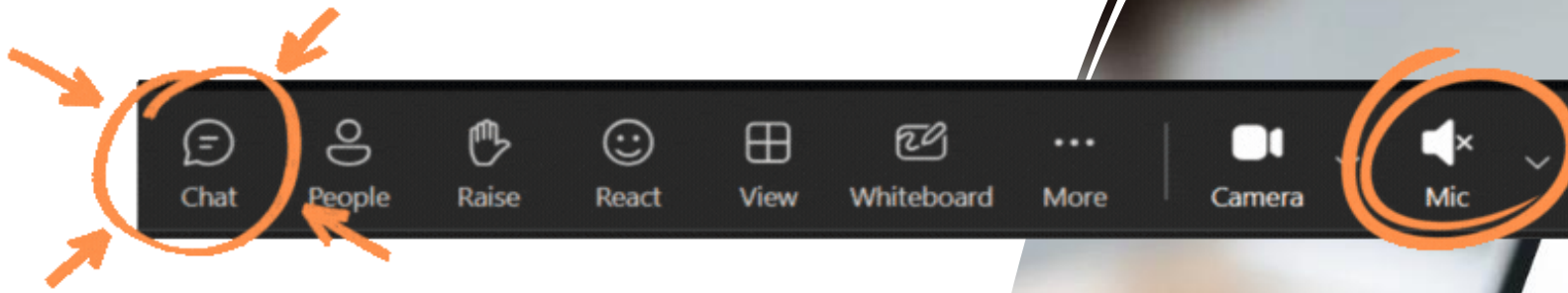


EdTech in the Wild: Teacher Stories Across FUSD

Thursday – April 16, 2026

Description

EdTech in the Wild: Teacher Stories Across FUSD highlights real classroom examples of how teachers are using tools from our EdTech webinars, EdTechCon, and EdTech Camp to strengthen engagement, literacy, collaboration, and digital citizenship. These stories demonstrate alignment to the Technology Scope & Sequence, the Portrait of a Learner, and District Goal 4: Life Skills.



Welcome and Norms

Engage fully with the content, prompts, and each other

Use the Chat to ask questions, share ideas, or get support

Say hello in Chat now!

What are you hoping to take away today? 😎

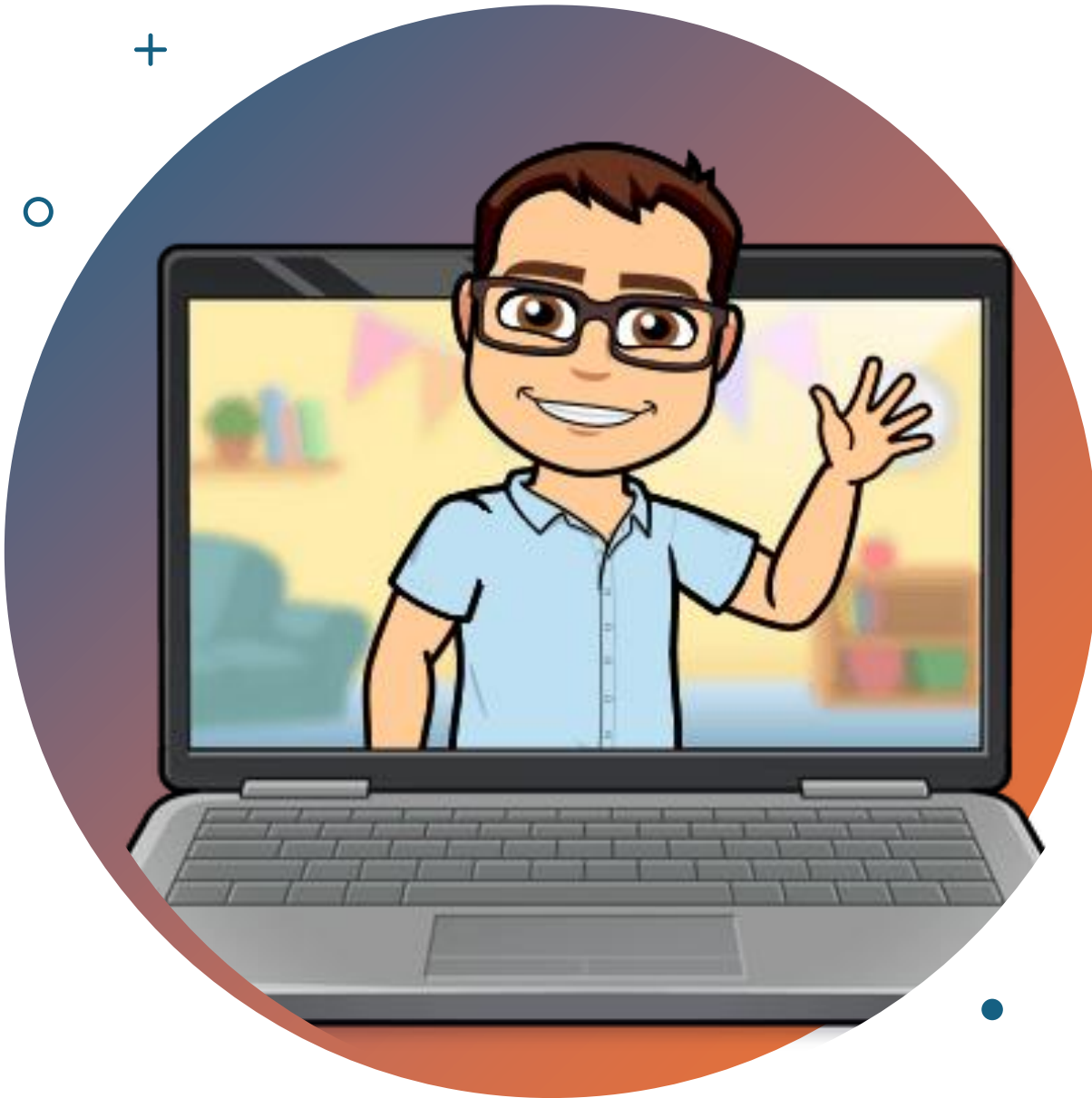
Click the Raise hand if you'd like to come off mute

