NAVARRO

INDEPENDENT SCHOOL DISTRICT

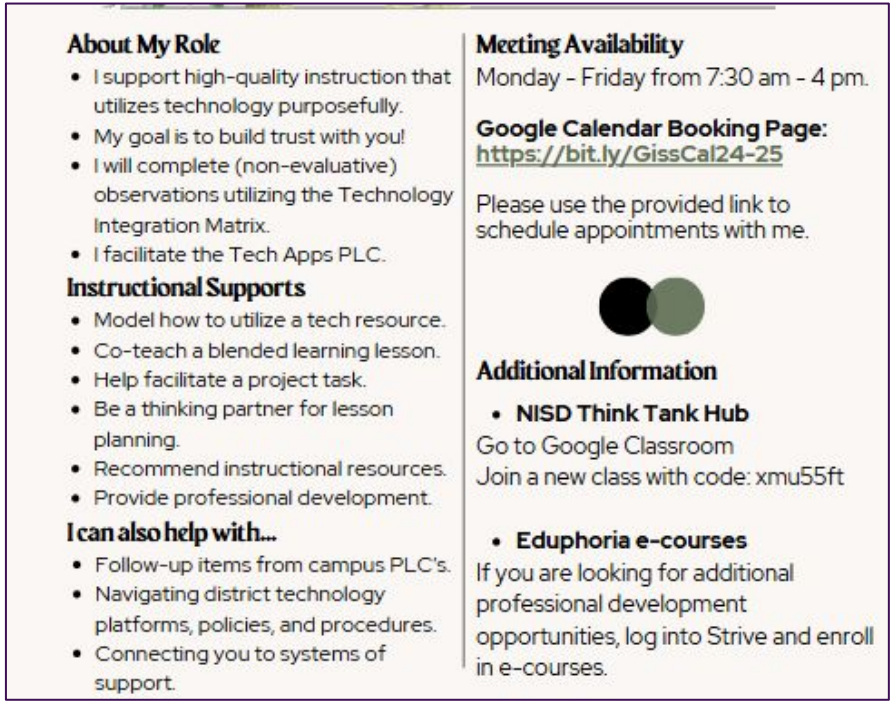
Instructional Technology

Current Integration Facilitation & Innovation Expansion

Presented By: Micaela Gissendanner, Instructional Technologist

Building Teacher Engagement & Trust

About Me Page/Google Calendar Booking



About My Role

- I support high-quality instruction that utilizes technology purposefully.
- My goal is to build trust with you!
- I will complete (non-evaluative) observations utilizing the Technology Integration Matrix.
- I facilitate the Tech Apps PLC.

Instructional Supports

- Model how to utilize a tech resource.
- Co-teach a blended learning lesson.
- Help facilitate a project task.
- Be a thinking partner for lesson planning.
- Recommend instructional resources.
- Provide professional development.

I can also help with...

- Follow-up items from campus PLC's.
- Navigating district technology platforms, policies, and procedures.
- Connecting you to systems of support.

Meeting Availability

Monday - Friday from 7:30 am - 4 pm.

Google Calendar Booking Page:
https://bit.ly/GissCal24-25

Please use the provided link to schedule appointments with me.

