St. Cloud Area School District 742!

DIGITAL
Learning Plan

TABLE OF CONTENTS

START WITH WHY

St. Cloud Area Schools' commitment to engaging, empowering, and preparing all learners for success extends seamlessly into the realm of digital learning. We recognize that technology offers powerful tools to cultivate essential skills, enhance content understanding, and personalize learning paths, ultimately empowering all learners to excel, regardless of background or learning style.

This aligns perfectly with our district mission to provide a safe and caring environment where learners engage, learn, and prepare for the future. Here's how:

ENGAGEMENT

Interactive digital experiences spark curiosity, foster collaboration, and make learning more enjoyable, mirroring our commitment to engaging learners.

INSPIRATION

Exposure to diverse perspectives and new ways of learning through technology can inspire learners to explore their full potential.

EDUCATION

Digital tools enable differentiated instruction, catering to individual needs and learning styles, fulfilling our mission to educate all learners.

PREPARATION

By developing essential tech skills and media literacy, learners and teachers are equipped for the demands of tomorrow's society, as outlined in our mission statement.

EMPOWERMENT

Personalized learning through technology allows learners to take ownership of their education, fostering independent learners empowered to succeed.

Elementary schools value digital learning for its engaging and individualized nature. They view it as a tool for differentiation, supplementing instruction, and fostering effective communication. Ultimately, they see it as preparing learners for the technology-rich environments they'll encounter in the future.

Secondary schools see digital learning as a gateway to deeper engagement, global connections, and essential future skills like digital literacy, collaboration, and critical thinking. They believe it helps learners overcome learning barriers and fosters curiosity and innovation in a tech-driven world.

FUEL & FRICTION

Educators identified exciting opportunities to fuel digital learning in St. Cloud Area Schools. Secondary educators highlighted features like collaborative tools, content creation platforms, and blended learning models to deepen student engagement and personalize learning. Elementary educators emphasized features like visual progress monitoring, accessible content, and communication tools to promote individualization, equity, and family connection. Overall, both groups believe digital learning empowers learners to grow at their own pace, pursue passions, and meet challenges at their level. However, they acknowledge the need for ongoing professional development and infrastructure support to fully unlock this potential.

Educators identified learner challenges across all grade levels, including concerns about equitable access, reliability, and screen time. Concerns for educators included workload, time constraints, inconsistent implementation, training for onboarding new staff, and availability of professional development opportunities surrounding digital learning topics.

However, educators agreed that targeted professional development, clear expectations, and data-driven decision-making are crucial to overcoming these hurdles and maximizing the benefits of digital learning for all learners.

From interactive content (e.g. Blooket and Flip) to creative platforms (e.g. Google Docs and Kami), technology is transforming classrooms in St. Cloud Area Schools. Learners delve into diverse learning experiences, using digital tools to create podcasts, explore virtual field trips, and develop essential skills like coding and 3D printing. Additionally, technology bridges learner skill gaps with accessible educational materials (AEM) and promotes global understanding through cultural explorations. Educators leverage Schoology and SeeSaw for communication and utilize media literacy resources to empower learners with safe and responsible online practices. Ensuring consistent, well-trained implementation across grade levels and platforms is crucial.

DISTRICT GOALS for Digital Learning

GOAL 1

Empower Educators & Learners

Focus on building confidence and proficiency in technology use for both educators and learners. Provide diverse PD opportunities for educators, foster student independence with technology tools, and cultivate a growth mindset around digital learning.

GOAL 2

Cultivate Essential Digital Skills

Develop core digital literacy, technology fluency, and 21st-century skills needed for success in the digital world. Include areas like information literacy, critical thinking, problem-solving, collaboration, and responsible online behavior.

GOAL 3

Promote Continuous Improvement & Equity

Emphasize ongoing measurement and refinement of the digital learning strategy. Ensure all learners have access to necessary tools and resources, while addressing potential challenges like mental health, data privacy, and ethical technology use. Foster a collaborative environment where educators and learners continuously learn and adapt in the ever-evolving digital landscape.

MEASURING SUCCESS

PLAN

1. Identify Success Indicators

Aligned with the SAMR model, define success indicators for each level of technology integration:

Substitution: Does technology simply replace existing practices without enhancing learning?

Augmentation: Does technology improve existing practices by making them more efficient or engaging?

Modification: Does technology create new learning opportunities that wouldn't be possible without it?

Redefinition: Does technology fundamentally transform teaching and learning in significant ways?

