



ENGAGE

CALMING

NFL

SPIRALS





WHAT IS YOUR PLAY?



INTEGRATING TECH APPS INTO K-5 CONTENT AREAS



TECHNOLOGY APPLICATIONS

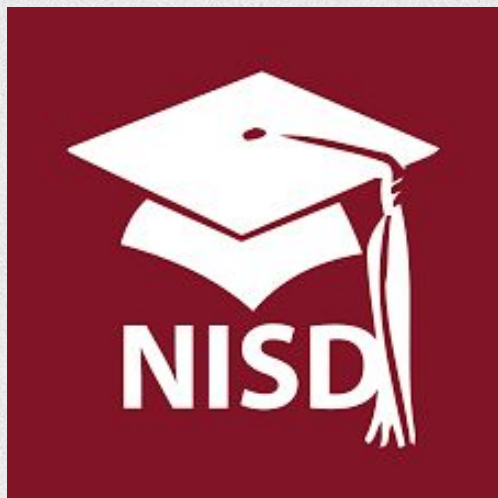
ENGAGE 2026

<https://tinyurl.com/2dhrv7cw>



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sure you complete the survey at the end





Northwest ISD
Professional Learning Expectations
A Culture of Learning

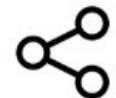
P

PARTICIPATE POSITIVELY



L

LISTEN FOR AND SHARE
DIFFERENT PERSPECTIVES
WITH RESPECT



N

NAVIGATE LEARNING
WITH A GROWTH MINDSET



I

IDENTIFY HOW YOU WILL APPLY
THIS LEARNING TO YOUR WORK



S

SET GOALS AND PLAN NEXT STEPS



D

DEMONSTRATE PROFESSIONALISM



New 2026-2027

Posted in Parent Square to all employees - Wed. July 15



TECHNOLOGY SAFEGUARDS



TECHNOLOGY SAFEGUARDS

Elementary School (PreK–5)



Email: No access for PreK–2. For grades 3–5, students can only email teachers and parents (no peer-to-peer emailing).



YouTube: Blocked entirely for all students.

ADDITIONAL SAFEGUARDS

- No more than 20 minutes per day of student device use for PreK-1
- No devices checked out to individual students/taken home until middle school
- No required minutes on learning apps (i.e. Imagine Math, Delta Math)
- No grades or incentives for time on learning apps
- No use of technology as a reward or free play (i.e. indoor recess, Fun Friday)
- Continue to block access to all social media, Wikipedia, & games

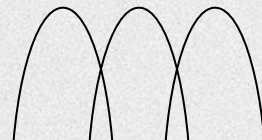
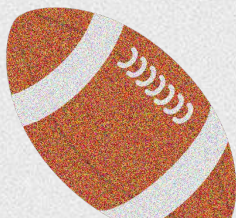
TECHNOLOGY APPLICATIONS



Sarah Jones

Justin Elementary

Library Media Specialist



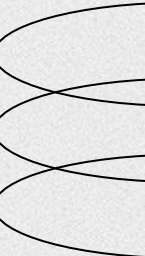
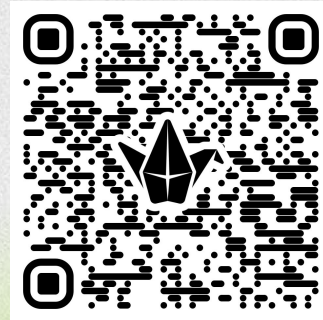


I will...	Learn about the Technology Application standards
So I can...	Integrate them into my K-5 content areas
I'll know I have it when...	I have evaluated the Tech App Standards and compared them to my content standards making decisions on how to integrate the two standards.



Technology

APPLICATIONS



Technology Applications TEKS: The 5 Strands



1.

Computational
Thinking



2.

Creativity &
Innovation



3.

Data Literacy,
Management, and
Representation



4.

Digital Citizenship



5.