Additional Information

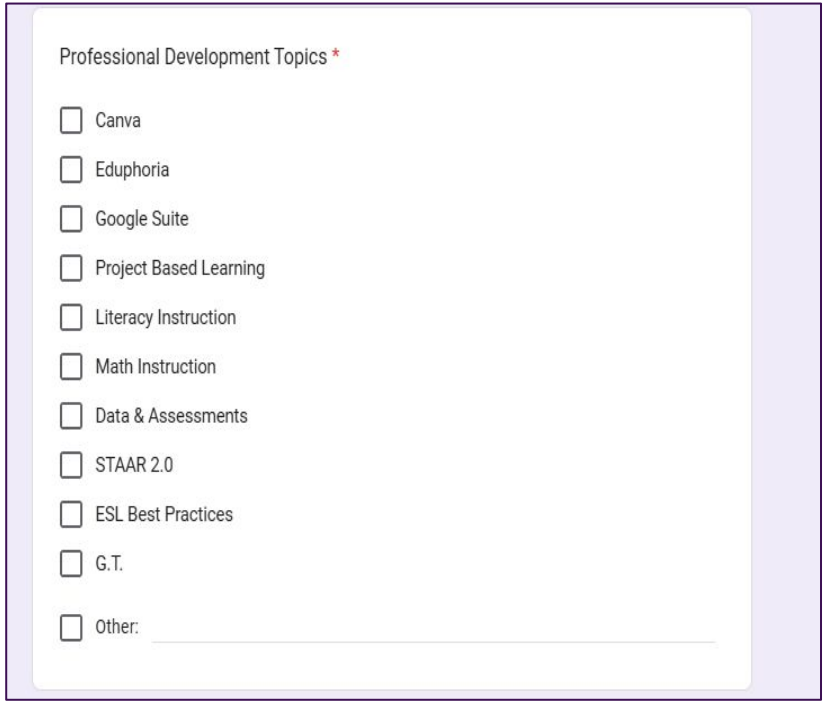
- **NISD Think Tank Hub**

Go to Google Classroom
Join a new class with code: xmu55ft

- **Eduphoria e-courses**

If you are looking for additional professional development opportunities, log into Strive and enroll in e-courses.

PD Needs Survey



Professional Development Topics *

- [ ] Canva
- [ ] Eduphoria
- [ ] Google Suite
- [ ] Project Based Learning
- [ ] Literacy Instruction
- [ ] Math Instruction
- [ ] Data & Assessments
- [ ] STAAR 2.0
- [ ] ESL Best Practices
- [ ] G.T.
- [ ] Other:

Technology Integration Matrix

NISD Matrix

Instructional Indicators List

Adaptation Level Technology Integration: teachers are intentionally selecting tools as an integral part of their instruction. They are beginning to guide students to independently select technology to deepen their conceptual understanding and move into a building knowledge approach to learning.

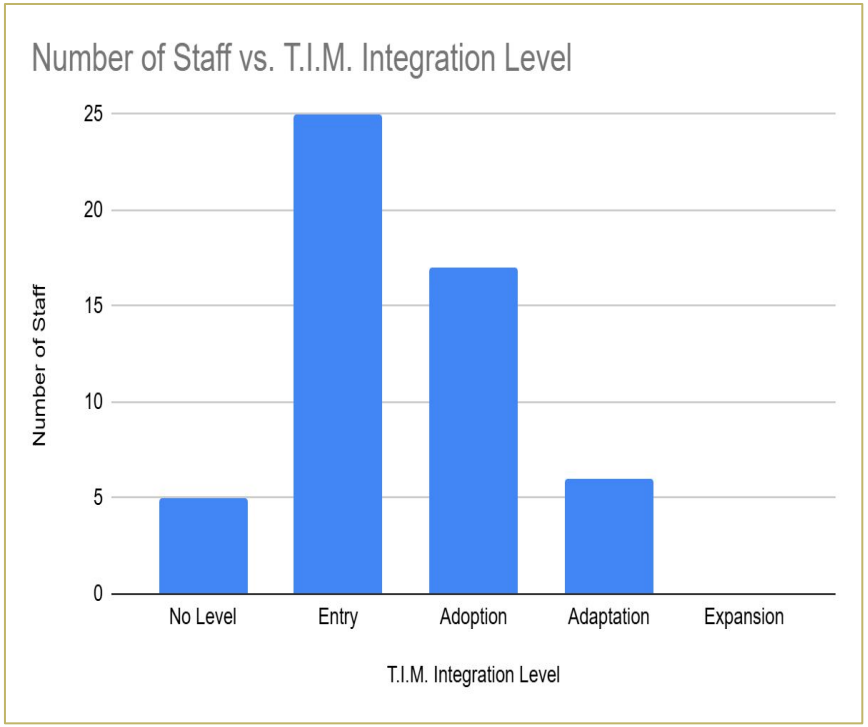
Active (utilize technology as a learning tool)	**Setting:** Supports regular availability of technology tools and allows for student choice. **Teacher:** Acts as a facilitator. Allows for student choice & exploration of technology tools. Understands that high engagement is necessary to develop conceptual & procedural knowledge. **Student:** Engaged in independent work with technology tools that help them build conceptual understanding.
Collaborative (utilize technology to produce group projects)	**Setting:** Supports simultaneous access to technology for multiple students. **Teacher:** Plans collaborative technology opportunities and encourages students to explore tools with minimal guidance. **Student:** Developing a conceptual understanding of how to expand technology use to include collaborative tasks.
Constructive (utilize technology to connect prior knowledge to new information)	**Setting:** Allows for technology tools to be utilized in a way that constructs meaning. **Teacher:** Creates opportunities where technology is integral for students to understand a concept. Assists students in utilizing technology to explore & choose appropriate resources. **Student:** Beginning to facilitate construction of meaning by independently exploring a variety of technology tools.
Authentic (utilize technology to link learning to real world context)	**Setting:** Environment supports guided access to data and source materials that explore capabilities beyond the classroom. **Teacher:** Purposefully integrates technology tools to facilitate student exploration of information beyond the classroom. **Student:** Independently utilizing technology tools to develop meaning beyond the instructional setting/teacher activities.
Goal Oriented (utilize technology to interact with learning and practice mastery of 21st century learning skills)	**Setting:** Supports access to a variety of technology tools for students to choose pathways to interact with their learning. **Teacher:** Has purposefully integrated technology tools into lessons. Facilitates independent use of technology for a variety of purposes (goals, evaluation, reflection). **Student:** Engaged in the independent use of technology to explore a variety of instructional topics.

