EUFSD Vision of Technology

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BOE Presentation
January 12, 2021
Technology Review - 2019-2020

- District engaged with Sun Associates and LHRIC to conduct a technology review
  - Creation of district-specific benchmarks
  - Survey data, classroom observations, focus groups
- Recommendations received and being used as roadmap for moving forward
- Creation of a district vision around technology was a priority recommendation from the review process
District Technology Vision - 2020-2021

- Assembled a **Technology Vision Committee** comprised of instructional staff, parents, administrators and Board of Education representatives, supported by Sun Associates
- Three specific areas of focus as the foundation for the vision: Students, Staff and District
- The goals/outcomes for each specific area were developed and defined by the committee
- The individual goals created to support the specific areas of the vision framework (Students, Staff, District) were merged into the district vision statement
The Eastchester Union Free School District envisions technology as an integral component of student outcomes. Eastchester students leverage technology tools and resources to:

- **engage** in the analysis and authentication of information and data;
- **explore** new and non-traditional ideas;
- **explain**, strategize, and plan long term outcomes;
- **elaborate** and collaborate to achieve goals;
- **evaluate** their environment to adapt and recover when things do not go according to plan.
**For Students:** Through early explicit instruction, students build technological fluency, giving them the knowledge, skills, and confidence to embrace innovation, creativity and problem solving with a resilient mindset. As students grow into productive learners through inquiry and experimentation, technology tools encourage academic risk taking, provide real-time feedback, create a non-threatening environment for practice, and assist students in the articulation of their own thoughts.
For Staff: Eastchester staff utilize and implement technology-facilitated/enriched learning activities that are purposefully designed to balance the existing curriculum with individual student choice, agency, and creativity. In addition, technology is employed as a data collection resource that allows staff as practitioners to inform their instructional decision-making and the differentiation of instruction. Through this differentiation, educational opportunities are provided for each student to flourish and to follow their passions, academics and otherwise.
Vision - District

**For the District:** The district promotes and supports a shared decision-making model around technology that embraces stakeholder input and feedback, optimizes community knowledge and partnerships, and invests in the most impactful resources to ensure reliable and universal access to technology and support. In support of its staff members, Eastchester offers substantive, consistent, time-sensitive professional development that meets the on-going needs of its stakeholders and honors best practices.
# Next Steps - Goals & Action Items

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<tr>
<th>District</th>
<th>Students</th>
<th>Staff</th>
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<td>Establish and implement an <strong>inclusive decision-making model</strong> around technology that includes stakeholder input and feedback.</td>
<td>Develop a <strong>K-12 scope and sequence</strong> aligned to ISTE standards that includes stand-alone technology programs and integrated approaches in the general curriculum.</td>
<td>Develop and implement a <strong>professional development</strong> program for all staff using a variety of resources.</td>
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<td>Invest in meaningful and relevant resources to ensure <strong>reliable, equitable and universal access</strong> to technology.</td>
<td>Identify, adopt and implement benchmarks and tools to <strong>measure student proficiency</strong> using technology.</td>
<td>Review, adopt and implement a district <strong>technology framework/model</strong> (i.e. SAMR, TPACK) to bolster differentiation, instruction and assessment using technology.</td>
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<td>The district will create and sustain a multi-faceted system of <strong>technical and instructional supports</strong> for all stakeholders.</td>
<td>Students will utilize technology as an integral part of an established <strong>inquiry process</strong> at each grade level.</td>
<td>Provide students with <strong>digital learning experiences</strong> that accommodate their differences and engage their creativity, thinking, and problem solving.</td>
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Thank You!

Any Questions?
SAMR Model

Redefinition
Technology allows for the creation of new tasks, previously inconceivable

Modification
Technology allows for significant task redesign

Augmentation
Technology acts as a direct substitute, with functional improvement

Substitution
Technology acts as a direct substitute, with no functional change
TPACK Model

Technological Pedagogical Content Knowledge

http://tpack.org/