Practical Technology
Concepts

TECH APPS TEKS SORT

05:00

STRAND 1: COMPUTATIONAL THINKING			
[keywords]	[keywords]	[keywords]	[scenario]

STRAND 2: CREATIVITY AND INNOVATION			
[keywords]	[keywords]	[keywords]	[scenario]

STRAND 3: DATA LITERACY, MANAGEMENT, AND REPRESENTATION			
[keywords]	[keywords]	[keywords]	[scenario]

STRAND 4: DIGITAL CITIZENSHIP			
[keywords]	[keywords]	[keywords]	[scenario]

STRAND 5: PRACTICAL TECHNOLOGY CONCEPTS			
[keywords]	[keywords]	[keywords]	[scenario]

understand the role of technology throughout history and its impact on societies

A 1st grader is creating a storyboard with steps to take to solve the problem of not having anyone to play with at recess.

decomposition, pattern recognition, abstraction, and algorithms

digital footprints and digital etiquette



TEKS TERMS

Strand

Student Expectations

STRAND: CREATIVITY AND INNOVATION								
Substrand								
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Creativity and innovation—innovative design process. The student takes an active role in learning by using a design process to solve authentic problems for a local or global audience, using a variety of technologies. The student is expected to:						Creativity and innovation—innovative design process. The student takes an active role in learning by using a design process and creative thinking to develop and evaluate solutions, considering a variety of local and global perspectives. The student is expected to:		
Knowledge and Skills Statement								
K.3(A) practice personal skills, including following directions, needed to successfully implement design processes; and	1.3(A) practice personal skills and behaviors, including following directions and mental agility, needed to implement a design process successfully; and	2.3(A) demonstrate personal skills and behaviors, including effective communication, following directions, and mental agility, needed to implement a design process successfully; and	3.3(A) explain the importance of and demonstrate personal skills and behaviors, including metacognition, effective communication, following directions, and mental agility, needed to implement the design process successfully; and	4.3(A) explain the importance of and demonstrate personal skills and behaviors, including problem solving and questioning, effective communication, following directions, mental agility, and metacognition, that are needed to implement a design process successfully; and	5.3(A) explain the importance of and demonstrate personal skills and behaviors, including persistence, effective communication, following directions, mental agility, metacognition, problem solving and questioning, that are needed to implement a design process successfully; and	6.3(A) resolve challenges in design processes independently using goal setting and personal character traits such as demonstrating courage and confidence;	7.3(A) resolve challenges in design processes independently using goal setting and personal character traits such as demonstrating responsibility and advocating for self appropriately;	8.3(A) demonstrate innovation in a design process using goal setting and personal character traits, including demonstrating calculated risk-taking and tolerance;
K.3(B) use a design process with components such as asking questions, brainstorming, or storyboarding to identify and solve authentic problems with adult assistance.	1.3(B) use a design process with components such as asking questions, brainstorming, or storyboarding to identify and solve authentic problems with adult assistance.	2.3(B) apply a design process with components such as testing and reflecting to create new and useful solutions to identify and solve for authentic problems.	3.3(B) apply an appropriate design process using components such as peer and teacher feedback to create new and useful solutions to authentic problems.	4.3(B) apply an appropriate design process that includes components to improve processes and refine original products for authentic problems.	5.3(B) apply an appropriate design process that includes components to generate multiple solutions for an authentic problem and develop original products.	6.3(B) discuss and implement a design process using digital tools to compare, contrast, and evaluate student-generated outcomes; and	7.3(B) discuss and implement a design process that includes planning and selecting digital tools to develop and refine a prototype or model through trial and error; and	8.3(B) discuss and implement a design process that includes planning, selecting digital tools to develop, test, and evaluate design limitations, and refining a prototype or model; and
						6.3(C) identify how the design process is used in various industries.	7.3(C) identify how the design process is used in various industries.	8.3(C) identify how the design process is used in various industries.

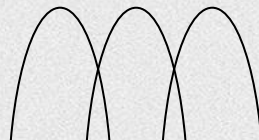
THINK ABOUT YOUR CORE



What TA standards are very similar to other content standards?