2. Gather Data

Utilize multiple data sources:
Quantitative Data:
- Track technology usage data (e.g. platform logins, content creation).
- Gather student performance data (e.g. assessments, grades).
- Review technology related surveys and questionnaires.

Qualitative Data:
- Conduct interviews with stakeholders.
- Informally observe classroom practices and technology integration.
- Gather open-ended responses from surveys and questionnaires.

3. Analyze Data

Analyze data from various sources to see the full effects of digital learning.

Identify areas of strength and weakness based on SAMR model levels.

Analyze student performance data within the context of technology use.

Look for patterns and trends across different data sources.

4. Action and Refinement

Based on findings, develop usage recommendations for continued growth and improvement.

Consider reallocating resources based on identified areas of success and potential.

Regularly review and refine metrics and data collection methods for ongoing evaluation.

Develop professional learning opportunities around digital learning topics and practices.

FEEDBACK QUESTIONS

Learners

1. How do you feel technology helps you learn in your classes? (Engagement)
2. Can you share an example of how technology helped you achieve something specific in a class? (Achievement)
3. Are there any ways you think technology could be used more effectively in your learning? (Engagement and Achievement)
4. Do you feel comfortable and supported using technology in your classes? (Engagement)
5. Do you ever feel like technology distracts you from learning? If so, why? (Engagement)

Families

1. How often do you hear your child talk about using technology in a positive way for learning?
2. Can you share an example of a time your child mentioned technology helping them with schoolwork or a project?
3. Do you feel your child's school is effectively using technology to keep learning engaging and interesting?
4. Are there resources the school provides that could help you better understand the technology your child is using in class?
5. What are your biggest hopes for how technology can be used to enhance your child's education?

Teachers

1. How has technology impacted your teaching practices? (Engagement and Achievement)
2. Can you share an example of how technology helped your learner achieve learning goals? (Achievement)
3. What are the biggest challenges you face in using technology effectively in your classroom? (Engagement)
4. What kind of support or resources would you need to feel more confident using technology for learning? (Engagement)
5. How do you currently assess the impact of technology on student learning in your classes? (Achievement)

Administrators

1. What are your goals for digital learning in our district? (Alignment)
2. How do you feel we are currently doing in achieving these goals? (Success)
3. What are the biggest challenges you see in supporting effective technology integration in classrooms? (Challenges)
4. What resources or policies would be helpful in promoting successful digital learning practices? (Support)
5. How can we collect and analyze data to better measure the impact of digital learning on student achievement? (Evaluation)

By using a multi-pronged approach and involving all stakeholders, you can gain valuable insights to guide future digital learning initiatives and ensure positive outcomes for all learners.

See Appendix A

PROFESSIONAL LEARNING
for Effective Technology Integration

ELEMENTARY

The St. Cloud Area School District's digital learning plan prioritizes equipping educators with the necessary skills to leverage technology effectively in their classrooms. To achieve this goal, the plan outlines a comprehensive professional learning (PL) program that addresses various competency areas, incorporates diverse learning needs, and utilizes effective delivery methods.

The program acknowledges the diverse needs of educators and proposes a "Choice PD" format for specific topics. This approach allows teachers to select the most relevant training for their individual needs and teaching contexts. Additionally, the plan emphasizes the value of asynchronous learning, allowing teachers to complete training modules at their own pace. To ensure ongoing support, the program will incorporate Frequently Asked Questions (FAQs) documents and a tiered support system that caters to individual needs.

The PL program focuses on building core competencies in several key areas. Educators will gain proficiency in using SMART Boards, including navigating software, freezing screens, and switching between document cameras and computers. Additionally, the program will equip teachers with essential troubleshooting skills for iPads and Chromebooks, covering aspects like guided access and common shortcuts.

The plan recognizes the importance of Learning Management Systems (LMS) and incorporates training for navigating both Educlimber and Seesaw. Educators will learn about entering tickets, accessing data, and creating forms within Educlimber. For Seesaw, the program will cover using the platform for skills and grading, creating digital portfolios, and leveraging it as an assessment tool. It is important to note that a designated point of contact within each building will be established to provide ongoing support for Seesaw.

To empower teachers in managing their classrooms with technology, the PL program will delve into co-teacher use of Securly/Apple Classroom. This training will cover setting up classes and managing inappropriate student device use. Furthermore, the program will offer comprehensive training on Skyward, the district's Student

Information System (SIS). This will equip educators with the skills to enter grades, create events, manage seating charts, access IEP summaries and parent information, and navigate the system effectively.

