

- Technology can be used to create **EQUITABLE** access and **DIFFERENTIATION** in the classroom. Students can use multiple pathways for submitting an assignment based on their comfort and skill set. Teachers can create multiple assignments towards a standard of learning to also meet the language learning needs of students. Technology trainings can be presented in multiple formats (live/pre-recorded video/written instructions/model lessons, etc.) to suit the abilities of each teacher. Teachers can plan and prepare accessibility tools and accommodations during the planning process. Blended classrooms create space for student voice AND free up teachers to be present for their students.



- The school technology committee and plan can be a great guiding post for how the school community would like to grow. Fellow teachers can also be a great resource! Many teachers have developed mastery with various technologies and their enthusiasm and knowledge is incredibly valuable. It is important to participate in professional communities to keep informed about new technology and educational research. Communities like VSTE and the PWCS ITC team are great supports, informally through chats and mentorship, and formally through Annual Conference and training. The ITSE Standards and Virginia's 5 C's provide a framework to evaluate and strengthen the use of technology in our schools. In addition, Virginia's DLI standards can help ensure vertical alignment between elementary, middle, and high schools.

- I would like teachers to say that I am approachable, helpful, and supportive. I would like them to see me as a valuable resource and partner in their classes. I would like to help them see technology as a natural complement to a strong classroom climate.



- I would like administrators to see me as someone who brings positive change to the culture and climate of the school. I would like them to see me as an integral part of the learning team: a collaborator, innovator, and motivator!