- Does the TA standard require technology?
- Is it a soft skill?
- Could you just add in a few extra vocabulary words?
- What standards require technology?
- Which are technology specific standards?
- Could you reach out to other content areas or teachers to help integrate that standard?

MATH
SCIENCE
ELA
SOC. STU.

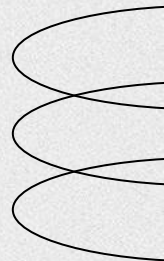




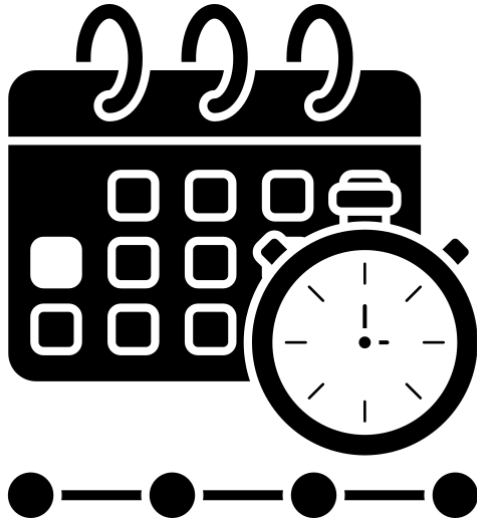
Take a Closer Look



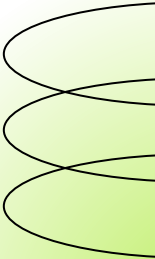
- Break up into 5 groups
- Each group takes a strand
- Look at K-5 in your stand
- Highlight the parts of the document that can be integrated with Math (Green)
- Highlight the parts of the document that can be integrated with ELA/Soc. Stu. (Pink)
- Highlight the parts of the document that can be integrated with Science (Blue)
- What can't be integrated easily? Highlight Orange



Example Lessons

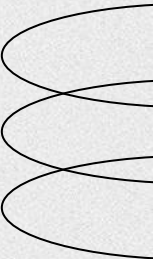


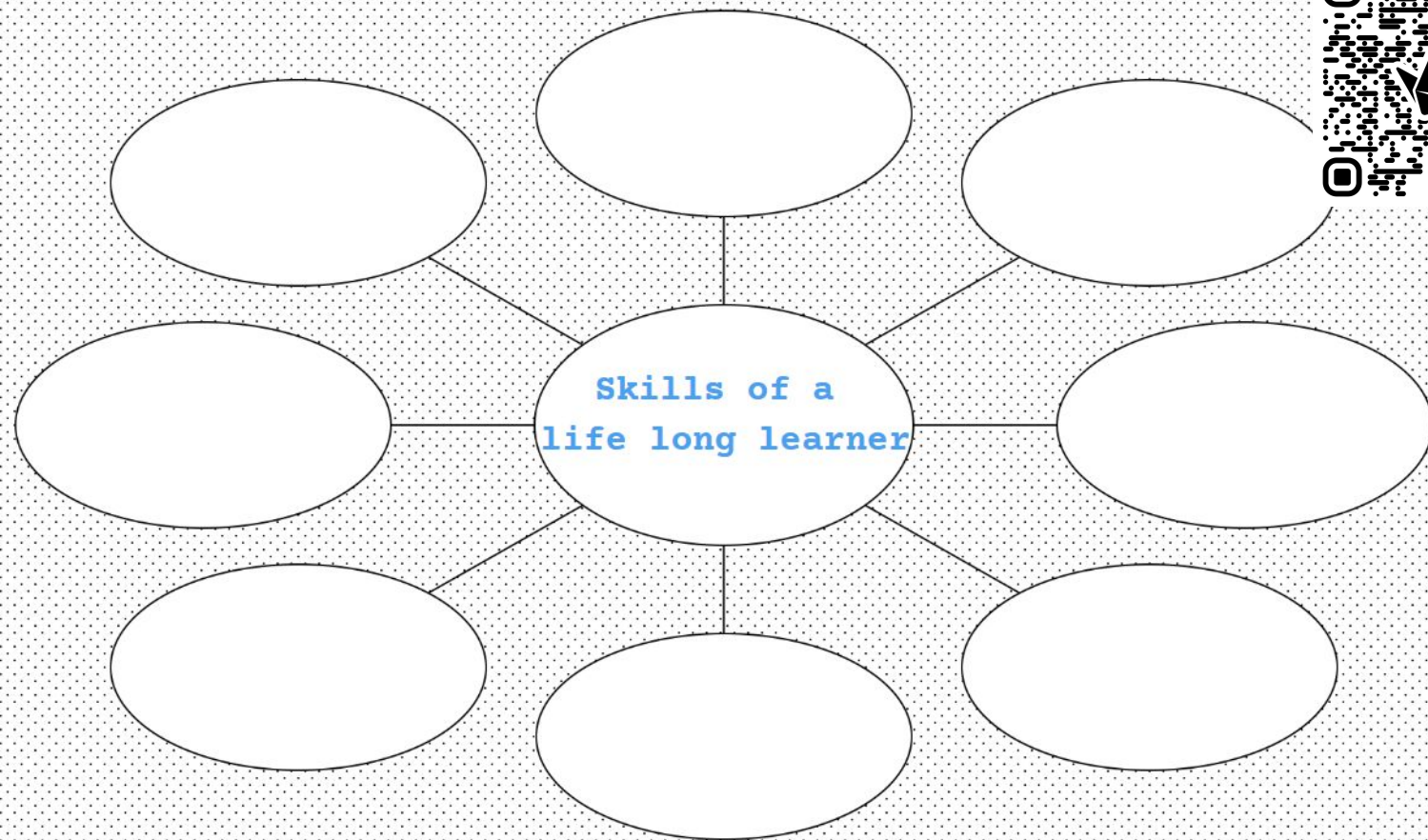
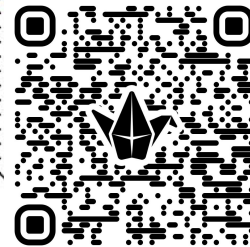
**Copyright &
Creativity**
For Ethical Digital Citizens



