



ANOKA-HENNEPIN
SCHOOLS

Anoka-Hennepin Schools Education Technology Plan
July 2023
3-Year Plan

Executive Summary

The last Educational Technology Plan was implemented beginning in 2018 and spanned the timeframe in which the pandemic occurred. The movement to distance learning changed almost all aspects of how technology was used. We moved from mostly optional use to an environment that required technology by all. A variety of positions in the district had to immerse themselves in just-in-time learning to be able to function the next day. Lastly, the systems we put in place, the ways in which we organized people and resources, had to be altered so that we could make sure teachers and students would be able to be together in a virtual environment.

Despite the major shift made during the time of distance learning, many existing systemic gaps identified in the previous plan persist. At the same time, new and emerging trends such as an increased need for cybersecurity work need attention. This plan builds upon the high priority work of addressing the student experience with technology while also taking steps to align systems and resources to support reducing the digital use divide.

From the National Education Technology Plan (2017), these are gaps identified in the Anoka-Hennepin plan that continue post-pandemic:

- Few schools have adopted approaches for using technology to **support informal learning experiences aligned with formal learning goals.**
- Assessment approaches have evolved but still do not use technology to its full potential to measure a broader range of desired educational outcomes, **especially non-cognitive competencies.**
- The **focus on providing Internet access and devices for learners should not overshadow** the importance of preparing teachers to teach effectively with technology and to select engaging and relevant digital learning content.
- As students use technology to support their learning, schools are faced with a growing need to **protect student privacy** continuously while allowing the appropriate use of data to personalize learning, advance research, and visualize student progress for families and teachers.
- While school and district leaders often leverage data for decision-making, many still **need support and better tools** so they can get real-time information on how strategies are working through rigorous, quick-turnaround evaluations of technology.
- Many schools do not yet have access to or are not yet using technology in ways that can improve learning on a daily basis, which underscores the need—guided by new research—to **accelerate and scale up adoption of effective approaches** and technologies.
- A **digital use divide** continues to exist between learners who are using technology in active, creative ways to support their learning and those who predominantly use technology for passive content consumption.

Every Student, a Successful Digital Learner

Simply consuming media or completing digitized worksheets falls short.



PASSIVE USE



ACTIVE USE

Goal 1: Align student experiences with technology to the Portrait of a Graduate

Why This Matters: The advancing work of Portrait of a Graduate is a Strategic Priority for Anoka-Hennepin. Using technology in support of these attributes also reinforces active uses of technology.

Action Steps

- Conduct a needs assessment of the current technology environment post-pandemic.
- Coordinate with curriculum directors and others pre-k through adult and develop strategies for implementing technology experiences aligned to the Portrait of a Graduate.

Likely Outcomes

- Better informed decision-making due to understanding our current conditions.
- Clarity for others around the role of Portrait of a Graduate and how to design learning experiences that support it.

ANOKA HENNEPIN SCHOOLS

A future without limit

Resilient

Curious

Empathetic

Adaptable

Innovative



Leader

Learner

Collaborator

Problem-Solver

Critical Thinker

Goal 2: Continue efforts to build capacity around technology use with a broad group of stakeholders

Why This Matters: The true benefits of technology use are not realized without common vocabulary, clarity of goals and purpose, involvement in decisions and professional development.

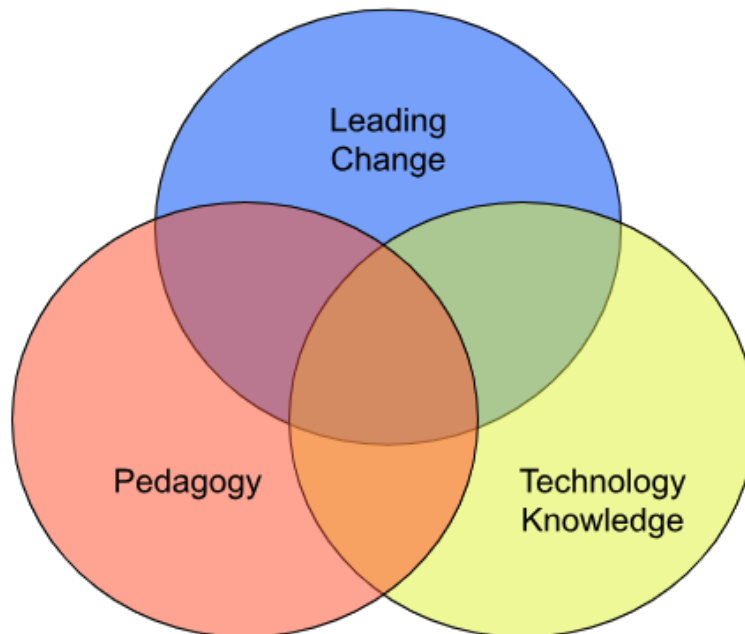
Action Steps

- Design a re-engagement strategy for community involvement, awareness, and professional development.
- Develop a new set of leadership offerings framing technology use with Portrait of a Graduate.
- Increase opportunities for professional development for all employees.

Likely Outcomes

- Closer connections with parents on the impact of technology use with students.
- Leaders who feel better equipped to support technology work with teachers, students and parents.
- Staff will feel more equipped to be productive in their work with technology.

Leadership Competencies



Goal 3: Improve the alignment of systems and resources to better support effective uses of technology.

Why This Matters: Efforts that support organizational change are strengthened by a collaborative and integrated approach.

Action Steps

- Redesign workgroups and committees to promote transparency and collaboration.
- Build a model to encourage innovative practices and cross-pollination.

Likely Outcomes

- Increased collaboration between departments and between central office and school sites.
- Increased development of innovative practices.



Goal 4: Strengthen our digital security posture.

Why This Matters: As our technological footprint grows and includes more complexity, it is vital to have strategic plans to address the security and privacy of our data and technology systems.

Action Steps

- Communicate with all stakeholders about student data privacy roles and responsibilities.
- Continue implementing cyber security measures including technical and end user training provisions.

Likely Outcomes

- Increased awareness and implementation of data privacy practices.
- Reduction in vulnerabilities and better preparation for a cyber incident.

