

# Technology for Digital Learning

# Parent & Community Workshop April 25, 2023

**Objective**: Provide an overview of aspects of the district's digital learning program, including technology-infused instruction, information technology literacy (with new NJSLS technology standards), and technology education. The discussion will include these modes of instruction, as well as a description of the tools and resources we use in pursuing our goals.



# National Future Ready Framework – 8 Gears

White House Future Ready Summits / Alliance for Excellent Education 2015

The district's Technology Pan for Digital Learning is aligned with the National Future Ready Framework as well as New Jersey Future Ready Certification criteria



### **District Commitment Phase:**

- Superintendent's Future Ready Pledge
- BOE Resolution
- District Self-Assessment

With student learning at the center, a district must align each of the seven (7) key categories, or gears, in order to advance toward successful digital learning:

- 1. Curriculum, Instruction, and Assessment
- 2. Use of Time
- 3. Technology, Networks, and Hardware
- 4. Data and Privacy
- 5. Community Partnerships
- 6. Professional Learning
- 7. Budget and Resources

8. Across the Gears: Collaborative Leadership

![](_page_1_Picture_18.jpeg)

Curriculum, Instruction, and Assessment

- 21<sup>st</sup> Century / Deeper Learning
- Personalized Learning
- Collaborative, Relevant, and Applied Learning
- Leveraging Technology
- Assessment Analytics Inform Instruction

#### • Use of Time

- Flexible Learning, Anytime, Anywhere
- New Pedagogy, Schedules, and Learning Environment for Personalized Learning
- Competency-Based Learning
- Strategies for Providing Extended Time for Projects and Collaboration

#### • Technology, Networks, and Hardware

- Equity and Adequacy of Devices
- Robust Network Infrastructure
- Adequate and Responsive Support
- Formal Cycle for Review and Replacement
- Data and Privacy
  - Data and Data Systems
  - Data Policies, Procedures, and Practices
  - Data-Informed Decision Making
  - Data Literate Education Professionals

#### Community Partnerships

Technology Plan for Digital Learning

2020 - 2023

- Global and Cultural Awareness
- Digital Learning Environments as Connectors to Local and Global Communities
- Parental/Guardian Communication and Engagement
- District and School Brand

#### Professional Learning

- Shared Ownership and Responsibility for Professional Growth
- Divers Opportunities for Professional Learning
- Broad-Based, Participative Evaluation

#### Budget and Resources

- Efficiency and Cost Savings
- Consistent Funding Streams
- Learning Return on Investment

#### Empowered, Innovative Leadership

- A Shared, Forward-Thinking Vision for Digital Learning
- A Culture of Collaboration, Innovation, Capacity Building, and Empowerment
- High Expectations for Evidence-Based Transformations to Digital Learning
- Transformative, Coherent Thinking, Planning, Policies, and Implementation

Each of the key categories contains several elements, for which we have developed district goals & objectives

![](_page_3_Picture_0.jpeg)

Our planning document can be found on the district website:

https://www.voorhees.k12.nj.us/Page/637

in the Technology Guides & Documents section

Links to several of the external plans and standards with which our plan is aligned are there as well

![](_page_3_Picture_5.jpeg)

Digital Learning (technology) planning is very important to us – the current plan is the 10<sup>th</sup> revision since 1991

A description of the planning process for each revision over time is provided in the **Historical Overview** section, so that you may review of our program's evolution

![](_page_4_Picture_2.jpeg)

Technology Plan for Digital Learning 2020 - 2023

> Administration Building 329 Route 73 Voorhees, NJ 08043

> > (856) 751-8446

www.voorhees.k12.nj.us

![](_page_5_Picture_0.jpeg)

The **Mission statement** and **Vision** in the Executive Summary was created in conjunction with our "**Innovation Committee**," a group of teachers, administrators and parents from all schools, following several strategic planning activities

The Evaluation Plan includes a gap analysis performed on data gathered in both the annual NJTRAx Digital Learning survey administration, as well as from the Future Ready – NJ certification process

#### Technology Plan for Digital Learning 2020-2023

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School-Based Action Plans

![](_page_6_Picture_0.jpeg)