Digital Native Vs. Digital Immigrant

Is this still relevant today? If so how?

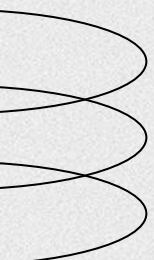




“STUDENTS WILL EITHER UNDERSTAND THE
SYSTEMS SHAPING THEIR WORLD, OR BE
SHAPED BY THEM.
DIGITAL FLUENCY IS THE DIFFERENCE.”

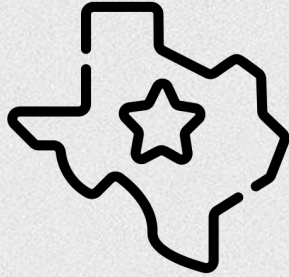
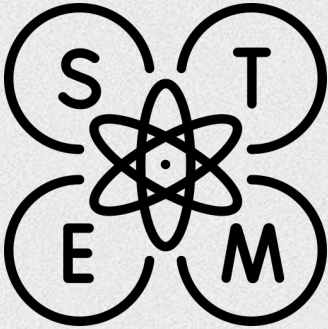
HADI PARTOVI

Founder and Chairman of the Board, CodeAI



Framework

STEM - Design Thinking Process



Challenge Process

STEP 1 - Make a plan - Talk with your group and make a plan.