Adaptation Level Integration

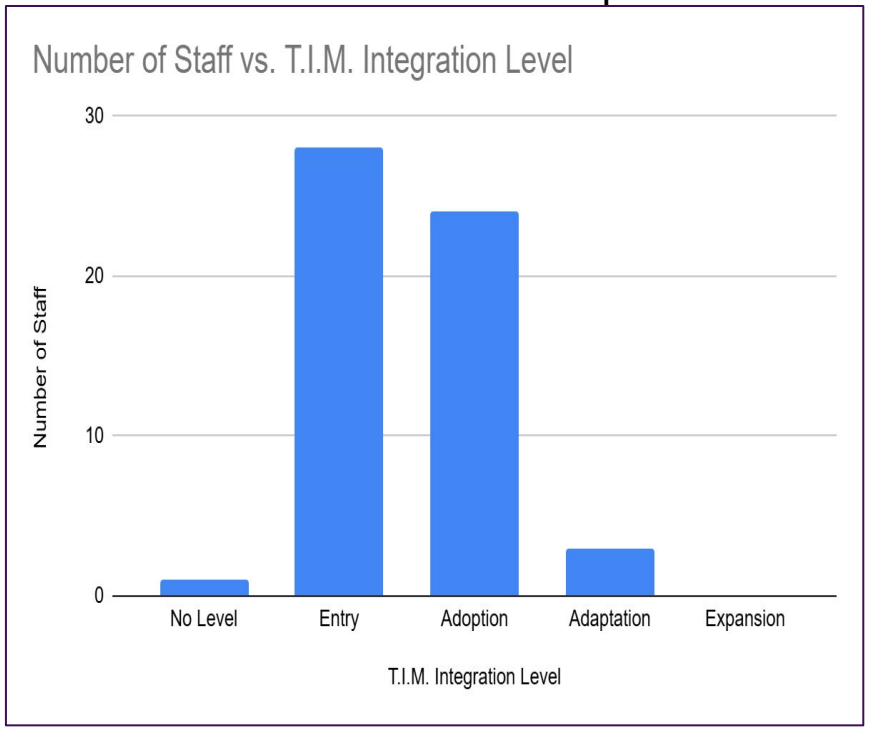
Active	Planning a list of sources and instructional task options for students. *Example:* watch a video, listen to a podcast, or read an article then write an essay, create a quiz, or make a Canva product.
Collaborative	Much like the list in the active portion, but this would expand from students working alone to students being required to work in groups.
Constructive	Teachers would create multiple learning pathways that students could follow digitally. *Pathway A:* Read an article, listen to a podcast, create an infographic, complete a digital feedback loop with at least 1 peer, finalize your infographic. *Pathway B:* Watch a video, interview a subject matter expert via video call, write an essay that synthesizes your interview, complete a digital feedback loop with a peer & the teachers, finalize your essay.
Authentic	Project Based Learning Opportunity. Teachers identify a key concept (or concepts) that students would explore through a variety of connected tasks (paper based & digital). Students would self-select from a list of project options and create a representation of their learning. *Examples include:* public service announcement, lab analysis, article with words & photos.
Goal-Oriented	Students look at their own data (grades, tests, etc.) and utilize technology (spreadsheet, docs, etc.) to set short-term goals and monitor their goals or correct missed learning.

