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DIGITAL LITERACY ROADMAP

Scotts Valley Unified

PREPARED BY

Allison Baumsteiger, Robert Atkinson, Patricia Dyc O'Neal, Lori Gentile

ABOUT SCOTTS VALLEY UNIFIED

SITE OVERVIEW

Scotts Valley Unified is a small school district in Santa Cruz County, serving approximately 2,200 students across two elementary schools, one middle school, and one high school.

DEFINING DIGITAL LITERACY

*Digital Literacy is the confident, safe, and responsible application of technology in order to create, communicate, collaborate, and deepen understanding in order to contribute to future productive communities. *

OUR VISION

*Scotts Valley Unified School District envisions a future where all students, regardless of their background, have equitable access to high-quality digital literacy instruction that prepares them for success in the 21st century. We believe that technology can be a powerful tool for promoting creativity, critical thinking, and collaboration, and we are committed to using it in ways that are ethical, responsible, and inclusive. To achieve this vision, our district has developed a three-year roadmap that focuses on three key areas: **equity, instruction, and professional development.***

Equity: *We recognize that not all students have equal access to technology or the internet, and we are committed to closing the digital divide. We will work to provide all students with the tools and resources they need to succeed in a digital*

world, including access to devices, internet connectivity, and software. We will also ensure that our digital literacy curriculum is accessible to all learners, regardless of their abilities or learning styles.

Instruction: We believe that effective digital literacy instruction goes beyond technical skills and includes a focus on ethical, responsible, and inclusive use of technology. Our district will provide opportunities for students to develop these skills through project-based learning, real-world applications, and collaboration with their peers. We will also work to engage parents, administrators, and the greater community in conversations about digital literacy and its impact on our students.

Professional Development: Our district will provide ongoing professional development opportunities for teachers to enhance their digital literacy skills and integrate technology effectively into their instruction. We will also prioritize the use of evidence-based practices to ensure that our digital literacy instruction is engaging, rigorous, and effective. We recognize that achieving our vision requires the collaboration and support of all stakeholders, including teachers, students, parents, administrators, and the greater community. Together, we will create a learning environment that empowers students to become responsible and ethical digital citizens who are well-prepared for success in the 21st century.

WHERE WE STARTED

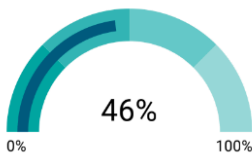
NEEDS ASSESSMENT

Selected Submission



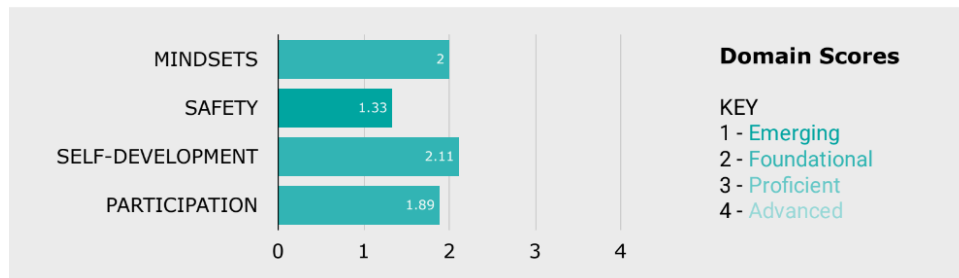
Digital Literacy Self-Assessment Report

Scotts Valley USD



Overall Score: Foundational

You are at the foundational level and are attempting to implement digital literacy at your site, but still need growth and support.



Mindsets

Foundational

You are at the foundational proficiency level for digital literacy mindsets. At this level, you are attempting to implement digital literacy mindsets at your site, but still need growth and support. Digital literacy mindsets include students and staff being able to operate the technologies required for their roles as well as express willingness to explore, test and adopt new technologies. Examples of digital literacy mindsets include:

- Students and staff can create, edit, copy and move digital files.
- Students and staff use a variety of digital tools.
- As a site, a priority is placed on prioritizing the digital proficiency of staff and students.

Self-Development

Foundational

You are at the foundational proficiency level for digital literacy self-development. At this level, you are attempting to implement digital literacy self-development at your site, but still need growth and support. In self-development, students and staff know how to use technology to improve their skills, research answers and increase their personal productivity. Other examples of self-development in digital literacy include:

- Identifying, locating and evaluating the best technology resource to support a task.
- Students and staff understand how to create something new by mixing different types of content.
- Students and staff understand how to create something new by mixing different types of content.

