DIGITAL LEARNING

EDUCATIONAL TECHNOLOGY PLAN

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DEPARTMENT of EDUCATION
louisiana Believes

CONTENTS

OVERVIEW

As technology has become more commonplace in our communities, across all careers, and our daily lives. It has also become more essential in our schools and classrooms. As a result, it is imperative that our students are empowered through educational technology with learning experiences that will prepare them to succeed. Educational technology, defined as hardware, software, and knowledge to use them effectively, is an essential element of that empowerment. This plan's purpose is to guide educators and leaders across Louisiana to make informed decisions related to educational technology as we work together to improve the future of our students and our state.

This revised educational technology plan is intended to be a guide to inform and influence school systems in crafting their own strategic technology plan. This plan also serves as a guide for school leaders in developing a framework for educational technology integration at the school level. The Louisiana Department of Education developed five strategic goals vital to successful educational technology integration to support student success and achievement.

The efforts of the Louisiana Department of Education are guided by our Believe to Achieve Priorities:

- **Ensure every student is on track to a professional career, college degree, or service.**

- **Remove barriers and create equitable, inclusive learning experiences for all children.**

- **Provide the highest quality teaching and learning environment.**

- **Develop and retain a diverse, highly effective educator workforce.**

- **Cultivate high-impact systems, structures, and partnerships.**

Those priorities inform the following strategic goals:

1. Prepare teachers and educational leaders to effectively integrate technology into high-quality teaching and learning environments.

2. Create and nurture equitable access to high-quality, inclusive learning environments for parents and learners of all ages.

3. Cultivate high-impact systems, structures, and partnerships to provide access and foster continuous learning including facilitating broadband Internet access in every student and educator's home in Louisiana.

4. Provide high-quality teaching and learning environments by ensuring continued availability of effective digital technology for every student, teacher, educational leader, and classroom in Louisiana.

5. Implement programs that facilitate technology fluency so that all students are on track to a professional career, college degree, or enter the workforce.

EDUCATIONAL TECHNOLOGY FOUNDATIONS

If an educational technology integration plan is to have a meaningful impact on student achievement in Louisiana, it must be built upon four key elements which work together to support student learning both in the classroom and at home.
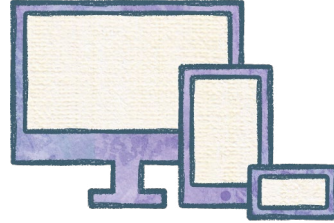
Educator Support

Focus on ongoing professional growth for teachers and educational leaders.

Family Support

Empower and support families to help their children learn using digital tools.

Access to Devices

Provide students and teachers with well-equipped, modern devices.

Access to Broadband

Ensure every student and teacher in Louisiana has safe, reliable Internet service at home and at school.

STRATEGIC GOAL 1

Prepare teachers and educational leaders to effectively integrate technology into high-quality teaching and learning environments.

SCHOOL SYSTEM GOALS	LDOE SUPPORTS
› Adopt and implement systems such as **learning management systems** that facilitate the adoption of new modes of teaching and learning › Provide focused professional development on digital learning for all grade levels › Develop system-wide goals for technology integration and ensure stakeholders and educational leaders understand their roles in achieving those goals › Assign full-time remote learners to teachers who are trained and focused on virtual education. Combining face-to-face and full-time virtual learners in the same class is discouraged › Coordinate school system and school strategic plans and expenditures with adequate initial and ongoing professional learning to increase the return of investment on the purchase of hardware, software, and networking › Promote technology integration through educational leader modeling › Promote interoperability across schools and departments by creating norms for technology use › Support teachers through professional development and incentives	› Make available more digital curriculum choices by driving curriculum vendors to provide more digital options › Foster educator development by supporting the work of internal and external educator development groups › Provide guidance on system-wide educational technology goals and how those goals can be achieved › Provide strategies and resources to support professional development and meaningful technology integration in classrooms and make available high-quality materials to facilitate professional development for teachers and educational leaders › Increase the use of educational data in schools by improving the ease of use of LDOE data repositories › Establish recommended standards and provide guidance on software, including learning management systems and student information systems, to provide high-quality learning environments for all students, teachers, and educational leaders › Implement microcredentials for teachers to signify technology readiness

STRATEGIC GOAL 2

Create and nurture equitable access to high-quality, inclusive learning environments for parents and learners of all ages.

