

Professional Development (PD) for teachers AND Community Development (CD) for families

- *Leading hands-on CD workshops for families at school – focus on having students and adults work together to learn the tools, introduce new platforms and have multiple hands-on experiences with the formats. Make a short video to send to families that cannot come to school for the workshop. Here is a resource to use to start planning these CD experiences – [Technology in the Classroom: Running a Parent Class](#).*
- *Have students make a how-to video to share with parents about the digital technology they are using, what they enjoy about it, what they are learning from it, the collaborations and partnership work with their peers, etc.*
- *As a coach, develop PD for teachers (and parent allies, PTA members, etc.) that uses suggestions from these two [Cult of Pedagogy](#) articles – [Tech for Teacher Trainings](#) and [OMG, Becky PD is Getting So Much Better](#).*
- *Share about equity and mindfulness around digital resources and tools – it is important to remind families that their child may have screen time at home but other students may not have access in the same way. Yet, most importantly, the screen time in school is often very different than screen time at home. Focus on how students use technology to learn and explore, not as passive entertainment.*

Mentor not Monitor

- *Introduce the idea of the adult community being mentors for students on balancing digital use instead of monitoring use as if students can not learn to have self-control, mindfulness and balance. This is an area that adults and students need support with because with the rapid increase of technology use, the fear and monitoring can trick people into feeling that we lose control when using technology and cannot actively learn to be aware of when our use is purposeful vs passive consumption. (Here is an interesting [Mentorship Manifesto](#) to look over from a parent perspective) Older students could then become mentors to younger students as time goes on. The younger students are when they learn this balance, the more equipped they will be when they have more unrestricted access to technology as they grow up.*
- *Educate the school community about the importance of teaching students how to be aware of their tech use – the why, when and how digital tools and resources are used and how technology can aid in peer collaboration within the classroom and in a global context.*
- *Digital Etiquette – talk about what this is, how can we extend it from online etiquette to etiquette toward the world around us while we are engaging in digital education. I have been thinking a lot about how some of the uneasiness around technology use is based on the way people tune out to the world around them...Should this be addressed as simply as how we teach basic manners to children? How to pause your technology*

use when someone is talking to you, putting your device down and focusing on eye-contact, clear expectations around how to clearly disengage and reengage appropriately and with thoughtfulness in group settings.

Evaluative frameworks

- *Share with stakeholders how SAMR, TPACK or Triple E can guide teachers in the process of decision making when it comes to deciding what digital resources deepen student learning, engagement and interest. These same framework ideas can be applied to how families decide what their students engages with at home, also. Click on the links to dive into more about each framework!*

Allies in your community

- *Find your parent community allies and work alongside them as a partnership so that many perspectives are represented and not just the teacher perspective. Parents are looking to each other for what seems appropriate and collaborating with the PTA, room parents and any other supporters in the school can help level the playing field without it seeming like the teacher is trying to have it their way. Most likely, an educators perspective is different from the perspective of the parents yet having many different vantage points can help ease the minds of those who feel they are totally against technology use in the classroom.*
- *Find educators in your school or district to partner with and build learning communities around digital education. Reach out and offer opportunities of observation for educators who may be hesitant to use digital tools and resources. Show them what you have learned – not just what you ‘know’ – and invite their ideas about your own use before moving into conversation around their own use. Model first, and then second and then third and on and on until they show interest in wanting to try it out themselves. Be patient, be kind and listen to what their needs are, don’t just wait to tell them what you think would be best for them to start doing with digital education.*

Guiding Principles for Use of Technology with Early Learners

- *Incredible resource from the Office of Educational Technology to help Technologist Coaches facilitate discussion with the school community on guiding principles when looking at educational technology. This is a key resource for understanding the balance of digital use and how to have success and purpose for all stakeholders. Highlights are:*
 - **Guiding Principle #1:** *Technology—when used appropriately—can be a tool for learning.*
 - **Guiding Principle #2:** *Technology should be used to increase access to learning opportunities for all children.*

- **Guiding Principle #3:** *Technology may be used to strengthen relationships among parents, families, early educators, and young children.*
- **Guiding Principle #4:** *Technology is more effective for learning when adults and peers interact or co-view with young children.*
- *Introduce the Three C's to your professional and school community*
 - *Content—How does this help children learn, engage, express, imagine, or explore?*
 - *Context—What kinds of social interactions (such as conversations with parents or peers) are happening before, during, and after the use of the technology? Does it complement, and not interrupt, children's learning experiences and natural play patterns?*
 - *The individual child—What does this child need right now to enhance his or her growth and development? Is this technology an appropriate match with this child's needs, abilities, interests, and development stage?*