Safety

Emerging

You are at the emerging proficiency level for digital literacy safety. At this level, you are just at the beginning of your implementation journey. Digital literacy safety focuses on students and staff being aware of potential online and digital threats, security, and privacy. They are aware and actively able to vet false information from true information via digital media, and also able to balance their time in the digital and physical world. Other examples of safety include:

- Students & staff know how to protect themselves from unwanted and malicious online encounters and materials (e.g. spam messages, identity theft e-mails).
- Staff and students use strategies to evaluate online sources to determine credibility.
- Staff and students are aware of laws and policies which provide guidance on how digital spaces can be used for expression (i.e., Copyright).

Participation

Foundational

You are at the foundational proficiency level for digital literacy participation. At this level, you are attempting to implement digital literacy participation at your site, but still need growth and support. Digital literacy participation focuses on individuals using technology to appropriately and effectively communicate and connect with the world beyond the classroom. Further examples of participation in digital literacy include:

- Expressing your thoughts and ideas using multiple methods.
- Utilizing technology to respond, extend learning, provide feedback and engage with a global audience.
- Using technology to help solve problems in your community and beyond.



The subject of Digital Literacy is large and might feel overwhelming, but ShiftEd has shown us a path forward to building these skills for our students, our staff, and our community. This assessment tool provided us with the necessary foundation upon which to build our shared vision of digital literacy.

WHERE WE ARE GOING

DIGITAL LITERACY ROADMAP

EQUITY

Safety

ACTIONS	YEAR ONE	YEAR TWO	YEAR THREE
Host regular parent education nights on appropriate technology use at home: screen time management, digital footprint, cyberbullying, etc.	Host 1 event	Host 2 events	Host 3 events
Establish and deliver a clear message for why digital literacy is important to our partners (family, students, educators, community, staff).	50% partner awareness	75% partner awareness	100% partner awareness

Participation

ACTIONS	YEAR ONE	YEAR TWO	YEAR THREE
Students will have access to wifi at home.	90% of families	95% of families	100% of families
Ensure stakeholders have device access at home, with chrome browser.	Year 1 Goal: 80% of students	Year 2 Goal: 90% of students	Year 3 Goal: 100% of students
Create a database of digital tools used by educators/staff.	Build a database.	Introduce database to staff	Ensure proficiency/uti lization

Self-Development

ACTIONS	YEAR ONE	YEAR TWO	YEAR THREE
All students have the necessary technology to be successful	Analyze data from needs assessment and	Implement District tech plan and	Implement District tech plan and assess

	update the District tech plan in order to meet future goals.	assess effectiveness through continued needs assessment.	effectiveness through continued needs assessment.
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Equity Resources:

- [Common Sense Education Digital Citizenship Curriculum](#): This curriculum provides lessons and resources for teaching digital literacy and citizenship to students. It also offers reviews and ratings of digital tools for educators and students.
- [Common Sense Media](#): Provides age-appropriate ratings and reviews for movies, TV shows, books, and games. Also offers articles, videos, and lesson plans for teaching digital citizenship.
- [Graphite](#): A platform for educators to find and share digital tools and resources for the classroom.
- [Digital Literacy Resources for Teachers and Educators](#): This website provides a collection of digital literacy resources for educators and teachers to help them teach digital literacy skills to their students.
- [EdTech Digest](#): A platform featuring resources and insights on EdTech tools and trends in the education industry.
- [EdSurge Product Index](#): A comprehensive database of EdTech products and services used by educators.
- [Google Meet](#): A video conferencing app that allows users to connect with others remotely
- [Google Drive](#): A file storage and synchronization service that allows users to store and share files in the cloud
- [Google Sheets](#): A cloud-based spreadsheet application that can be accessed from anywhere with an internet connection and a web browser
- [Cyberwise](#): Provides resources and advice for promoting digital literacy and safety for families and educators.
- [ConnectSafely](#): Provides advice and resources for staying safe and smart online.
- [Family Online Safety Institute](#): Provides resources and tools for promoting safe and responsible online behavior for families, educators, and industry leaders.
- [National Association for Media Literacy Education](#): Provides resources and support for teaching media literacy and digital citizenship.
- [Digital Learning Asset Library](#): A library of free, high-quality digital educational resources for K-12 students.