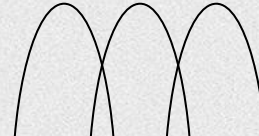
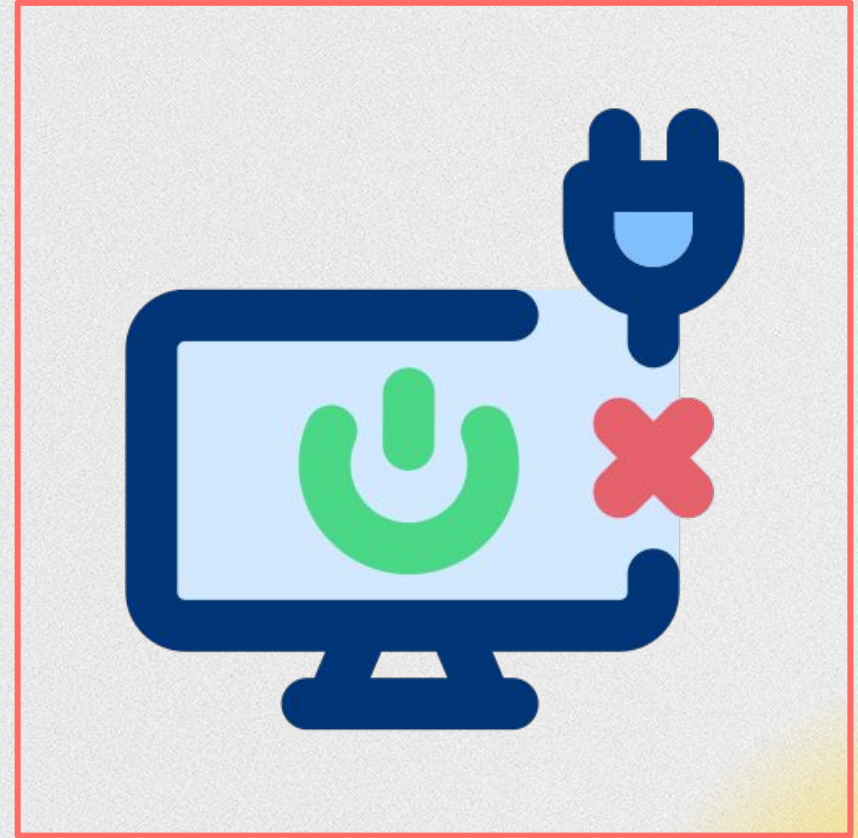
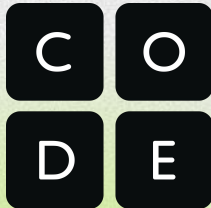
STEP 2 - Build / Create - Put your plan into action.

STEP 3 - Check your work - evaluate your work is your plan working or do you need to make some adjustments.

STEP 4 - Reflect - Think about your process what worked and what did not. What could you do differently next time.

Do you have to always use a device?

No - Unplugged programming is an option



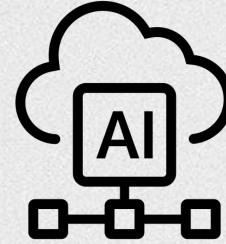
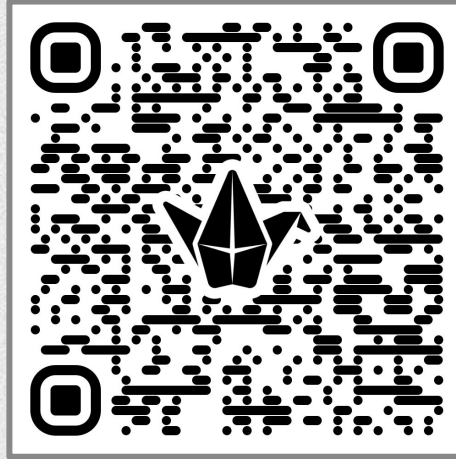
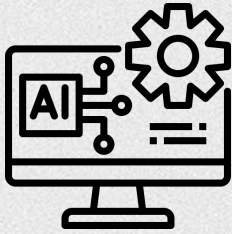


“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

— commonly attributed to Benjamin Franklin



What do we need to know?

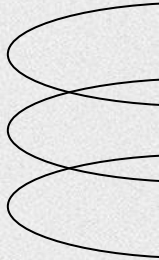


Artificial Intelligence
IN NORTHWEST ISD

Safe Search



How can the Library Help?