Integration Data Analysis

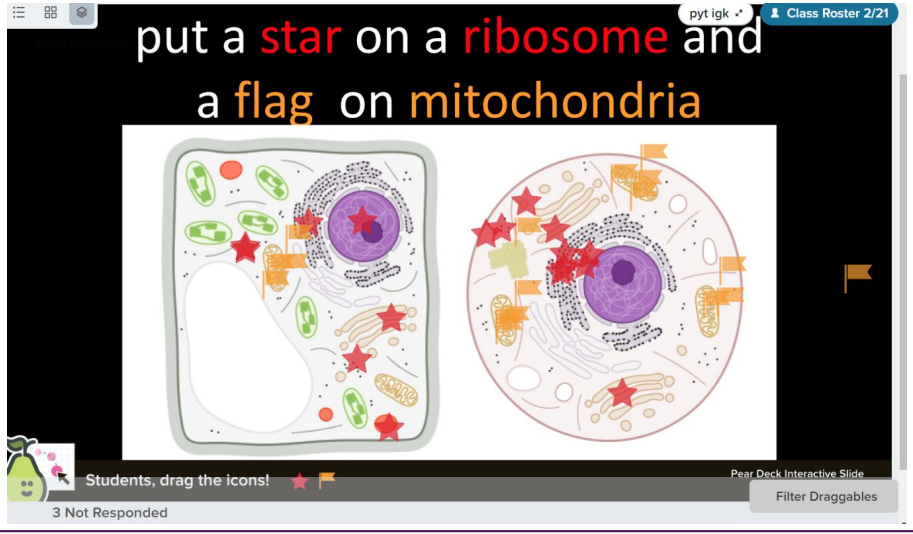
2023 - 2024: JH/HS

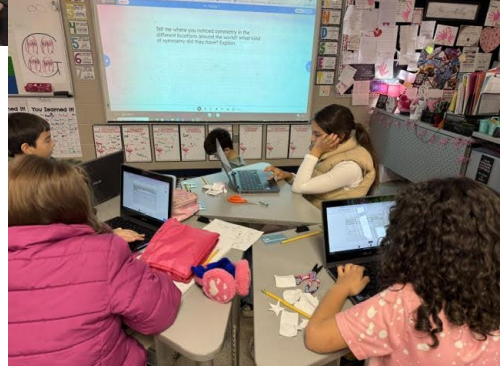


2024 - 2025: All Campuses



Integration Artifacts





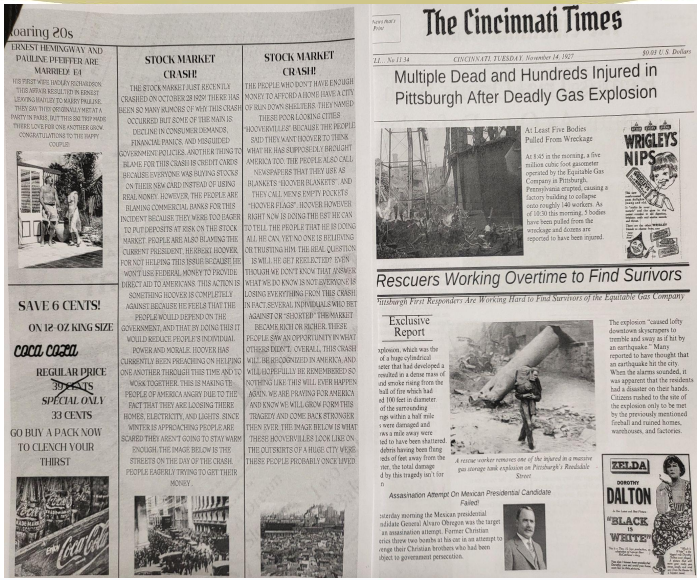
the phase shown above is a waning gibbous in two weeks it will be a waning crescent