SCHOOL SYSTEM GOALS	LDOE SUPPORTS
› Leverage resources and professional learning to help all staff better understand how to engage parents and families as partners in supporting student learning on and off campus and how digital resources support that learning › Ensure that students and parents receive explicit guidance on how to use school-provided digital devices appropriately › Schedule technology-focused learning events at convenient times where families (parents, grandparents, and others who support children) can learn how to access school-provided digital devices and resources to support student learning and how to promote digital literacy and digital citizenship at home › Provide a platform for parents to track student learning › Implement help desks to support families as they support learning outside the classroom	› Curate and make available resources to help families develop technology proficiencies, such as using and modeling safe use of the Internet, to support their children's learning using digital resources › Provide resources and examples on how to offer parent training › Create resources to support school systems in identifying needs of parents in regards to digital literacy and develop programs to support parent learning › Provide school systems with models on how to implement technology help desks

STRATEGIC GOAL 3

Cultivate high-impact systems, structures, and partnerships to provide access and foster continuous learning including facilitating broadband Internet access in every student and educator's home in Louisiana.

SCHOOL SYSTEM GOALS	LDOE SUPPORTS
› Institute and maintain a cyber posture which aligns with state, federal and/or industry cyber security requirements or guidelines. Provide ongoing professional development and frequent reminders regarding cybersecurity, student privacy, and Internet safety › Ensure every classroom has secure WiFi coverage that provides bandwidth in excess of the needs of the teachers and students › Utilize the E-Rate Program to secure maximum benefits for both upgrading school infrastructure and increasing broadband access. Ensure staff attend E-Rate training opportunities to effectively comply with program requirements › Maintain adequate staffing to ensure a reliable, secure system-wide network › Conduct periodic third-party security audits to ensure network security is maintained › Review insurance policies to ensure adequate cybersecurity coverage and requirements › Develop a continuous learning plan that includes technology integration › Ensure all school system and school buildings have an adequate wired and wireless network to support learning and business objectives	› Partner with the Broadband Office to drive the expansion of **broadband Internet service** to every classroom, home, and business in Louisiana › Provide high-quality Internet safety training resources for systems to use with teachers and families › Curate and make available ongoing information and best practices concerning cybersecurity threats and provide alerts to their network users that are timely, accurate, and actionable. Information and best practices include awareness and training for staff, students, and families regarding cybersecurity, student privacy, and Internet safety to lower the threat from malicious attacks › Ensure school systems have the knowledge and training needed to secure maximum advantage from the ERate program › Provide cyber audit and risk mitigation guidance and example plans that school systems can utilize

STRATEGIC GOAL 4

Provide high-quality teaching and learning environments by ensuring continued availability of effective digital technology for every student, teacher, educational leader, and classroom in Louisiana.

SCHOOL SYSTEM GOALS	LDOE SUPPORTS
› Establish inventory and device-tracking systems that ensure all devices can be tracked and inventoried with all necessary data	› Establish funding programs that ensure systems can maintain perpetual maintenance of more than one Internet-connected device per student
› Provide adequate staffing to ensure device repairs and replacements are completed quickly enough to prevent any impact on student learning	› Work with technology vendors to ensure availability of high-quality, age-appropriate technology at prices that ensure systems will be able to maintain a **1:1 student-to-device ratio**
› Ensure adequate IT staffing to support business operations and educational needs of teachers and students based on staffing support ratios or IT service level agreement	› Provide guidance on suggested software and hardware standards for students, teachers, and educational leaders. This guidance should account for student age, curriculum, and needs specific to each student
› Ensure every student and teacher has a high-quality, well-equipped device available that is appropriate for his or her specific needs that is accessible both at home and at school	› Provide guidance on classroom fixtures and equipment that will assist school systems in the creation of high-quality teaching and learning environments
› Ensure each classroom is furnished and equipped to meet the specific needs of the learners who will occupy the learning environment	› Implement the **Tech Readiness Endorsement for Instructional Materials** to ensure curriculum materials support technology integration in the classroom
› Secure adequate local budget allocations that ensure systems can maintain at least one Internet-connected device per student, teacher, and staff member with appropriate spares and replacements and necessary peripherals	› Provide guidance and examples on what IT/EdTech staffing should look like including roles and responsibilities
› Ensure all technology purchases should include adequate budget allocations for professional development to yield a high return on investment of those purchases	› Provide guidance for best practices for Implementing and sustaining high quality hybrid and virtual learning programs
› Assistive Technologies (AT) are available to support all learners who need them to access grade-level content and master expected learning outcomes, especially but not limited to learners with mandated accommodations	
› School system and school leaders collaborate with building personnel, IT staff, and teachers to ensure every physical and virtual learning space is furnished and equipped to meet the specific needs of the learners who will utilize the learning environment	

STRATEGIC GOAL 5

Implement programs that facilitate technology fluency so all students are on track to a professional career, college degree, or workforce.

