Technology Integration

Technology is an essential part of the classroom both as a tool for engaging students in innovative and creative learning experiences, but also as an area of skills that all students should acquire to ensure lifelong success in an ever-evolving world. Technology Application TEKS should be included in the core content classroom, woven into real-world learning experiences. For more information on the Technology Application TEKS, visit https://lcisd.instructure.com/courses/127564/pages/the-technology-application-teks

The integration of technology in the classroom should be done in such a way that the technology accentuates the learning experience and is not simply used for the sake of using technology. Technology should be used to personalize instruction, provide real-time information of student learning, give students opportunities for real-world application of skills, and to help students be active participants in the learning experience.

Student Screen Time and Computer Usage Guidance

Purpose

In Lamar CISD, we will use technology intentionally when it strengthens instruction, expands access, supports meaningful student engagement, and improves learning outcomes.

Intended Outcomes

- Keep student learning and academic outcomes at the center of technology decisions.
- Increase active, purposeful, developmentally appropriate digital learning.
- Balance digital learning with teacher-led instruction, discussion, reading, writing, collaboration, movement, and hands-on experiences.
- Protect access for students who use assistive technology, accommodations, language supports or required digital resources.
- Provide clear definitions, practical examples, and implementation support for teachers, campuses, students, and families.

Working Definitions

Educational technology: A digital tool or resource selected to support a learning goal, improve access or feedback, enable creation or collaboration, or extend instruction.

Consumer or recreational technology: A platform or activity primarily designed for entertainment, social engagement, or general consumption rather than an identified instructional outcome.

Purposeful use: Technology use tied to a clear learning goal that requires students to think, practice, create, communicate, collaborate, investigate, receive feedback, or access otherwise unavailable instruction.

Passive use: Primarily watching, clicking, scrolling, or completing repetitive tasks with limited thinking, interaction, feedback, or connection to a learning goal.

Screen exposure: Time a student directly views or interacts with a digital display during learning. Brief viewing of a teacher-directed display—such as an agenda, timer, directions, modeled

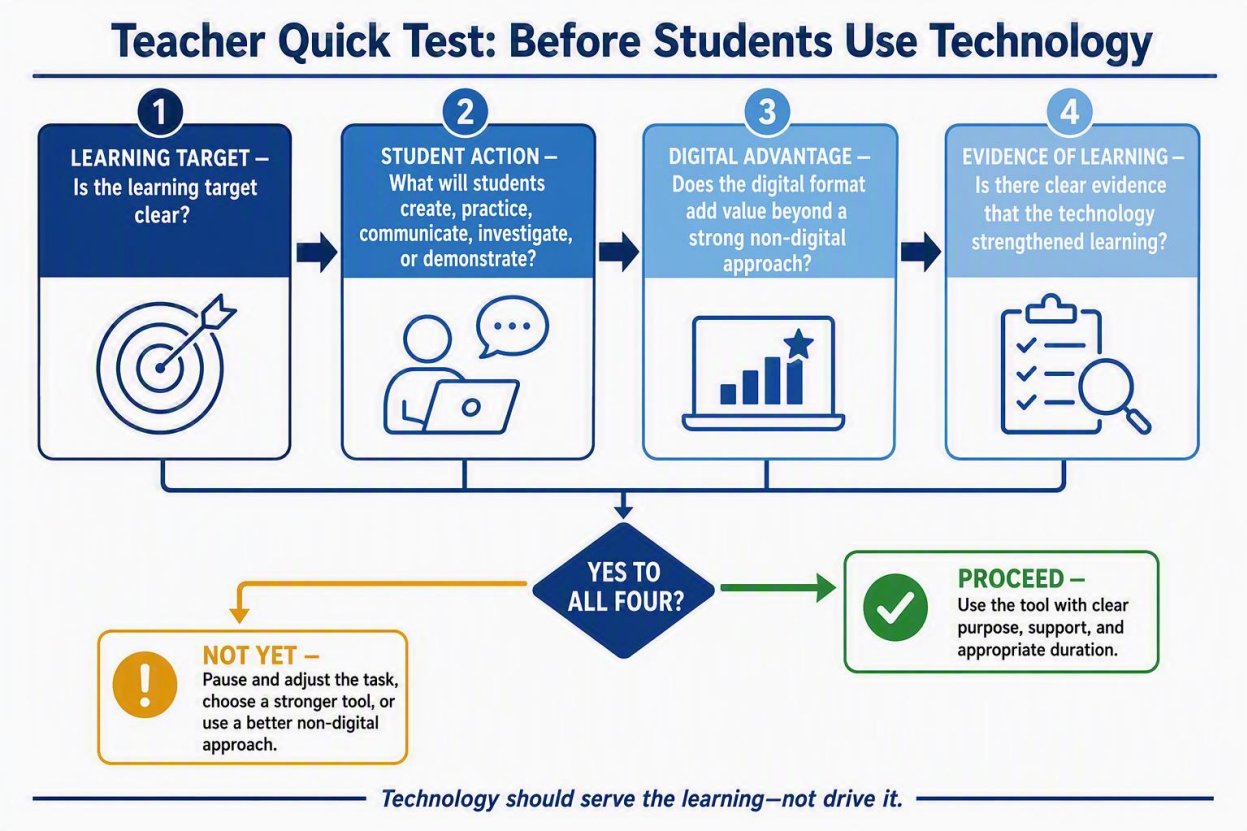
example, or communication screen—is not equivalent to sustained student screen use. Consider purpose, activity, duration, interaction, and adult support rather than treating all exposure equally.