One characteristic that makes the champion response strong is: nothing it was wrong

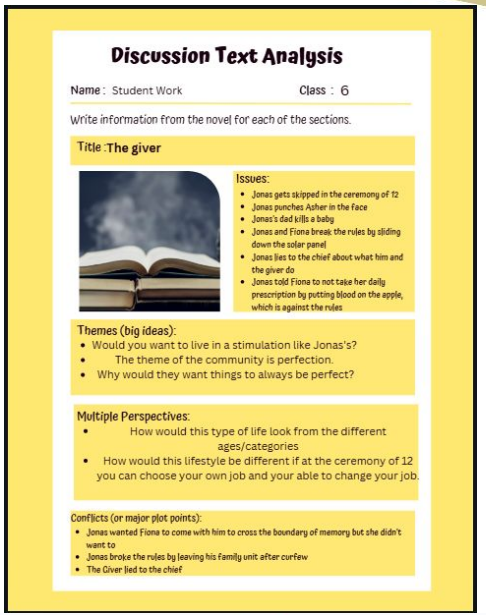
1/5

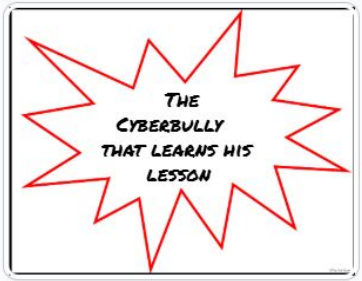
Pre-activity confidence: 1/5
Post-activity confidence: 3/5

One step I will take to improve is: Talk through some of my misunderstandings with a classmate


oaring 20s
TRNEST HEMINGWAY AND PAULINE PFEIFFER ARE MARRIED! E4
STOCK MARKET CRASH!
STOCK MARKET CRASH!
SAVE 6 CENTS!
ON 12 OZ KING SIZE
REGULAR PRICE
SPECIAL ONLY
33 CENTS
GO BUY A PACK NOW TO CLENCH YOUR THIRST
The Cincinnati Times
Multiple Dead and Hundreds Injured in Pittsburgh After Deadly Gas Explosion
WRIGLEY'S NIPS
Rescuers Working Overtime to Find Surivors
Exclusive Report
Assasination Attempt On Mexican Presidential Candidate Failed!
ZELDA
DOROTHY
DALTON
"BLACK is WHITE"


point of view, n.
that I've just finis
rom the point of v


Discussion Text Analysis
Name : Student Work
Class : 6
Write information from the novel for each of the sections.
Title :The giver
Issues:
Jonas gets skipped in the ceremony of 12
Jonas punches Asher in the Face
Jonas's dad kills a baby
Jonas and Fiona break the rules by sliding down the solar panel
Jonas lies to the chief about what him and the giver do
Jonas told Fiona to not take her daily prescription by putting blood on the apple, which is against the rules
Themes (big ideas):
Would you want to live in a stimulation like Jonas's?
The theme of the community is perfection.
Why would they want things to always be perfect?
Multiple Perspectives:
How would this type of life look from the different ages/categories
How would this lifestyle be different if at the ceremony of 12 you can choose your own job and your able to change your job.
Conflicts (or major plot points):
Jonas wanted Fiona to come with him to cross the boundary of memory but she didn't want to
Jonas broke the rules by leaving his family unit after curfew
The Giver lied to the chief


THE CYBERBULLY THAT LEARNS HIS LESSON

1


Thats not nice
No one likes you
HaHa HeHa

2


Okay
Pink panther and dog we need to find a solution too Get this over with.
Okay
REPORT

3


Well you could just say I'm sorry and apologize and ask if you want to be friends again
Teacher I don't know what to do to help this situation

4


Its okay I've done some not so good things too so I accept your apology
Good
Pink panther I am sorry for what I did too you and I will not do that again

5

Technology Integration Facilitation

Professional Developments:

- Eduphoria
- Google Classroom/Suite
- Canva
- Project Based Learning
- Diffit
- Pear Deck
- EdPuzzle
- iPad Apps
- Escape Room creation
- TexQuest
- Classroom Engagement