## The **Current Environment** portion of the plan offers a thorough description and status update concerning all aspects of our program, including the support structures needed and in place

## Instructional Technology Programs and Initiatives include several and varied modes of instruction

#### Technology Plan for Digital Learning 2020-2023

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Current Instructional Technology Programs and Initiatives: Modes of Instruction

- Information Technology Literacy knowledge and skills related to creativity & innovation; critical thinking & problem solving; communication & collaboration; information & media literacy
- **Technology-Infused Instruction** project-based learning focusing on solving real-world authentic problems, blending technology use in academic content areas
- Technology Education principles of STEM aligned with new NJSLS standards for Computer Science and Design Thinking
- 1:1 iPad Initiative (PreK-8) provides students with tools and resources to create a modern learning environment leading to college and career readiness
- Bring Your Own Device (BYOD) precursor to the 1:1 initiative, but still may be used as a supplement as needed
- Teaching and Learning with Computers (TLC) classroom learning center approach to small group instruction

![](_page_8_Picture_0.jpeg)

Current Instructional Technology Programs and Initiatives: Modes of Instruction - Continued -

- Interactive Large Group Instruction The "electronic chalkboard" presentation method using 75" interactive panels in the classroom and library
- Video-on-Demand standards aligned educational video content available on demand in the classroom or at home
- **Distance Learning / Video Conferencing** collection of products supporting global & cultural awareness, local community outreach, electronic field trips, and access to the otherwise inaccessible resources
- Hybrid/Remote Instruction collection of products and methods that support non-traditional instruction with some or all participants gathering and working while in remote locations
- Assistive Technology the use of adaptive resources to help disabled children meet the goals of their individualized educational programs

![](_page_9_Picture_0.jpeg)

# Technology Plan for Digital Learning

#### Curriculum, Instruction, and Assessment

- 21<sup>st</sup> Century / Deeper Learning
- Personalized Learning
- Collaborative, Relevant, and Applied Learning
- Leveraging Technology
- Assessment Analytics Inform Instruction
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  - Flexible Learning, Anytime, Anywhere
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## The **District Action Plan** is the course

we are taking in pursuit of our mission and vision over a three-year period, with goals and objectives created in each of the 8 categories Curriculum, Instruction, and Assessment Category Includes . . .

![](_page_10_Picture_1.jpeg)

## 21<sup>st</sup> Century / Deeper Learning

- Align curriculum and instruction with the vision for digital learning, creating the expectation that all students will leave the district's educational program better prepared for college or career readiness.
- Promote standards-based content and elements of deeper learning (e.g., critical thinking and decision making, creativity and innovation, bi-directional communication, research and information literacy, and selfdirection).
- Create opportunities for learning that empower all students to experience and master the core understandings related to that content.
- Adopt formal processes to systematically integrate 21st Century skills in support of a deeper learning model as a design feature of all curricula and instruction.

![](_page_11_Picture_1.jpeg)

## **Personalized Learning**

- Leverage technology, a range of digital learning resources to personalize the competency-based learning experience for each student to ensure all students attain mastery.
- Allow students to have a significant degree of control and choice in what, when, and how they learn.
- Tailor the content, pacing, and feedback to the needs of each student, empowering all students with choice, where they regulate and take ownership of significant aspects of their learning.
- Provide all students with the opportunity to do authentic real-world work, collaborating with educators, fellow students, and others outside of the school environment on projects that often (1) involve the creation of knowledge products, (2) foster deep learning, and (3) have value beyond the classroom walls.
- Support student projects through connected teaching that engages other professionals, parents/guardians, and community members as appropriate

Curriculum, Instruction, and Assessment Category Includes . . .

![](_page_12_Picture_1.jpeg)

## **Collaborative, Relevant, and Applied Learning**

- Engage students in collaborative learning communities with peers, teachers, experts, and others outside the school environment.
- Empower students through digital learning environments to do projects that often involve the creation of knowledge products, foster 21st Century skills/deeper learning, and have value beyond the classroom walls.