INSTRUCTION

Safety

ACTIONS	YEAR ONE	YEAR TWO	YEAR THREE
Digital citizenship week is celebrated by staff and students	50% of staff and students	75% of staff and students	100% of staff and students
Create a bank of short lessons and activities that support the scope and sequence/digital citizenship week to be used by teachers and students at our site.	Curate and edit digital literacy resources TK-12	Launch district-wide digital resource collection	Continue to curate, update, and assess resources
Create and/or utilize a scope and sequence to ensure that all students get instruction in digital citizenship, online safety, digital footprints, password safety, etc.	Create in committee, start to pilot	Pilot Scope and Sequence	Adoption of Scope and Sequence

Participation

ACTIONS	YEAR ONE	YEAR TWO	YEAR THREE
Develop a beginning of the year lesson sequence for all student-facing platforms, K-5	Develop list of platforms and develop lesson sequence to support usage	Pilot lesson sequence (1 teacher per grade level) and ask for teacher input	Using teacher input, update and adopt sequence
Students are trained in creating multimedia presentations	Incorporate into scope and sequence	Pilot lesson sequence (1 teacher per grade level) and ask for teacher input	Using teacher input, update and adopt
Students will develop digital portfolios to follow them through their academic lives, TK-12.	Research and plan implementation.	Pilot digital portfolios	Train staff and adopt digital portfolios district-wide
Students understand the important components of an email for professional or academic purposes.	Develop a short lesson for 5th grade teachers to implement	Develop a short lesson for 4th grade teachers to implement	Develop a short lesson for 3rd grade teachers to implement
Students can create a digital folder and share to	Incorporate into	Pilot lesson	Using teacher

a cloud-sourced system (e.g. Google Drive, Microsoft OneNote, Evernote, etc).	scope and sequence	sequence and ask for teacher input	input, update and adopt
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Instructional Resources:

- [Box](#): Cloud storage and file sharing service for businesses and enterprises
- [Dropbox](#): Cloud storage and file sharing service for individuals and businesses
- [Evernote](#): Note-taking app that also offers web clipping and cloud-based storage
- [Microsoft OneNote](#): Digital note-taking application for capturing and organizing information
- [Google Drive](#): Cloud storage and file sharing service provided by Google
- [How to Write a Formal Email](#): This resource provides a step-by-step guide for writing a formal email, explaining the purpose of each component of the message and offering examples of effective phrasing.
- [Professional Email Writing Guidelines](#): This resource provides an overview of the basic components of a professional email, such as the greeting, introduction, body, and closing, and provides examples of each section.
- [Weebly](#): Website builder to create digital portfolios
- [Google Sites](#): Website builder to create digital portfolios
- [Seesaw](#): Digital portfolio tool for students, teachers, and families
- [Digital Citizen Lessons](#): A comprehensive scope and sequence for teaching digital citizenship in the classroom.
- [Digital Citizenship Curriculum](#): A complete digital citizenship curriculum for K-12 students.
- [Mixing Text and Images: Combining Text and Graphics for High-Impact Visuals](#): A tutorial that guides students on how to mix text and images to create high-impact visuals for presentations and other purposes.
- [Edutopia Digital Citizenship Resources](#): Articles, videos, and activities from Edutopia to teach digital citizenship.
- [ISTE Digital Citizenship](#): A comprehensive guide to teaching digital citizenship to students, including lesson plans and resources.
- [Google's Be Internet Awesome](#): Interactive games and activities for students to explore online safety and digital citizenship.
- [BrainPOP](#): Animated videos and quizzes to teach digital citizenship in a fun way.
- [Common Sense Education](#): Free digital citizenship lessons and resources for K-12 students.
- [Digital Literacy Article](#): Edutopia
- [PBS LearningMedia Back to School Collection](#): A collection of videos, lesson plans, and activities for K-5 students to help them acclimate to the new school year
- [Scholastic Beginning of the Year Activities](#): A variety of fun activities for the beginning of the year, including icebreakers, get-to-know-you games, and team-building activities.
- [Teachervision](#): A collection of resources including lesson plans, activities and printables for K-5 students for the beginning of the school year
- [Digital Citizenship Education](#): Best practices for digital citizenship education
- [Teaching Digital Citizenship](#): Resources for teaching digital citizenship to students
- [Digital Citizenship Curriculum](#): Free digital citizenship curriculum for educators
- [Digital Citizenship Week](#): Official website of Digital Citizenship Week

PROFESSIONAL DEVELOPMENT

Safety

ACTIONS	YEAR ONE	YEAR TWO	YEAR THREE
Phishing Training	Communicate process to staff (initial email and admin announcement) and implement.	Continue process and expect 50% reduction in clicks	Continue process and expect 80% reduction in clicks

Participation

ACTIONS	YEAR ONE	YEAR TWO	YEAR THREE
Teachers are trained in utilizing technology to differentiate instruction.	Develop list of tech tools in order to provide Tier 1-3 intervention support	Provide training for teachers and staff on tech tools. Ask for teacher input	Continue to provide support with tech tools as necessary.
Staff know who to reach out to if they need support with technology integration.	Make staff aware of tech flow charts for communication and support	Make staff aware of tech flow charts for communication and support	Make staff aware of tech flow charts for communication and support