The professional learning program acknowledges the need to address Curriculum-Based Assessments (CBAs). While specific platforms like Fastbridge, i-Ready, and Lexia Core 5 are mentioned, the plan underscores the importance of offering general training on using CBAs effectively.

By implementing this comprehensive PL program, the St. Cloud Area School District equips its educators with the necessary skills and knowledge to confidently integrate technology into their classrooms and empower student learning. The program's focus on addressing a variety of competencies, catering to diverse learning needs, and utilizing effective delivery methods fosters a supportive environment for teachers to thrive in the digital age.

SECONDARY

This section outlines the professional learning (PL) plan for St. Cloud Area School District educators, focusing on Schoology, Google Workspace/Microsoft Office, and core instructional technology skills. The plan addresses various competency areas through a combination of learning methods.

For new educators, we will offer introductory sessions on Schoology, Skyward, and general technology use within the New Teacher Academy. This will equip educators with the skills to enter grades, create events, manage seating charts, access IEP summaries and parent information, and navigate the system effectively.

Ongoing support will be provided through Mentor/Mentee programs and Digital Learning Mentors (DLM) who specialize in technology integration best practices.

To develop technical proficiency in Schoology, educators can participate in an asynchronous Schoology course and attend building-level professional development sessions. Additionally, peer observations will foster collaboration and knowledge sharing.

For instructional technology skills beyond Schoology, the district will provide a multi-pronged approach. Building-level PD sessions and district-wide video series will cover topics like SAMR Model integration, Skyward navigation, blended learning methods, responsible technology practices, and media literacy (including AI). Educators can further refine their skills through one-on-one support from media specialists and innovation coaches.

Developing proficiency in Google Workspace/Microsoft Office will be supported through an asynchronous Tech Skills Curriculum tailored to specific grade levels. Building-level PD sessions and peer observations will complement this curriculum.

The plan acknowledges the importance of dedicated time for asynchronous learning with discussion groups. Furthermore, a K-12 technology skills curriculum will be developed to outline technical skills expected at each grade level. Finally, the district will provide comprehensive resources and support for educators to effectively integrate the SAMR Model into their teaching.

See Appendix B

PREPARING LEARNERS FOR A DIGITAL FUTURE
A Multi-Faceted Approach

This digital learning plan outlines a comprehensive framework to equip learners with the skills and knowledge they need to navigate the ever-evolving technological landscape. Our focus areas encompass three key pillars: Core Digital Literacy, Technology Fluency, and 21st Century Skills.

Core Digital Literacy forms the foundation for all future learning. Here, learners develop essential skills like keyboarding, operating systems navigation, file management, and basic troubleshooting. Building upon this base, they embark on a journey of information literacy, learning to research effectively, critically evaluate sources, and navigate the complexities of media. Additionally, digital citizenship becomes a cornerstone, fostering digital responsibility, data privacy awareness, and a commitment to online safety and etiquette.

Technology fluency allows learners to confidently utilize various software applications. They delve into word processing, spreadsheet creation, presentation development, and digital media creation tools. Technical skills are honed, empowering learners to navigate different devices and operating systems, perform basic hardware maintenance, manage software updates, and effectively utilize their devices. Furthermore, communication and collaboration skills are cultivated through the use of online communication tools and participation in digital discussions, preparing them for effective teamwork in online environments.

Finally, the plan incorporates crucial 21st Century Skills. We aim to foster a lifelong learning mindset, encouraging learners to embrace adaptability, a growth mindset, problem-solving abilities, and a thirst for knowledge. Critical thinking and creativity are nurtured through activities that encourage innovation, information analysis, and effective communication. Learners will also hone collaboration and communication skills, learning online etiquette and the nuances of working within diverse teams.

This framework serves as a roadmap for a successful digital learning journey. By implementing a grade-level progression, integrating digital skills across all subjects, and providing opportunities for authentic learning through real-world projects, we can ensure all learners possess the necessary skills and knowledge to thrive in a digital world. Furthermore, a commitment to equity and access ensures that all learners have the tools and resources needed to fully participate in this digital learning experience. We acknowledge the potential challenges associated with technology use and will address them by promoting social and emotional learning, data privacy and security awareness, and ethical technology use through discussions on plagiarism, copyright infringement, and online bias. This comprehensive approach empowers learners to become responsible digital citizens and prepares them for success in their future endeavors.