![](_page_13_Picture_1.jpeg)

## Leveraging Technology

- Set high expectations for evidence-based, digital learning transformations by developing a culture of digital innovation.
- Redesign physical learning spaces and digital learning environments that integrate technology seamlessly into teaching, learning, and assessment.
- Facilitate a transformation that may involve virtual learning, transition from paper to digital, digital citizenship and digital literacy for students, ensuring that students learn in a culture of digital responsibility and ethics.
- Base decisions related to technology, devices, networks, and infrastructure on the learning needs of students in a culture of digital responsibility.
- Ensure that the educators who teach in these digital learning environments have the skills to adopt and adapt to new technologies, using filters that ensure that the use of technology adds value to the learning process.
- Implement metrics to document the schools' academic return on investment.

Curriculum, Instruction, and Assessment Category Includes . . .

![](_page_14_Picture_1.jpeg)

## **Assessment – Analytics Inform Instruction**

- Use technology as vehicles for quality diagnostic, formative, and summative assessments, aligned to the vision for digital learning, and include assessments for all learning standards, 21st Century skills.
- Ensure that student projects involve peer review and revision, as well as self-assessment, empowering them to excel.
- Create mechanisms (i.e., processes and digital environments) that empower staff and students to use data to improve, enrich, and guide the learning process. Educators actively use data to guide decisions related to curriculum, content, instructional strategies, and assessments.

![](_page_15_Picture_0.jpeg)

## Data Source #1:

# NJTRAx Digital Learning and Digital Implementation

School-Based Action Plans are specific to each school's gap analysis findings from NJTRAx digital learning stakeholder survey data in all 8 target areas NJTRAx Digital Learning Readiness and Implementation Scores 2016-2023

Each of our schools is now using the <u>NJTRAx</u> Digital Learning tool (stakeholder surveys) to document their readiness and implementation ratings for digital learning, and we use the Digital Learning framework to assist each school to be ready for digital learning.

### <u>Goals</u>:

- Increase both Readiness and Implementation Scores
- Reduce the Gap between Readiness and Implementation

![](_page_15_Picture_9.jpeg)

![](_page_16_Picture_0.jpeg)

# NJTRAx Digital Learning and Digital Implementation

Each school's individual 100+ page report may be found at https://www.voorhees.k12.nj.us/ Page/89920

![](_page_16_Picture_3.jpeg)

Innovative leadership is critical as schools vision, plan, implement, and assess continually. Successful implementation of digital learning is contingent upon thoughtful staging of policies, leadership, and practices at the school and district levels.

![](_page_17_Picture_0.jpeg)

## 2022-23 NJTRAx Overall Digital Learning Readiness Growth Report

![](_page_17_Figure_2.jpeg)

# NJTRAx Digital Learning and Digital Implementation

Growth in overall digital learning readiness and digital learning implementation has been tracked since the 2015-16 school year, with a hiatus in the past two years due to the impact of the COVID-19 pandemic

> The Digital Learning Readiness Rating is scored on a continuum from Investigating, to Envisioning, Planning, and Staging for implementation. Each of the ratings is based on a scale of 0-10.

	<u> </u>	0	1		<u> </u>			
Investigating		0-3	Envisioning	4-5	Planning	6-7	Staging	8-10

![](_page_18_Picture_0.jpeg)

# NJTRAx Digital Learning and Digital Implementation

Growth in overall digital learning readiness and digital learning implementation has been tracked since the 2015-16 school year, with a hiatus in the past two years due to the impact of the COVID-19 pandemic

## 2022-23 NJTRAx Overall Digital Learning Implementation Growth Report

![](_page_18_Figure_4.jpeg)

A school's implementation rating represents the extent to which digital learning is implemented with students. The Digital Learning Implementation Rating is scored on a scale of 1-10 on a continuum from no/low implementation, to moderate, and then high implementation. Only 5 of the 8 gears are used to calculate the implementation score, since the other three gears do not directly impact students.

No/Low		Moderate		High	
Implementation	0-3	Implementation	4-7	Implementation	8-10

![](_page_19_Picture_0.jpeg)

## Data Source #2:

## School-Based Action Plans are

specific to each school's gap analysis findings from 2018-19 Future Ready Schools New Jersey School Certification Program in all 8 target areas A coalition of NJIT, the NJSBA, and the NJDOE, is a certification program designed to support the organization of schools' and districts' efforts through the national **Future Ready Framework** to best prepare their students for success in the digital age, while fostering and enabling collaboration both within and between schools and districts throughout the state of New Jersey.

