



SHAWNEE MISSION

SCHOOL DISTRICT

Digital Learning

Task Force

Recommendations

June 19, 2019



To: Dr. Michael Fulton, Superintendent
From: Digital Learning Task Force
Date: June 19, 2019
Re: Recommendations

The district's Digital Learning Task Force formed with the purpose of reviewing concerns and developing recommendations in order to advise the Superintendent in the steps needed to ensure every learner is able to utilize technology as a tool to support their learning. Over the course of 7 meetings beginning in February and concluding in June, a group of 30 committed individuals representing roles of students, parents, educators, business/industry, and administration gathered to review concerns as well as study evidence-based practice, current research, and ultimately, provide recommendations to guide the district.

The recommendations we submit to you represent robust work of the task force that includes research support, advisory statements, desired outcomes, and possible action steps for consideration. The task force process is documented via meeting summaries provided to you each month and publicly posted on the District's Digital Learning Task Force website. We want to acknowledge and thank the task force members for their dedication and work over the course of the spring semester. During the time together, we were able to engage in powerful dialogue as we thought carefully through issues, consulted the existing research-based as well as local experts for insight, and ultimately worked to find common ground and consensus on the recommendations we put forward for your review.

We thank you for the opportunity to engage in meaningful work with members representing our learning community. We look forward to the continued focus on how we as adults can help our students achieve academic success, college and career readiness, and the skills necessary to engage in our local and global community as referenced in the Strategic Plan objectives.

Respectfully,

Dr. Christy Ziegler
Drew Lane
Digital Learning Task Force Co-Chairs

Theme 1: Communications

Research Support:

The task force provides an example of an exemplary school district website as a model for communication. <https://www.minnetonkaschools.org/district/programs/ipad>

Advisory Statement:

Increase communication between district, teachers, parents, and students regarding digital learning.

Desired Outcome(s):

The following items will be easily accessible in a common place on the district website.

- Responsible Use Policy
- Time Usage Guidelines (Recommend development of guidelines.)
- Digital Citizenship Curriculum (See Theme 4)
- Application Addition/Removal Policy (See Theme 6)
- Report Buttons (See Theme 4 & 6)
- Research supporting district recommendation/guidelines
- Parental “How-To” hub (similar to what’s available for staff)

Digital learning expectations and goals are clearly communicated from the school to the parents at the beginning of each school year. The district creates a “must cover” document/presentation that is communicated to families with the beginning of year information for parents (ex. Meet the Teacher Night) This document/presentation will include student usage, safety, how to access resources, and any other items determined from task force recommendations.

Digital Learning curriculum will be available for parents and located in grade level programs of study.

Digital Learning curriculum will be available for teachers and located in grade level resources on the Curriculum & Instruction webpage.

Action Steps: (District Determination)

Theme 2: Technology Integration into Teaching and Learning

Instructional use of technology must connect with a clear purpose for supporting teaching and learning.

Research Support:

- Every student should have an individualized plan of learning
- Continual research on digital and instructional practices to enact technology integration that promotes student learning.
- The importance of training and implementation cannot be a one-time effort per year for students or staff.
- Digital Learning Task Force expert panelist Susan Dunaway, LCPC, BCIA recommends for every 20 minutes of screen time, students should have an equal amount of time spent on meaningful social interaction or physical activity.
- Libby Milkovich, MD, encourages mindful use of devices with limited technology classrooms and tech-free zones.

Advisory Statement:

SMSD teachers and staff will utilize technology with educational intent and purpose.

Desired Outcome(s):

- Teachers and students will be able to articulate the purpose of technology usage.
- SMSD teachers will follow the practice that Instruction drives technology use, technology does NOT drive instruction.
- SMSD teachers will strategically integrate the use of technology and student learning strategies in digital platforms, virtual environments, hands-on maker spaces or in the field.
- SMSD teachers will establish a digital learning environment that promotes responsibility and respect.
- SMSD teachers will provide alternative ways to access content, demonstrate competency, and reflect on their learning

Action Steps: (District Determination)

- Use ISTE Standards will guide technology practice in the classroom
- Implement an annual survey of tech integration; device use and purpose (students, parents, and teachers)
- Parents may choose for their students' devices to remain at school in a secure location.
- Support teachers to develop device/technology-free units and create device-free zones and/or classrooms in each building.
- Design instruction that incorporates the use of movement breaks every 20 minutes; this excludes testing.

Theme 3: Teaching and learning activities must support a balance with physical activity and social interaction.**Research Support:**

- Increased screen time led to lower intake of protein, vitamins and minerals and a higher intake of fat.
- Increased physical activity correlates higher achievement, increased technology activity correlates to lower achievement
- Increased risk of myopia/near-sightedness from too much screen exposure

Advisory Statement:

In light of the research surrounding excessive technology use and the negative impacts on physical well-being and social interaction, we acknowledge that there must be a balance between technology use and physical activity and interpersonal interaction. Presently, there is little to no research regarding the impact of technology consumption specifically in the educational environment related to physical well-being or impaired social interaction.

Desired Outcome(s):

- SMSD will create developmentally based, age-appropriate technology usage guidelines that balance the use of technology with physical activity and social interactions.
- SMSD will develop and provide professional development to all staff centered around the effects of technology on students' social-emotional/physical well-being.