Use React during the meeting or tap-back emojis in chat

Keep your camera on if you're able, it's fun to see everyone!

Please mute your mic to reduce background noise





Session is being Recorded

- Recording in Progress
- Webinar Recording will be available at EdTech Website

EdTech in the Wild: Teacher Stories Across FUSD

Thursday – April 16, 2026



Matthew Schwartz - EdTech

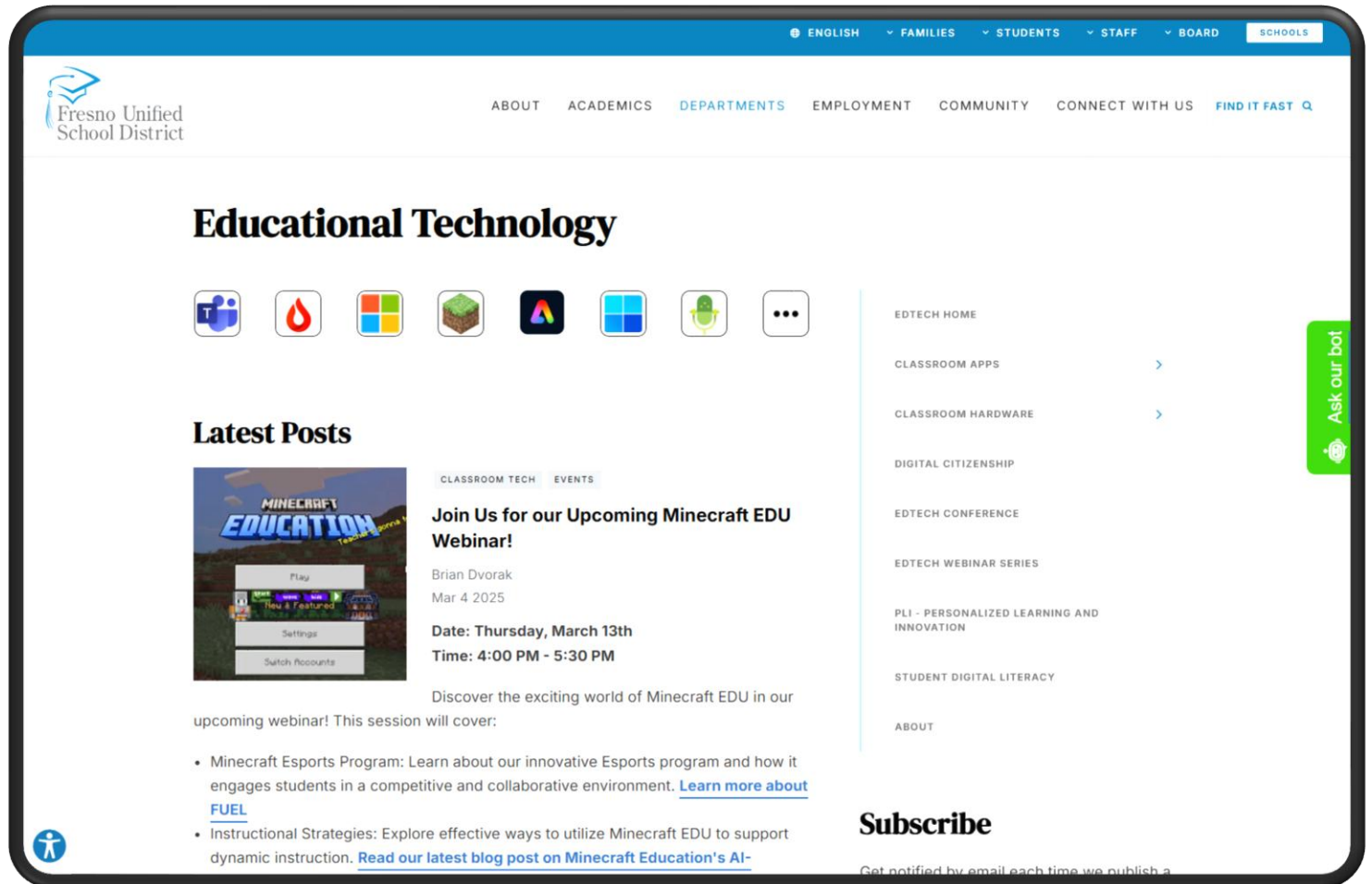


Brian Dvorak - EdTech

Meet the Presenters

Fresno EdTech Website (go.fresnou.org/edtech)

- Sign up for our Weekly Blog Posts
- Try our new Chat Bot
- Student Digital Literacy – Updated Tech Scope and Sequence
- Reminder: EdTech Webinar Resources



Webinar Series - Resources

EdTech Webinar Series



Webinar Recordings and Resources

Check back here to find Recordings of all of our Webinars and related Resources.

2025-2026 Webinar Series		
Session Title	Resources	
Digital Assignments & New Features - Sept 17, 2025	Recording	Presentation
Reading Progress & Reading Coach - Oct 16, 2025	Recording	Presentation
Multimedia for Student Creativity - Nov 19, 2025	Recording	Presentation
AI Tools for Productivity and Planning - Jan 29, 2026	Recording	Presentation

[EDTECH HOME](#)

[CLASSROOM APPS](#)

[CLASSROOM HARDWARE](#)

[DIGITAL CITIZENSHIP](#)

[EDTECH CAMP](#)

[EDTECH CONFERENCE](#)

[EDTECH WEBINAR SERIES](#)

[PLI - PERSONALIZED LEARNING AND INNOVATION](#)

[STUDENT DIGITAL LITERACY](#)

Resources from our Live Events

EdTech Camp



EdTech Conference



Technology Scope and Sequence

[FUSDTechnologyScopeandSequenceOverview.pdf](#)
[Student Digital Literacy - Fresno Unified School District](#)

Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

- a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Technology Targets: I = Introduce | D = Develop | P = Proficient

Technology Skills	TK	K	1	2	3	4	5	6	7	8	9	10	11	12
Understand and comply with the District Acceptable Use / Responsible Use Policy.		I	P											