E-Courses:

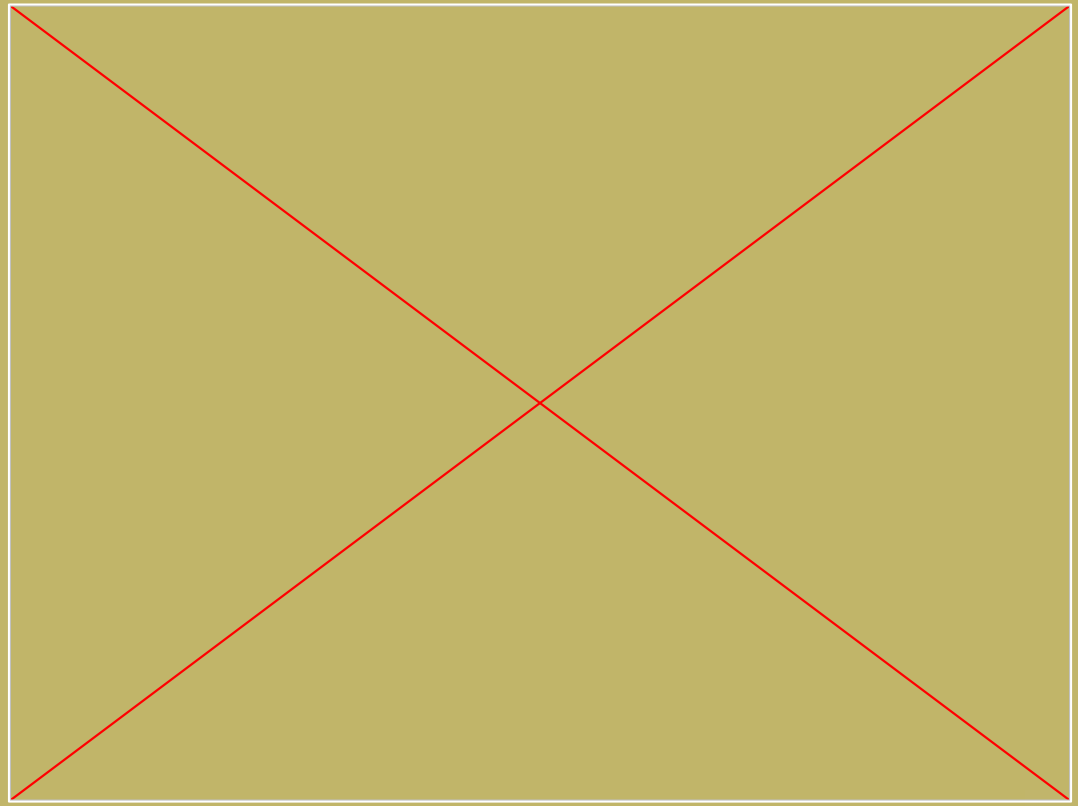
Aware Overview
Discovery Education
Canva
Guided Notes
Google Suite for Education
TexQuest
Technology Integration Matrix
Teaching Digital Citizenship
Student Choice Boards

Campus PD Flyers:

Technology Routines
Intentional Tech Planning
Activity Replacement
Student Choice Boards
Visual Analysis Strategy
Flippity

TexQuest:
Learn360
Britannica School

NISD Think Tank Hub



Integration Growth Timeline

01

Campus Technology Plans

Campus collaboration to:

-Calibrate T-TESS to T.I.M.
-Create technology plan for 2025 - 2026.

June 2025

02

Eduphoria Transition

Upgrade to:

Aware Premium
Beacon Lesson Plans
Strive (PD courses)

July 2025

03

Monthly Campus Visits

Directly connected to campus technology plans.

Full day of facilitation.

August 2025

04

PLC Schedules

Administrators schedule support visits as needed, in direct connection to campus technology plans.

September 2025

05

Classroom Identification

Data meetings with principals.

Identify campus leaders.

Sept./Oct. 2025

06

Tech Apps TEKS Integration

Identify areas where Technology Applications can be added to unit maps, lesson plans, libraries, etc.

Year Round

Expanding Innovative Practices