Action Steps: (District Determination)

Theme 4: Student Online Safety

Research Support:

It is necessary to equip young people with the knowledge and skills they need to navigate the digital world. Ultimately, the aim is to help young people be reflective, responsible, and ethical decision makers in their connected lives.

James, C., Weinstein, E., & Mendoza, K.(2019) Teaching digital citizens in today's world: Research and insights behind the Common Sense K-12 Digital Citizenship Curriculum. San Francisco, CA: Common Sense Media.

Digital Citizenship is the responsible use of technology to learn, create, and participate.

(Common Sense Media and project zero)

(Common Topics include Digital Drama/Cyber-Bullying/Hate Speech, Privacy/Safety, Relationships and Communication, News/Media Literacy, Digital Footprint and Identity, Media Balance and Well-Being Plan)

The correlational data shows that schools with DC policies are more likely to teach DC competencies, to learn about DC in their school-or-district PD, and to view the DC curricula as effective.

Vega, V., & Robb, M.B.(2019)The Common Sense census: Inside the 21st-century classroom. San Francisco, CA: Common Sense Media.

Advisory Statement:

Students will learn how to use technology safely and learn the responsibility of being a good digital citizen in order to keep them safe online.

Desired Outcome(s):

- The Shawnee Mission School District will educate students to become good digital citizens so that they make responsible/educated choices and react responsibly from the negative aspects that come with the inherent risks of technology.
- The SMSD will provide developmentally appropriate resources for parents/guardians to help their students become good digital citizens.
- The SMSD will provide teacher professional development to support students in becoming good digital citizens and how to handle safety issues.

Action Steps: (District Determination)

- Create a safe anonymous online tip button
- Creation/Revision of Digital Citizenship Policies (current RUP) published on SMSD website. Focus on guidelines - less on disciplinary actions.
- Find or create a Digital Citizenship curriculum with specific points throughout a student's career that they will access the learning.
- Offer accessible online safety resources for parents. (example video "How to...")

Theme 5: Professional Development

Research Support:

A shared vision and technology integration plan is an important beginning step for consistency and communication across the organization. It also acts as a guide and fosters goal setting.

Hew, K.H., & Brush, T. (2007) Retrieved from

http://www.msuedtechsandbox.com/2010RouenY2/Readings/wk4d3_Hew&Brush_2007.pdf

ISTE Standards for Educators retrieved from <https://www.iste.org/standards/for-educators>

ISTE Standards for Students retrieved from <https://www.iste.org/standards/for-students>

P21 Learning Framework:

http://static.battelleforkids.org/documents/p21/P21_Framework_Brief.pdf

TPack Learning Framework:

<https://educationaltechnology.net/technological-pedagogical-content-knowledge-tpack-framework/>

Advisory Statement:

- The Task Force recommends creating a vision and mission with belief statements to guide decision making and implementation of technology. (P21 Framework)
- The Task Force recommends the identification of key digital learning competencies for both teachers and students. (ISTE)

Desired Outcome(s):

- The Shawnee Mission School District will update and communicate a vision for technology use which includes developing a learner that demonstrates the needed skills of a 21st Century Learner; critical thinking, communicating, collaborating, and creating.
- SMSD will develop evidence-based digital learning pedagogy expectations in the form of a digital learning framework.
The Task Force recommends identifying an evidence-based digital learning framework. (eg. TPack or SAMR)
- SMSD will create a multi-year professional learning plan/timeline that supports the district's vision, mission, and outcomes (ie. digital citizenship, online safety, social emotional impacts, and health and wellness impacts) that reflects the needs of teachers, students, and community.
- The task force recommends focused professional learning time on the identified key digital learning competencies from ISTE in order to support curricular standards.. (Teachers and students)

- SMSD will use a diagnostic self-assessment tool/survey that is based on ISTE educator competencies to drive the professional learning to support the vision, goals, and strategies for digital learning.
- All buildings will develop a Technology Learning Plan to further the professional development of teachers and staff.

Action Steps: (District Determination)

Theme 6: Technology Management and Instructional Support**Research Support:**

- Research/evidence is lacking on the management or the frequency of review for technologies including apps.
- Research is lacking on screen time recommendations for educational use.

Advisory Statement:

Increase communication so students, staff, and the learning community will understand the timeline, process, review, and selection of resources as well as how to communicate resources of concern.

Desired Outcome(s):

- The Shawnee Mission School District will have a documented timeline for app review and documentation of selected apps. Apps selected for use with learners will be reviewed annually to ensure relevance and appropriateness. Information will be provided on the district website for parents and educators in sharing approved apps.
- The SMSD will increase communication to students, staff, and parents on how to report questionable apps or web content. This will help clearly designate the steps/communication to ensure that inappropriate content is easily reported and in a timely manner. (Reflected in the work on Theme 1 - Communications)
- The SMSD will support ongoing professional development opportunities for educators with respect to teaching and learning with technology. This will include updated guidance for teachers and administrators on instructional practice, screen time during the school day as well as resources for parents to consider for device use while at home. (Reflected in the work on Theme 5 - Professional Development)

Action Steps: (District Determination)