Possible Lesson in the Library



KG

Kinder

- Chromebook Camp
- Beginning Keyboarding
- Safe places to access information
- Design Process (STEAM Challenges)
- Beginning Coding / robotics

01

First Grade

- Chromebook Camp
- Beginning Keyboarding
- Safe places to access information
- Design Process (STEAM Challenges)
- Beginning Coding / robotics

02

Second Grade

- Online Safety - How to communicate?
- Keyboarding
- Where and how to do online searches
- Design Process (STEAM Challenges)
- Coding / robotics

03

3rd Grade

- Emailing and Posting online
- Keyboarding / Understanding Programs
- Copyright Laws, Evaluate sources for safety and accurate information
- Basic Chromebook Troubleshooting
- Design Process (STEAM Challenges)
- Coding / robotics

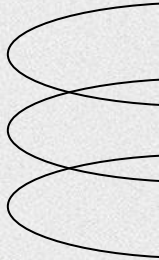
04

4th Grade & 5th Grade

- Emailing and Posting online
- Keyboarding / Understanding Programs
- Copyright Laws, Evaluate sources for safety and accurate information
- Basic Chromebook Troubleshooting
- Design Process (STEAM Challenges)
- Coding / robotics
- Emerging Technology and Impacts
- Using skills to find information through searches
- Learn how to organize online creations

05

How can the Counselor Help?



RESOURCES



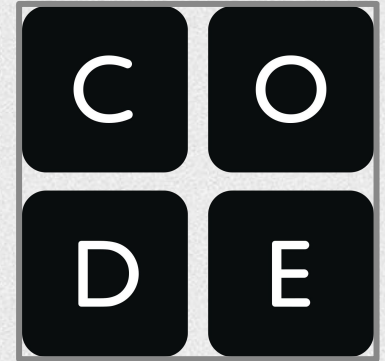
WeTeach_CS
through UT
Austin



TCEA Aligned
Standard Resources

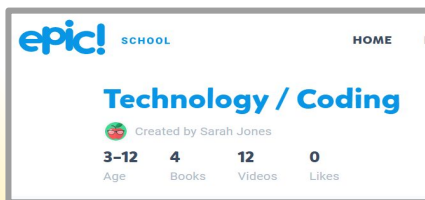
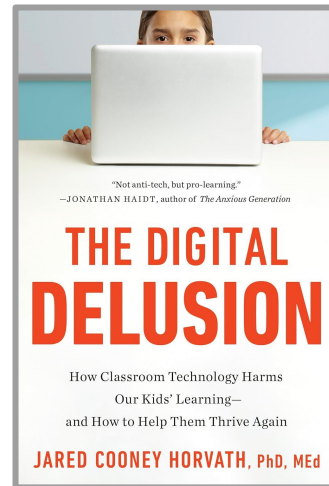
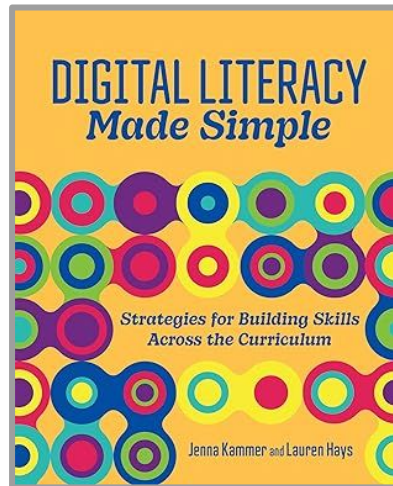
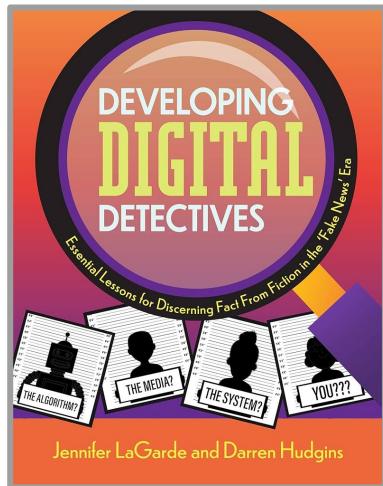


TEA - STEM
Education Toolkit



CodeAI
(Known as code.org)

Interesting Reads





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<https://tinyurl.com/ENGAGE26FB>

SCAN HERE >



THANKS!

Do you have any questions?

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