![](_page_19_Picture_5.jpeg)

School-Based Participation/Certification Phase:

- School Declaration of Participation Building Principal
- School-Based Future Ready Task Force
- Indicator Evidence Collection, School Narrative, School Video

![](_page_19_Picture_10.jpeg)

![](_page_20_Picture_0.jpeg)

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### Future Ready Schools New Jersey

School FRS-NJ teams conducted a gap analysis using the feedback data provided by the FRS-NJ awards committee for both Bronze and Silver Certification

![](_page_20_Picture_3.jpeg)

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	А	ВСС	D	E	F	G	н	J	к	L	м	N	
1		School Profile	Br	onze Progr	ess Trackir	ng		Bronze Awa	ards Comm	ittee Revie	w Tracking	g	1
2	Official School Name	Osage Elementary School		Leadership	Technology	Education	TOTAL		Leadership	Technology	Education	TOTAL	1
3	Official District Name	Voorhees Township Public Schools	Priority 1 Points Completed	36	27	36	99	Priority 1 Points Completed	36	27	27	90	J
4	Grade Levels Served	K - 5	Min. Priority 1 Points Needed	-12	-9	-12	-33	Min. Priority 1 Points Needed	-12	-9	-3	-24	4
5	Number of Students Served	I 674											
6	Teacher/Student Ratio	1:12	Total Points Completed	95	96	85	276	Total Points Completed	95	88	83	266	ò
7	Graduation Rate	100%	Total Points Needed	-50	-56	-45	-136	Total Points Needed	-50	-48	-43	-126	5
8	Link to School Website	https://www.voorhees.k12.nj.us/osage											
9			Si	Iver Progre	ess Trackin	g		Silver Awards C	committee l	Review Pro	gress Trac	king	1
10				Leadership	Technology	Education	TOTAL		Leadership	Technology	Education	TOTAL	1
11			Priority 1-2 Points Completed	66	51	46	163	Priority 1-2 Points Completed	66	47	46	159	Э
12			Min. Priority 1-2 Points Needed	-18	-21	-10	-49	Min. Priority 1-2 Points Needed	-18	-17	-10	-45	5
13													
14			Total Points Completed	95	96	85	276	Total Points Completed	95	88	83	266	5
15			Total Points Needed	-45	-51	-40	-116	Total Points Needed	-45	-43	-38	-106	ذ
16													
17													
18	Mission Statement	https://drive.google.com/open?id=1SOi7cZFwh_Ra5uJJ	3q6GBDF1cqAa7TBB7HMSF4MJIM	9									
19	Osage Particpation Letter	https://drive.google.com/open?id=10ArH37MhAhk9Weu	IWKogMK1j7U8EXn8db										
20	Osage Narrative	https://drive.google.com/open?id=1Q-NLzc625IKAunaY	Bjetn3qVw3OcFScA		5050 4440 644	455500400500							
21	Usage Video	https://www.voorhees.k12.nj.us/site/default.aspx?PageT	<u>ype=3&amp;ModuleInstanceID=91736&amp;V</u>	iewID=94B66785	<u>-+3+0-41A8-8414</u>	-1E55691D3E9E	<u>=&amp;RenderLoc=0&amp;l</u>	FlexDataID=95559&PageID=5420					

![](_page_21_Picture_0.jpeg)

School Action Plans - we have identified areas to be included in our action planning at the school level based on perceived significance from NJTRAx and FRS-NJ Gap Analysis data

## FRS-MJ Bronze Certification Top Indicators Needing Improvement by School

Indicators	HES	KES	OES	SHES	VMS	Tota!
Student Choice	1	1	1	1	1	5
Student-Driven, Self-Directed	1	1	1	1	1	5
Ongoing Reflection and Refinement	1	1	1	1	1	5
Personal Learning Network	1	1			1	3
Professional Learning to Support Integrated						
Instructional Technology		1		1		2
Professional Learning Plan	1					1
Communicating and Celebrating 21st Century						
Learning			1			1
Computer Science			1			1
Blended Learning					1	1
Flexible Instruction Process				1		1

