As our team looks at this document, we highlight the entries that seem important to us or “scream equity” to us.

From	To
Our original three shifts	
From creating rules and consequences about the use of digital tools	**to** identifying ways these tools support relationship building and lead to more student engagement.
From direct instruction about how to use software	**to** contextualized learning about how digital tools help us explore cultural identity.
From celebration of digital tools and their potential	**to** active discovery of learners' assets and a concerted effort to build on their potential.
CMS Team	
From Microsoft	To Google
From individual	To collaborative
From fear	To embracing
From use	To understanding ● How does tech work? ● How to create tech.
From my agenda	To our agenda
From carts in core classes	To one-to-one
Fear of technology as a distraction	To technology as an invaluable access to resources
From using technology for just skill practice	To using technology to create a culture where standards of mathematical practice are evident.
From technology as an extra	to technology as a necessity
From technology (perceived) as a time suck/waste/burden	To technology (perceived) as a time-saver

From reluctant use of BYOD	To exploring the possible implications of BYOD.
From teacher driven, task oriented classroom	To student curiosities are driving content
From removal of tech and punishment	To interventions and experiences where they view it as vital and social
From different expectations and allowances	To standardized expectations and privileges
From rows and desks in classrooms	To space and options where kids can choose their environment.
From student learning with a set outcome	To student learning without predefined outcomes
From structured PD with singular outcomes	To PD that allows for design thinking teams and multiple outcomes
Park Lane Team	
From math games (individual)	To math games that require skill, math strategy
From: individual technology use	To a more collaborative technology use
From Text book	To E-Book
From direct instruction	To PBL/Inquiry
From classroom learning	global learning
From students learning how to use software	To students problem solving using software
From online reading	To interactive online reading
From game based learning (math skill games)	To discovery based learning
From rigid methods and structures	To an explorative free thinking environment facilitated by the teacher.
From using computers to isolate students	To using them to integrate thinking and collaboration
From using technology as a reward or punishment	To purpose driven tech instruction
Ed Tech Team	

From teacher	to facilitator
From substitution	To a tool to take learning to a new place Ie Global Communications
In order to create more engaging activities teachers might move away from content isolation	...and shift to driving inquiry questions that integrate different content areas
In order to create more equitable teaching and learning, educational tech in schools might move away from “what do you (teacher) want to learn?”	...and shift to “What do you want your students to do and learn?”
From whole school focus with a dedicated day	To design groups focused with a specific set of goals for a smaller group
From working directly with a school alone to identify areas of focus	To working with principals, ICs and ELA to identify areas for design
From the idea that there is a correct way to use a tool	To more open exploration of a variety of ways to express understanding
From (regarding technology as) a tool to share information	To a means to understand student learning and progress
From teacher directed instruction tools	To shared learning opportunities between peers, teachers, students and the outside world
From isolation and skills practice	To passionate study and world communication
From thinking about technology as an extra tool for student use	To an integral part of daily student choice
From whole class instruction directed by teachers	To guided inquiry questions with time for students to create projects
From	

6 Themes of CRE

CRE