SCHOOL SYSTEM GOALS	LDOE SUPPORTS
› Ensure teachers and educational leaders are familiar with, model and monitor the integration of **Digital Literacy Guidance** across all grade levels, content areas, and learning environments so that students develop appropriate grade-level technology proficiencies embedded in activities designed to help them master desired academic and social learning outcomes › Provide learning opportunities that allow learners to leverage digital technologies to create and share new knowledge and information and to address problems and phenomena that are aligned to expected content outcomes › Ensure that students use digital technologies and content to promote deeper levels of learning that lead to significant learning transfer (e.g., deeper learning, authentic intellectual work, rigorous and relevant learning, etc.) › Ensure school schedules include appropriate time for instruction in age-appropriate technical proficiency	› State, school system, and school educators collaborate with K-12 and higher education institutions, business and industry and their organizations, and military representatives to determine and promote the authentic use of technology based on the needs of college, careers, and service. Clear descriptions of fluency and proficiency that evolve as technology use evolves are incorporated into the **Digital Literacy Guidance** › Foster stronger Computer Science standards and programs throughout Louisiana › Work with industry partners to provide pathways that facilitate technology fluency and create opportunities for students › Provide educational technology integration professional development and resources

RESOURCES

Addressing the Digital Divide for Home-Based Learning

» List of overall resources from the TNPT related to internet and device access, and with a few specific options for schools and school systems to consider

Distance Learning Resources

» List of resources provided by the State of Louisiana Board of Regents to assist with distance and online learning connectivity

Home Access Playbook - Office of Educational Technology

» Strategies provided by the US Department of Education for leaders working to bridge the digital divide for students

Louisiana's Data Governance and Student Privacy Guidebook

» LDOE guidance on how school systems can utilize student data safely and effectively

Parent and Family Digital Learning Guide - Office of Educational Technology

» Resource provided by the US Department of Education for parents to help parents and guardians as they work with their student, your student's teachers, and school leaders to prepare your student for success in digital learning

Talking to parents about digital learning

» Support from ISTE (International Society for Technology in Education) on how to communicate with parents and guardians on student technology use

Continuous Learning to support students with disabilities

» Suite of resources provided by the LDOE to support continuous learning for students with disabilities.

GLOSSARY

HIGH-QUALITY TEACHING AND LEARNING ENVIRONMENTS

A safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted. The teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction.[1]

HIGH-IMPACT SYSTEMS

A united effort from all state and school system departments to focus on the student experience. Decisions are made first and foremost with students' best interests as the priority.

TECHNOLOGY FLUENCY

One who navigates programs or apps quickly, completing tasks correctly and deliberately. They demonstrate an ability to make effective choices and use the tools to advance their understanding and communication. They possess the ability to manipulate, transform and move information across various media and platforms.[2]

LEARNING MANAGEMENT SYSTEMS

A software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs.

MICROCREDENTIALS

A micro-credential is a short, competency-based recognition that allows an educator to demonstrate mastery in a particular area. NEA micro-credentials are grounded in research and best practice and designed to be:

• **Personalized:** You can create your own learning journey, based on your interests and career goals; gaps in your skills; and the specific needs of your students, school, and school system.

• **Flexible:** You can study when it's convenient for you, alone or with your peers.

• **Performance-based:** Unlike "sit-and-get" certifications, NEA micro-credentials are awarded based on demonstrated mastery of the subject matter, not just for showing up.[3]

DIGITAL LITERACY

The ability to use technology to find, evaluate, create, and communicate information. Along with a working knowledge of computer software and hardware, students will benefit from an understanding of a wide range of applications (e.g., word processing, presentations, web-based resources). With software applications becoming so mainstream, it is vital to be fluent in their use when entering the workforce.

DIGITAL CITIZENSHIP

The responsible use of technology by anyone who uses computers, the Internet, and digital devices to engage with society on any level.[4]

ASSISTIVE TECHNOLOGIES

Any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities.[5]

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1   https://education.ky.gov/curriculum/standards/teachtools/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx
2   https://www.edutopia.org/blog/building-tech-fluency-digital-learners-beth-holland
3   https://www.nea.org/professional-excellence/professional-learning/micro-credentials
4   https://www.aeseducation.com/blog/what-is-digital-citizenship
5   https://www.atia.org/home/at-resources/what-is-at/