![](_page_22_Picture_0.jpeg)

**Going Forward**:

# **Digital Schools Star** certification and recognition

- embraces the mindful implementation of effective digital learning and communication tools, resources, and practices
- a commitment that is evident in its mission, culture, classrooms, and interactions with its stakeholders

![](_page_22_Picture_5.jpeg)

![](_page_23_Picture_0.jpeg)

## Digital Schools Star Certification - 12 Actions:

## DIGITAL LEARNING LEADERSHIP

- 1. District Commitment to Digital Learning
- 2. Equitable Access to Digital Learning
- 3. Community Engagement
- 4. District Professional Development Plan

### DIGITAL LEARNING PRACTICES

- 1. Authentic Application of Digital Learning Tools and Content
- 2. Digital Citizenship
- 3. Personalized Learning and Growing Independent Learners
- 4. Professional Growth and Collaboration

![](_page_23_Picture_12.jpeg)

![](_page_24_Picture_0.jpeg)

## Data Source #3:

# 2020 New Jersey Student Learning Standards Computer Science and Design Thinking

Cross-Curricular Core Technology Ideas by Grades 2, 5 & 8

8.1 Computer Science

8.2 Design Thinking

9.4 Life Literacies and Key Skills

![](_page_25_Picture_0.jpeg)

## **Curriculum Crosswalk**

## **Example:** Cross-Curricular Core Technology Ideas by Grade 5

8.1 Computer Science

![](_page_26_Figure_2.jpeg)

Computing devices may be connected to other devices to form a system as a way to extend their capabilities.

Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).

Shared features allow for common troubleshooting strategies that can be effective for many systems.

8.1 Computer Science

6

Networks and the Internet 8.1.5

![](_page_27_Figure_3.jpeg)

■ Information needs a physical or wireless path to travel to be sent and received.

Distinguishing between public and private information is important for safe and secure online interactions.

Information can be protected using various security measures (i.e., physical and digital).

8.1 Computer Science

![](_page_28_Figure_2.jpeg)

The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.

8.1 Computer Science

![](_page_29_Figure_2.jpeg)

Data can be organized, displayed, and presented to highlight relationships

The type of data being stored affects the storage requirements.

Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.

Many factors influence the accuracy of inferences and predictions

8.1 Computer Science

![](_page_30_Figure_2.jpeg)

Programming languages provide variables, which are used to store and modify data.

- A variety of control structures are used to change the flow of program execution (e.g., sequences, events, loops, conditionals).
- Programs can be broken down into smaller parts to facilitate their design, implementation, and review. Programs can also be created by incorporating smaller portions of programs that already exist.
- Individuals develop programs using an iterative process involving design, implementation, testing, and review.

8.2 Design Thinking

![](_page_31_Figure_2.jpeg)

Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.

Often, several design solutions exist, each better in some way than the others.

Engineering design requirements include desired features and limitations that need to be considered.

8.2 Design Thinking

![](_page_32_Figure_2.jpeg)

Societal needs and wants determine which new tools are developed to address real-world problems.

A new tool may have favorable or unfavorable results as well as both positive and negative effects on society.

■ Technology spurs new businesses and careers.

8.2 Design Thinking

![](_page_33_Figure_2.jpeg)

Technology innovation and improvement may be influenced by a variety of factors.

Engineers create and modify technologies to meet people's needs and wants; scientists ask questions about the natural world.

8.2 Design Thinking

![](_page_34_Figure_2.jpeg)

The technology developed for the human designed world can have unintended consequences for the environment.

Technology must be continually developed and made more efficient to reduce the need for non- renewable resources.

8.2 Design Thinking

![](_page_35_Figure_2.jpeg)

![](_page_35_Figure_3.jpeg)

9.4 Life Literacies and Key Skills

![](_page_36_Figure_2.jpeg)

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

9.4 Life Literacies and Key Skills

![](_page_37_Figure_2.jpeg)

![](_page_37_Figure_3.jpeg)

9.4 Life Literacies and Key Skills

![](_page_38_Figure_2.jpeg)

Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.

Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.

Digital identities must be managed in order to create a positive digital footprint.

Digital tools have positively and negatively changed the way people interact socially.