See Appendix C

DIGITAL LEARNING RESOURCES

TIER 1

Standard Core System Tools

Forming the foundation of our digital learning ecosystem are Tier 1 resources. These resources have been reviewed to meet the district's data privacy standards. This ensures the highest level of protection for student, family, and staff data. As district-wide, approved tools, Tier 1 resources are supported at the school district level.

Examples: Google Workspace for Education, Schoology, Seesaw, McGraw Hill, i-Ready, and Fastbridge

TIER 2

School/Department-Approved

Schools and specific departments within the district have the autonomy to adopt additional digital resources, categorized as Tier 2. These resources go through a vetting process to confirm they adhere to the district's data privacy standards. The school or department that implements a Tier 2 resource takes responsibility for providing support to users.

Examples: Edpuzzle, PBIS Rewards, Flip, Canva, Securly Pass, and Securly Classroom

TIER 3

Teacher-Selected Classroom Tools

These are digital resources that have NOT been vetted through our district adoption process to ensure data privacy for learners, staff, and families. These resources are chosen by individual teachers with approval from their school leadership. The teacher is responsible for reviewing the data privacy practices of these tools. Transparency is key, so families are informed whenever a Tier 3 tool requires student login or account creation. Furthermore, families have the right to opt-out of their child using any Tier 3 tool.

The St. Cloud Area School District utilizes a tiered system to categorize digital learning resources based on their approval process and data privacy protocols. This system ensures a balance between providing teachers with flexibility in choosing instructional tools and safeguarding student data.
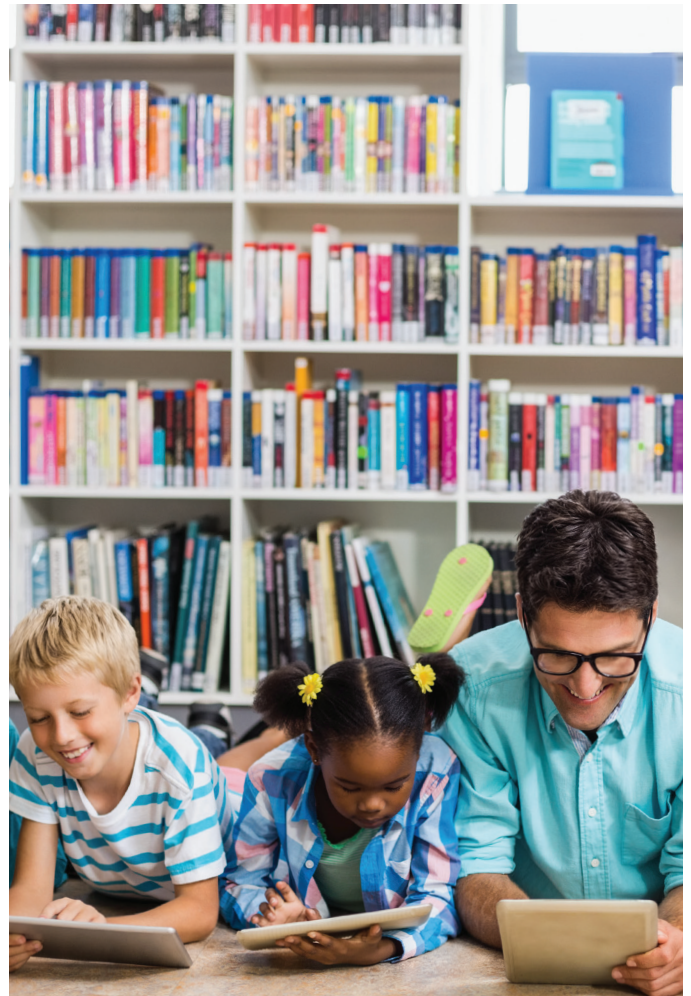
UNLOCKING POTENTIAL
A Roadmap for Digital Learning

St. Cloud Area Schools' Digital Learning Plan is built on the foundation of our core values. This plan ensures equitable access to high-quality digital learning experiences that engage and empower all learners. By providing technology that meets diverse needs and learning styles, this plan fulfills our commitment to equity and empowers learners to take ownership of their learning journey. Furthermore, the plan incorporates diverse perspectives and fosters collaboration between educators, families, and the community, reflecting our belief in the importance of shared goals and lifelong learning.

This plan positions St. Cloud Area Schools as a leader in digital learning. Technology will transform classrooms, offering learners rich learning experiences and fostering the development of essential skills. However, to unlock the full potential of this plan, we acknowledge the need for ongoing support. Targeted professional development, clear expectations, and data-driven decision-making will be crucial in overcoming challenges and ensuring a successful implementation across all grade levels.