Districtwide Guiding Principles

1. **Learning first.** Technology is a tool in service of learning, not an end in itself.
2. **Quality over quantity.** The value of an experience depends on the task, tool quality, implementation, and student outcome, not minutes alone.
3. **Active over passive.** Digital experiences should generally require meaningful thinking, responding, creating, collaborating, practicing, or applying learning.
4. **Teacher-led and teacher-supported.** Digital tools should complement strong teaching rather than replace teacher explanation, modeling, feedback, relationships, and responsive instruction.
5. **Developmentally appropriate.** Duration, independence, interface complexity, pacing, and adult support should match students' ages, needs, and experience.
6. **Balanced.** Choose the digital or non-digital format that best supports the learning goal. Across lessons and through the student's day, preserve teacher-led instruction, discussion, reading, writing, collaboration, movement, and hands-on learning.
7. **Consider cumulative use.** The frequency and duration of technology use should reflect learning goals and student needs, with attention to cumulative daily and weekly screen time across subjects, classroom learning, and homework.
8. **Accessible and equitable.** Guidance must preserve IEP, Section 504, LPAC, assistive-technology, accessibility, intervention, and other individualized supports.
9. **Safe, ethical, and responsible.** Students should receive explicit instruction and adult modeling related to privacy, digital citizenship, academic integrity, AI, device care, and healthy use.
10. **Evidence-informed and continuously improved.** Review tools and practices using learning outcomes, teacher experience, accessibility, usability, implementation evidence, and stakeholder feedback.

Teacher Decision Lens: Before Students Use a Screen

1. **Goal:** What specific learning outcome will this experience support?
2. **Student action:** What will students think, create, communicate, practice, investigate, or demonstrate?
3. **Best fit:** What advantage does the digital format provide, and would a non-digital approach be more effective?
4. **Quality:** Is the tool approved, accessible, usable, instructionally sound, and aligned to the curriculum?
5. **Duration:** Is the length appropriate for the age, task, content, and students' total instructional experience?
6. **Frequency:** How often do students use technology in class and for homework each day and week? Consider cumulative screen time across subjects and whether a non-digital option would meet the goal as effectively.
7. **Balance:** What teacher-led, collaborative, movement-based, print, writing, or hands-on learning will occur before, during, or after the digital task?
8. **Support:** What modeling, scaffolds, accommodations, active monitoring, feedback, and transition routines are needed?
9. **Evidence:** How will the teacher know the technology strengthened learning?



Grade-Band Guidance			
Grade Band	**Emphasis**	**Purposeful Uses to Encourage**	**Cautions and Boundaries**
K–2	Short, highly structured, adult-guided experiences; foundational skills; oral language; play, movement, handwriting, and hands-on learning remain central.	Teacher-facilitated modeling; brief targeted practice with feedback; creation with adult support; literacy or language access; assistive technology; virtual experiences unavailable in the classroom; explicit instruction in the required grade-level Technology Applications TEKS.	Avoid extended independent device use, passive viewing, digital tasks that displace handwriting or manipulatives, and using devices mainly to occupy time. Build in frequent changes of modality and visual breaks.
3–5	Growing independence with continued teacher guidance; using technology to deepen practice, research, creation, collaboration, and feedback.	District-approved, TEKS-aligned skill-practice programs; guided research; multimedia creation; collaborative work; adaptive practice; formative assessment; accessibility and language supports; and explicit instruction in the required	Limit repetitive tasks without feedback, unsupported internet research, passive video, and consecutive screen-heavy lessons. Balance digital reading and writing with print, handwriting, discussion, and hands-on application.

		grade-level Technology Applications TEKS.	
6–8	Purposeful independence, subject-specific application, organization, collaboration, digital citizenship, and increasing self-regulation.	Simulations; data analysis; multimedia composition; collaborative problem-solving; feedback cycles; targeted intervention; approved research and creation tools; explicit instruction in the required grade-level Technology Applications TEKS.	Avoid defaulting to devices for every phase of a lesson. Use clear expectations for off-task behavior, AI and academic integrity, source evaluation, notifications, and transitions between digital and non-digital work.
9–12	Authentic disciplinary use, college and career readiness, productivity, creation, analysis, communication, and responsible independence.	Advanced research; technical and career applications; simulations; collaborative production; data analysis; digital assessment; portfolio work; accessible and specialized coursework.	Avoid defaulting to devices for every phase of a lesson. Match the format to the discipline and task. Preserve print reading, handwritten work, discussion, laboratory or performance experiences, and teacher conferencing when they better support comprehension or demonstration of learning.