Digital engagement can improve the planning and delivery of climate change actions.

9.4 Life Literacies and Key Skills

![](_page_39_Figure_2.jpeg)

Different digital tools have different purposes.

Collaborating digitally as a team can often develop a better artifact than an individual working alone.

9.4 Life Literacies and Key Skills

Global and Cultural Awareness 9.4.5

![](_page_40_Figure_3.jpeg)

![](_page_40_Figure_4.jpeg)

9.4 Life Literacies and Key Skills

Information and Media Literacy 9.4.5

![](_page_41_Figure_3.jpeg)

Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.

Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.

Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decisionmaking.

Specific situations require the use of relevant sources of information.

![](_page_42_Picture_0.jpeg)

## Atlas Curriculum Management -

Resources for Technology Standards 8.1, 8.2, 9.4

By the End	d of Grade 5	
Strand	Resource	Curriculum Area
8.1.5.CS	BrainPop - Computers	Grade 4 - Science - Unit 3
	BrainPop - Computer Programming	
8.1.5.NI	CommonSense Education - Password Power-Up	Grade 3 - Library - Unit 2
	Common Sense Education - Private and Personal Information	Grade 4 - Library - Unit 2
	BrainPop - Internet	Grade 5 - Library - Unit 2
	BrainPop - Information Privacy	Grade 4 - Science - Unit 3
8.1.5.DA	BrainPop - Data Storage Devices	Grade 4 - Science - Unit 3
	BrainPop - Problem Solving Using Tables	
	BrainPop - Climate Change	
8.1.5.AP	Coding Resources	Grade 3 - Math - Topic 7
	BrainPop - Computer Programming	Grade 4 - Math - Topics 4, 5
	BrainPop - Variables	Grade 5 - Math - Topics 6, 12, 15
	BrainPop - Loops	
8.2.5.ED	BrainPop - Engineering Design Process	Grade 4 - Science - Units 2, 7
8.2.5.ETW	BrainPop - Energy Sources	Grade 4 - Science - Unit 2
	BrainPop - Climate Change	
9.4.5.CT	BrainPop - Computational Thinking	Grade 3 - Science - Unit 4
		Grade 4 - Science - Unit 2
		Grade 5 - Science - Unit 5
9.4.5.DC	CommonSense Education - A Creator's Rights and Responsibilities	Grade 3 - Library - Unit 2
	CommonSense Education - This is Me	Grade 4 - Library - Unit 2
	CommonSense Education - Our Online Tracks	Grade 5 - Library - Unit 2
	BrainPop - Copyright	
	BrainPop - Digital Etiquette	
	BrainPop - Social Media	
9.4.5.IML	CommonSense Education - Is Seeing Believing?	Grade 3 - Library - Unit 6
	CommonSense Education - Reading News Online	Grade 3 - Library - Unit 9
	BrainPop - Media Literacy	Grade 3 - Language Arts - Unit 3

![](_page_43_Picture_0.jpeg)

The **Appendices** in the digital learning plan include lists of the hardware, software and online resources we use for instruction, data management and productivity purposes

### Technology Plan for Digital Learning 2020-2023

Appe	ndices	
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![](_page_44_Picture_0.jpeg)

# **Questions?**

### **Executive Summary**

The Voorhees Township School District has evolved as an organization that recognizes the benefits of providing technology-based initiatives, and it continues to demonstrate a high level of commitment in the implementation of a successful and comprehensive educational technology program. In both instructional and administrative settings, the appropriate selection and configuration of software and hardware resources has truly enhanced the quality of the teaching/learning process and the communication and management of related information.

The district's educational technology mission statement reflects a perception characteristic of the educational community in Voorhees Township that the integration of technology in all academic content areas, the development of information, media and technology literacy skills, and the establishment of a foundation for life-long learning are critical contributors in the success our overall educational program. With both the National and New Jersey Future Ready Framework at its focus, all other areas included in this plan provide the support structures required for the district as an organization to be successful in accomplishing its mission for digital learning.

### Instructional Mission Statement

Strive to meet the unique needs of all stakeholders by providing comprehensive, innovative, and creative instructional programs that prepare lifelong learners to succeed in an ever-changing global society.