By working together, we can create a dynamic and inclusive learning environment where all learners are inspired, engaged, and prepared to thrive in the 21st century. This Digital Learning Plan serves as a roadmap for this exciting journey, and our commitment to continuous improvement ensures St. Cloud Area Schools remain at the forefront of providing a world-class education that empowers every student to reach their full potential.

THANK YOU

St. Cloud Area School District 742 would like to thank the following members of the Digital Learning Task Force for their commitment and thoughtful efforts developing this Digital Learning Plan. Their work over the past few months has been instrumental in shaping the future of digital learning for this school community.

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APPENDIX A

Measuring Success of Digital Learning

Goal 1: Align Technology Integration with Learning Outcomes

Action: Analyze data (quantitative & qualitative) to identify the level of technology integration (SAMR model) across different learning activities.

Target: Increase the percentage of learning activities that reach Modification and Redefinition levels in the SAMR model.

Success Indicator: Growth in student performance data specifically linked to activities using higher SAMR levels.

Goal 2: Enhance Student Engagement & Achievement Through Technology

Action: Utilize student feedback to identify preferred and impactful uses of technology.

Target: Increase student responses, indicating technology helps them learn, achieve specific goals, and stay engaged.

Success Indicator: Positive trends in student surveys about technology's role in their learning and performance improvement.

Goal 3: Foster a Collaborative Culture of Digital Learning

Action: Conduct focus groups with teachers and administrators to identify challenges and support needs for technology integration.

Target: Increase teacher and administrator responses reflecting confidence in using technology effectively and a desire for continued improvement.

Success Indicator: Collaborative development of solutions to address challenges, along with increased requests for resources and professional development around digital learning.

APPENDIX B

Professional Learning for Effective Technology Integration

Goal 1: Empower Educators with Confidence in Technology Integration

Action: Offer varied and accessible professional development (PD) options, including asynchronous learning, choice PD, and tiered support systems.

Target: Increase teacher responses indicating confidence in using technology effectively in their classrooms.

Success Indicator: Growth in teacher participation in PD opportunities and a decrease in support tickets related to basic technological skills.

Goal 2: Cultivate Competency in Diverse Technology Platforms & Tools

Action: Provide training across key areas like SMART Boards, LMS platforms (Educlimber & SeeSaw), Classroom Management tools (Securly/Apple Classroom), Student Information System (Skyward), and Curriculum-Based Assessments (CBAs).

Target: Increase teacher proficiency in using targeted educational technologies to enhance instruction and assessment.

Success Indicator: Improved teacher performance on assessments related to specific technology skills and increased use of technology tools in lesson planning and delivery.

Goal 3: Foster Collaboration & Knowledge Sharing Among Educators

Action: Incorporate peer observation opportunities, mentor-mentee programs, and designated technology integration specialists (Digital Learning Mentors & Innovation Coaches) within the PL program.

Target: Increase collaboration between educators focused on technology integration best practices.

Success Indicator: Growth in participation in peer observation and mentorship programs, alongside an increase in teacher-to-teacher support related to technology use in the classroom.

APPENDIX C

Preparing Learners for a Digital Future: A Multi-Faceted Approach

Goal 1: Build a Strong Foundation in Core Digital Literacy

Action: Implement a grade-level progression for core skills like keyboarding, operating systems navigation, file management, information literacy, and digital citizenship.

Target: Increase student proficiency in foundational digital literacy skills as measured by standardized assessments or teacher observations

Success Indicator: Improved student performance on assessments related to core digital literacy skills and increased confidence demonstrated in using technology independently.

Goal 2: Cultivate Technology Fluency & Collaboration Skills

Action: Integrate technology fluency across all subjects, providing opportunities for learners to utilize software applications, manage devices, and collaborate online.

Target: Increase student ability to use various technology tools effectively for learning tasks and collaboration in online environments.

Success Indicator: Growth in student use of technology tools for research, presentations, communication, and teamwork projects, as demonstrated in student work and classroom observations.

Goal 3: Foster 21st Century Skills for the Digital World

Action: Incorporate activities that promote critical thinking, creativity, problem-solving, and lifelong learning within the digital learning framework.

Target: Increase student ability to demonstrate critical thinking, creativity, and problem-solving skills while utilizing technology.

Success Indicator: Improved student work showcasing higher-order thinking skills, innovative solutions, and effective problem-solving approaches using digital tools.