Examples Across Grade Bands

Purposeful Use: Encourage and Support

- Use a district-approved adaptive tool for targeted, standards-aligned practice, then review results and adjust instruction. Match the tool, task length, independence, and follow-up to the grade band, content, and identified student need.
- Creating a product that requires explanation, synthesis, design, revision, or communication.
- Collaborating on a shared task with clear roles, expectations, and accountability.
- Using simulations, visualizations, virtual experiences, or specialized tools that make otherwise inaccessible learning possible.
- Using digital assessment when it provides timely, actionable feedback or is required for district or state purposes.
- Using text-to-speech, speech-to-text, captioning, translation, visual supports, AAC, or other accessibility features.

Use with Caution: Apply Clear Purpose and Boundaries

- Use videos, presentations, digital textbooks, and classroom displays for a clear purpose and appropriate duration. Brief displays for directions, modeling, timing, visual reference, or communication are not equivalent to sustained device use. Pair extended viewing with discussion, annotation, movement, or another active response.
- Independent digital practice, online research, digital notetaking, and homework.
- Online assessments when the format may add cognitive load or when students also need to show reasoning.

- AI-enabled tools, which require age-appropriate instruction, transparency, verification, privacy protection, and clear academic-integrity expectations.
- Extended projects requiring sustained device use; schedule breaks and alternate modalities.

Practices to Avoid

- Technology used primarily as a time-filler, reward, or substitute for supervision.
- Using prerecorded video storytelling in place of a teacher reading a physical book aloud to students.
- Passive viewing without a clear learning task, interaction, or follow-up.
- Repetitive clicking or low-level completion that produces little evidence of learning.
- Digitizing a task when discussion, print, handwriting, manipulatives, movement, laboratory work, performance, or direct teacher interaction would better support learning.
- Unapproved platforms, recreational or consumer applications without an instructional purpose, and experiences that create avoidable privacy or safety risks.

Accommodations, Access, and Exceptions

These guidelines do not override an IEP, Section 504 plan, LPAC decision or other required accommodation. Allow flexibility when technology provides communication, accessibility, language support, intervention, homebound access, specialized coursework, or an approved instructional service. Focus on whether the tool removes a barrier and supports access to grade-level learning.

Assessment and Required Digital Learning

- Treat required state, district, and campus assessments separately from discretionary screen use.
- Teachers should select digital or paper formats based on the learning target, assessment purpose, student needs, and the demands of the format.
- Digital assessments should be paired with opportunities to show reasoning, write, annotate, discuss, or use manipulatives when those actions are important to the standard.
- Campuses and departments should coordinate major digital assessments and intensive digital assignments when practical to reduce unnecessary concentration within a student's day.

Digital Homework Considerations

- Any assigned digital homework should be purposeful, aligned to the learning objective, and appropriate for the student's age, developmental level, and overall workload.
- Teachers should consider the cumulative amount of required digital homework students may receive across all classes and content areas.
- As a general guideline, total required digital homework across all subjects should not exceed:
    - **Grades K–2:** 10 minutes per day
    - **Grades 3–5:** 20 minutes per day
    - **Grades 6–12:** 60 minutes per day (across all subjects)
- Whenever appropriate, teachers should provide opportunities for reading, writing, practice, and application that do not require additional screen time.

Healthy-Use and Classroom Routines

- Teach routines for opening, closing, carrying, charging, and storing devices.
- Plan transitions between screen-based and non-screen-based learning.
- During sustained device use, provide regular visual and movement breaks; the 20-20-20 routine is one option for eye comfort.
- Teach posture, device positioning, lighting, glare reduction, and appropriate viewing distance.
- Help students reflect on attention, productivity, balance, and responsible self-regulation.

Shared Responsibilities

Teachers use professional judgment to plan purposeful digital learning, provide instruction and active monitoring, protect accommodations, balance modalities, and review evidence of learning. Planned technology use should be discussed during collaborative team planning meetings and reflected in lesson plans, including its instructional purpose and connection to the learning goal.

Students use approved tools for the stated purpose, protect privacy, care for devices, follow academic-integrity expectations, and reflect on responsible use.

Campus leaders support consistent districtwide expectations, coordinate implementation, and look for instructional purpose, student engagement, accessibility, and balance rather than minutes alone. Leaders provide feedback through coaching and existing instructional processes and connect teachers to resources

District leaders approve and evaluate tools, maintain current program and example guidance, provide curriculum alignment and role-specific professional learning, protect privacy and accessibility, monitor implementation and student outcomes, and communicate consistent expectations to campuses and families.