

Louisiana Believes

**Embedding Digital Literacy
September 2016**

Welcome

Objective: Participants in this session will:

- Consider district plans to ensure digital literacy
- Utilize guiding questions from a principal resource to evaluate school-level implementation
- Plan for related parent communication

Agenda

- Defining digital literacy
- Evaluating district implementation
- Preparing school leaders to measure implementation
- Case studies
- Communicating with parents

Defining Digital Literacy

Transitioning to Technology

In 2016–2017 grades 3–8 will complete the transition to computer-based tests, with a paper option remaining for grades 3 and 4. End-of-Course (EOC) exams will also move to this same platform. A smooth transition to online testing requires that a number of factors be addressed within schools and districts. These factors fall within three main work streams: digital literacy, technology readiness, and assessment administration preparation.

Work Stream	Description	Responsible Parties
Digital Literacy	Regular authentic incorporation of technology within classroom instruction	Instructional leaders, principals, curriculum directors, teachers
Technology Readiness	Purchasing and evaluating devices, measuring network capacity, and general maintenance and of related systems	Technology coordinators
Assessment Administration Preparation	Assessment platform-specific installations and configurations, logistics, training of testing staff	Technology and test coordinators

Digital Literacy

Digital literacy is the ability to use technology to find, evaluate, create, and communicate information. [The Guide to Digital Literacy](#) presents guidelines for teachers as they support their students in learning to use technology.

Skills are noted as introductory and mastery at each grade level and organized into seven specific categories:

- Basic Computer Operations
- Word Processing
- Spreadsheet (Tables, Charts, and Graphs)
- Mathematical Applications
- Presentation and Multimedia Tools
- Acceptable Use, Copyright, Plagiarism, and Online Safety
- Research and Information Gathering
- Communication and Collaboration

LEGEND			
O	I	R	M
Optional at this grade level	Introduce the concept	Reinforce the concept	Master the concept

What Grade?

[The Guide to Digital Literacy](#) defines skills as optional, introduced, reinforced, or mastered by grade level. Use the guide to determine the instructional level and grade of each of the following

Skill	Instructional Level	Grade Level
Turn on a computer and log in	Introduced	
	Reinforced	
	Mastered	
Keyboarding: - Locate and use correct finger for space, return, and shift - Gain proficiency and speed in touch typing	Optional	
	Introduced	
	Reinforced	
	Mastered	
Use the comment function in Review for peer editing of documents	Optional	
	Introduced	
	Reinforced	
	Mastered	

What skills would build on the ones listed here? At what grade level?.

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Skill	Instructional Level	Grade Level
Turn on a computer and log in	Introduced	Kindergarten
	Reinforced	Grade 1
	Mastered	Grade 2
Keyboarding: - Locate and use correct finger for space, return, and shift - Gain proficiency and speed in touch typing	Optional	Kindergarten
	Introduced	Grade 1
	Reinforced	Grade 2
	Mastered	Grade 3
Use the comment function in Review for peer editing of documents	Optional	Grade 2
	Introduced	Grade 3
	Reinforced	Grade 4
	Mastered	Grade 5

Measuring School Implementation

Planning for Digital Literacy

In order to gauge school implementation of digital literacy district and school leaders should be asking themselves some basic questions.

Digital Literacy:

- How is technology being authentically embedded into instruction in 2016-2017 on a regular basis?
- How can teachers requiring support with technology be identified?
- What is the plan for supporting teachers that may need assistance in making this transition?
- What is the plan for supporting students in acquiring grade appropriate technology skills?
- What methods are being used to communicate both the transition to online assessments and the importance of digital literacy to parents?
- What resources (e.g., hardware, software, training, and curricular) can be used to support digital literacy in 2016-2017?

Key Next Steps:

- Utilize local or state contracts for keyboarding instructional software (e.g., Mavis Beacon)
- Share the [Digital Literacy Guidance](#) document with leaders and teachers in September if it has not already been shared
- Plan for technology to be embedded within instruction on a regular basis
- Support teachers in embedding technology within instruction

Preparing School Leaders

School Leaders and Digital Literacy

Purpose

In today's society, it is critical for students to be able to use the vast amount of technology available to them. Computer literacy will provide students with skills they need to succeed in the technological age. The purpose of the Leader's Guide to Digital Literacy is to support districts and schools in building students' digital literacy by authentically incorporating technology into instruction at every grade level.

Using this Resource

This presentation includes guiding questions and resources including the Digital Literacy at a Glance walk through checklist for leaders as they support their teachers in authentically incorporating technology into instruction. This should not dictate when all the ways that technology is being used in a school. However, leaders may find this useful in guiding instructional choices.

Appropriate Grades and Content Areas

Digital literacy should begin in early childhood and can be included in every content area.

Resources:

The [Digital Literacy Guidance](#) provides recommendations on grade appropriate skills. The Guidebooks 2.0 provide specific extensions for lessons that include approaches to increase digital literacy.

Guiding Questions:

When and how are students building digital literacy in my school?

- Are students being explicitly taught skills (e.g., keyboarding classes)?
- Are students also engaging in authentic practice of the skills within content classes (e.g. completing the writing process using web tools, utilizing web tools to engage in math lessons and practice)?

Are there additional opportunities for student engagement?

- How can every grade level receive grade-appropriate explicit instruction?
- How can digital literacy be authentically imbedded in more content areas?

Using the Digital Literacy at a Glance Resource

The Digital Literacy at a Glance walk through checklist should be used by instruction leaders as they support their teachers in authentically incorporating technology into instruction. The checklist includes digital literacy skills by grade span that should be authentically integrated into instruction on a regular basis.

Supporting Teachers in Making the Transition

Some teachers will be more comfortable in incorporating technology than others. However, not including digital literacy in every class can result in discrepancies between groups of students in skill acquisition.