Self-Development

ACTIONS	YEAR ONE	YEAR TWO	YEAR THREE
Monthly tech tips and/or ideas for technology integration are sent to staff.	Monthly ongoing resources sent to teachers that follow the DEIB calendar. Collect data on teacher engagement.	Monthly ongoing resources sent to teachers that follow the DEIB calendar. Expect 20% increase in engagement.	Monthly ongoing resources sent to teachers that follow the DEIB calendar. Expect 20% yearly increase in engagement.
We have tech leads/power users to provide instructional technology support for teachers.	Ensure all sites have power users that are aware of the position's responsibilities.	Ensure all sites have power users that are aware of the position's	Ensure all sites have power users that are aware of the position's responsibilities

	Develop a list of tech tools and skills that power users will be trained on in order to become "Expert Teacher".	responsibilities. Power users lead beginning of year training on previously defined tech tools and skills.	. Power users lead beginning of year training on previously defined tech tools and skills.
Time is provided for grade and/or subject-like teachers to collaborate around technology integration.	Provide teachers a PD at the beginning of the year so teachers can provide support for each other.	Continue to provide teacher PD during our teacher collaboration time.	Continue to provide teacher PD during our teacher collaboration time.
Our teachers and staff are provided support and training in computer science.	Provide staff with SCCOE resources in order to implement computer science learning. Continue to offer programs 6-12.	Continue to provide resources and programs and build CS into scope and sequence	Pilot CS lessons (1 per grade level).
ChatGPT and AI	Develop and implement PD on how utilize AI tools for learning and instruction	Continue to support use of AI effectively and responsibly	Continue to support use of AI effectively and responsibly
Teachers understand how to integrate the use of technology tools within the study of a particular content area.	Collect a list of tech tools by subject and grade level.	"Expert Teachers" to lead workshops during Tech PD. Create a workshop library to be available for ongoing support.	"Expert Teachers" to lead workshops during Tech PD. Create a workshop library to be available for ongoing support.

PD Resources:

- [ISTE](#): Offers professional development opportunities such as webinars, workshops, and certifications for integrating technology into the classroom.
- [ISTE](#): International Society for Technology in Education offers resources, advice and professional development opportunities.
- [PBS LearningMedia](#): Offers free digital resources on various subjects, including social studies, science, and the arts, for K-12 educators.
- [Google for Education](#): Provides resources and training on how to use Google tools such as Google Classroom, Google Docs, and Google Meet in the classroom.

- [**Khan Academy:**](#) Offers online courses and resources for teachers to integrate technology into their lessons, including tutorials on programming, computer science, and more.
- [**EdTechTeacher:**](#) Provides professional development training, workshops, and courses on how to integrate technology into the classroom.
- [**EdSurge:**](#) EdSurge provides news, analysis, and resources to help education decision-makers navigate the rapidly-changing world of education technology.
- [**eSchool News:**](#) eSchool News covers the latest news, trends, and resources in K-12 education technology.
- [**EdTech Magazine:**](#) EdTech Magazine provides insights, news, and resources for IT and education professionals to manage the technological transformation of schools and districts.
- [**Edhesive:**](#) Online computer science education platform providing teacher training and curriculum resources.
- [**CSTA Standards:**](#) Computer Science Teachers Association standards for K-12 computer science education..
- [**Code.org Professional Learning Programs:**](#) Professional development courses for K-12 teachers to learn computer science education.
- [**EdTechTeam Teacher Leader Certification:**](#) Offers a certification program for teachers to become EdTech leaders and learn about technology integration
- [**Common Sense Media - Professional Development:**](#) Offers Professional Development for teachers to learn about technology integration and digital citizenship
- [**Education World:**](#) A collection of resources and articles related to utilizing technology to differentiate instruction.
- [**EdTechTeam:**](#) A global network of educational technologists providing training and consulting services for educators and schools.
- [**Tech & Learning:**](#) Online news source and publication for edtech leaders and educators.

MONITORING THE ROADMAP

ACTIONS	TIMELINE	PERSON(S) RESPONSIBLE
<i>Presentations to Admin & Staff</i>	<i>Beginning of Year</i>	<i>Technology and Curriculum Committee</i>
<i>Increase Technology and Curriculum Committee</i>	<i>Beginning of Year</i>	<i>Director of Business & Tech</i>
<i>Presentations to Board Members</i>	<i>End of the Year</i>	<i>Technology and Curriculum Committee</i>
<i>Develop Year 1 Project Plan</i>	<i>September</i>	<i>Project Manager</i>