

SMS teachers will be expected to perform at Basic or above in every category during the first year. Teachers should set professional goals to progress to Proficient or Advanced levels of performance during the second year of implementation. Detailed, accessible, and ongoing professional development will be provided to support teachers during the transformation.

It is our goal that all cohort members meet the ISTE.NETS.T standards for Advanced Digital Age Teaching. These standards are

1. Facilitate and inspire student learning and creativity.
2. Design and develop digital-age learning experiences and assessments.
3. Model digital-age work and learning.
4. Promote and model digital citizenship and responsibility.
5. Engage in professional growth and leadership.

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	Below Basic	Basic	Proficient	Advanced	Support Citations
Digital Resources (online video clips, simulations, quiz programs, interactive documents, etc.)	<i>Fails to post student agenda on MBC</i>	<i>Posts daily student agenda on MBC</i>	<i>Posts daily student agenda on MBC and posts supplemental links at least 4 x quarter</i>	<i>Posts daily student agenda on MBC and posts supplemental links weekly</i>	SCSD2 JD: #6 SCSD2 DETP: I. A. 1, 3, 4 I. B. 1 I. B. 12 I. E. 1 I. F. 3
	<i>Fails to utilize digital resources; relies solely on textbooks and existing handouts</i>	<i>Incorporates a digital resource into instruction at least 5 x quarter</i>	<i>Incorporates a digital resource into instruction on a weekly basis</i>	<i>Incorporates a variety of digital resources into instruction on a weekly basis</i>	
	<i>Uses paper copies for all assessments and handouts</i>	<i>Requires electronic submission of at least 25% of assignments and posts at least 25% of class documents</i>	<i>Requires electronic submission of at least 50% of assignments and posts at least 50% of class documents</i>	<i>Requires electronic submission of at least 90% of assignments and posts at least 90% of class documents</i>	
Digital Tools (Pages, Numbers, Keynote, iMovie, wikis, Evernote, Google Docs, MBC docs, MBC discussions, etc.)	<i>Fails to require students to use digital tools in class activities</i>	<i>Requires students to use a digital tool in class activities at least 5 x qtr.</i>	<i>Requires students to use a variety of digital tools at least weekly</i>	<i>Requires students to use a variety of digital tools on a daily basis</i>	SCSD2 JD: #6 SCSD2 DETP: I. B. 12 I. C. 2 I. E. 1
	<i>Fails to require the use of a digital tool in a project during the quarter</i>	<i>Requires students to use a digital tool in a project once in a quarter</i>	<i>Requires students to use at least two digital tools in a project each quarter</i>	<i>Requires students to use digital tools in at least two projects per quarter; one being the student tool choice</i>	
	<i>Fails to engage students digitally in a social context</i>	<i>Engages students digitally in a social context at 5 x each quarter</i>	<i>Engages students digitally in a social context each week</i>	<i>Engages students in a variety of social contexts each week</i>	

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	Below Basic	Basic	Proficient	Advanced	Support Citations
Digital Citizenship	Fails to address appropriate digital citizenship concepts in relation to class activities	Addresses "rules" components of Digital Citizenship as they come into play	Leads conversation about Digital Citizenship and the student role in a global digital society on occasion	Requires students to incorporate Digital Citizenship into appropriate class assignments/ activities	SCSD2 JD: #9 SCSD2 DETP: II. B. 2 II. B. 4 III. C. 3
Digital Curriculum	Fails to digital components into instruction; relies solely on traditional texts, worksheets, etc.	Incorporates two digital content into lessons at least twice a week.	Incorporates digital content into instruction almost daily.	Incorporates multiple examples of quality, aligned digital content into lessons almost daily.	SCSD2 JD: #4, #6 SCSD2 DETP: I. A. 1, 3, 4 B. 1 B. 12 I. E. 1 I. F. 3
<i>SMS teachers should also observe the following expectations of performance in the 21st Century Digital Learning Initiative. These categories greatly impact the success of the program.</i>					
Data Analysis	Fails to collect student performance data beyond assigning summative assessments and maintaining a gradebook	Incorporates formative assessments and pre/post testing at least once a quarter	Incorporates formative assessments and pre/post testing and adjusts instruction based on results at least 2 x qtr.	Incorporates formative assessments and pre/post testing with instructional adjustment with each new concept	SCSD2 JD: #8 SCSD2 DETP: I. E. 1 I. E. 6 I. E. 7
Professional Development	Attends required professional development trainings	Attends required professional development trainings and participates in some additional optional learning events.	Attends PD trainings, completes online training assignments, and creates/ follows a Personal Learning Network (PLN) on Twitter	Attends PD trainings, completes online training assignments, creates a PLN, and shares experiences with others via a blog or peer presentation at least 1 x qtr.	SCSD2 JD: #15 SCSD2 DETP: IV. B. 1 IV. B. 2

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	Below Basic	Basic	Proficient	Advanced	Support Citations
Classroom Management	Fails to create clear boundaries between online and offline activities	Creates boundaries between online and off-line activities that are loosely monitored and enforced	Creates boundaries between online and off-line activities that are monitored and enforced	Navigates between online and off-line activities with full compliance with minimal disruption	SCSD2 JD: #9 SCSD2 DETP: II. A. 5 II. B. 3 II. B. 4