Guiding Questions:

Are there teachers that are especially strong in utilizing technology and guiding students in using technology?

- How can these teachers with strong technology skills support other teachers?
- Are there methods that these teachers are using that can be easily transferred to other classes and/or content areas?

Are there teachers that are not technology literate?

- What support can be provided to these teachers to build their skills?
- What resources exist within the district or school that can be used to build their skills (e.g., tutorials on using applications)?
- Can these teachers be paired with strong digital literacy teacher mentors?

Case Studies

Ms. Smith's English Class

Ms. Smith is having her fifth grade students complete a writing assignment. Students will engage in a writing process that includes brainstorming, drafting, rounds of feedback, and final publication.

Using the [Digital Literacy Guidance](#), how can Ms. Smith authentically embed technology within this process?

How might this look different in a higher grade? How might this look different in a lower grade?

Ms. Smith's English Class Strategies

Ms. Smith is having her students complete a writing assignment. Students will engage in a writing process that includes brainstorming, drafting, rounds of feedback, and final publication.

Using the [Digital Literacy Guidance](#), how can Ms. Smith authentically embed technology within this process?

- Ms. Smith will have students draft their assignments in Google docs or a shared drive.
- Students will provide feedback to each other within the web-based documents using comments and suggested edits.
- Students will utilize the feedback provided by their peers to revise their drafts.
- Ms. Smith will use the web-based tools to provide additional feedback.
- Students will finalize and publish their final products.

What grade levels might implement each of these strategies? How might these strategies be adapted to higher or lower grade levels?

[Example Video](#)- Blogging in the grades 5-8 ELA classroom

Mr. Brown's Math Class Strategies

Mr. Brown struggles with how to differentiate his instruction to include math remediation for those needing it. He also would like his students to access EAGLE and other online resources more often but only has five computers in his classroom. He does not regularly use the computers because there are not enough to allow the entire class to use them at once.

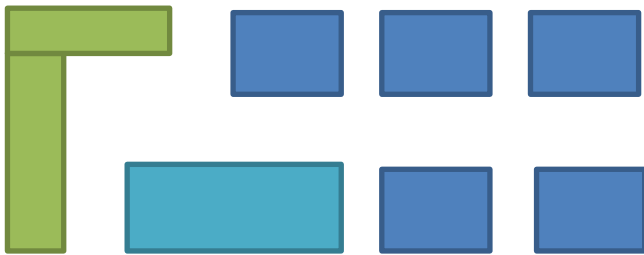
How can Mr. Brown provide remediation and also utilize the technology in his classroom?

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How can Mr. Brown provide remediation and also utilize the technology in his classroom?

- Mr. Brown can utilize station teaching in his classroom ([example video](#)).



- By dividing the classroom into smaller groups with specific station tasks, the students can engage in independent practice or collaborative groups (blue), small group instruction (turquoise), and either remediation or enrichment at the computer station (green).
- Using the [Digital Literacy Guidance](#), what other skills may be more easily implemented within instruction using station teaching? What other content areas may benefit from a similar structure?

Mr Sherred's Physics Class

Mr. Sherred's high school physics class is learning about acceleration. He would like for the students to utilize an online source to learn more about acceleration and engage in related activities.

What digital literacy skills could be imbedded in this particular lesson? Are there ones that could be explicitly taught or modeled as a part of the lesson?

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What digital literacy skills could be imbedded in this particular lesson? Are there ones that could be explicitly taught or modeled as a part of the lesson?

- Students could evaluate teacher- or self- selected Internet resources in terms of their usefulness for research related to acceleration.
- Students could use web browsing to access information
- Mr. Sherred could model using the tools embedded within the website to guide students in their understanding of how technology can be used to support learning ([Example video](#)- first 2.5 min).

How could Mr. Sherred's lesson be modified for other grade levels and content areas? How could it be also be used with other technology-based resources like the Online Training Tools?

Ms. Simmons School Computer Lab

Ms. Simmons is principal at a school with grades 6-8 that has one computer lab for each grade level. This leaves four classrooms sharing one computer lab. Currently, one lab is rarely used while others are monopolized by a single teacher. This leaves many students with limited access to technology on a regular basis.

How can Ms. Simmons ensure that students are accessing technology and that technology is being embedded within instruction on a regular basis?

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How can Ms. Simmons ensure that students are accessing technology and that technology is being embedded within instruction on a regular basis?

- Ms. Simmons should identify why some teachers are using technology more than others.
- Ms. Simmons should set up expectations around incorporating technology into lesson planning and regular use of technology.
- Procedures should be setting up for scheduling computer labs to ensure optimal use of available technology.
- Computer lab management strategies like the ones [here](#) can be shared with all teachers particularly with those that have not bene using the lab previously.

Parent Communications

Parent Communications

In 2015-2016 students in grades 5-8 will transition to online assessments. Parent communications related to this transition should include:

- A definition of digital literacy;
- The importance of digital literacy;
- How technology will be more regularly embedded within instruction on a regular basis in order to build digital literacy skills;
- Descriptions of tools available in the online testing platform;
- A link to the online training tools;
- Resources that parents can use to reinforce digital literacy at home.

An example of a parent communication is available here:

Next Steps

Next Steps

Key Dates	Action
September	Assess digital literacy implementation in your school
September	Share the Digital Literacy Guidance with teachers
September	Identify teachers with strong technology skills and those requiring additional support
September	Use the Digital Literacy Checklist to analyze lessons plans and observe instruction.
September	Utilize technology extensions with Guidebook 2.0
October	Implement strategies to support teachers requiring additional assistance
October	Evaluate lessons plans and provide feedback during walk throughs on how to imbed technology authentically in various content areas and grade levels