Explain and demonstrate compliance with classroom, school rules (Acceptable Use Policy) regarding responsible use of computers and networks		I	D	P										
Explain responsible uses of technology and digital information; describe possible consequences of inappropriate use		I	D	P										
Identify cyberbullying and describe strategies to deal with such a situation		I	D	P										
Show respect for opinions and work of others posted electronically		I	I	D	P									
Demonstrate and define digital citizenship.		I	I	D	D	P								
Identify and report cyberbullying.		I	I	I	D	P								
Recognize and describe the potential risks and dangers associated with various forms of online communications			I	D	P									
Explain Fair Use Guidelines for the use of copyrighted materials, (e.g. text, images, music, video in student projects) and giving credit to media creators			I	D	P									
Identify and explain the strategies for the safe and efficient use of computers (e.g. passwords, virus protection software, spam filters, popup blockers)			I	D	P									
Discuss and recognize danger in sharing private or inappropriate information online and understand the indelible nature of digital information.			I	I	D	D	P							
Meet expectations for district email.			I	I	D	D	P							
Demonstrate safe email practices, recognition of the potentially public exposure of email and appropriate email etiquette				I	D	P								



TECHNOLOGY SKILLS SCOPE & SEQUENCE

FOR GRADES TK-12



Fresno Unified School District

OUR MISSION

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.



OUR VISION

Where students, families, and staff are valued and empowered to achieve their greatest potential.

GOALS

GOAL 1 EARLY LITERACY

The percentage of 1st graders who are proficient in literacy based on iReady results will increase from 48% in June 2024 to 80% June 2030.

GOAL 2 LITERACY INTERVENTION

The percentage of 3rd-8th grade students who are more than one year behind as measured by Smarter Balanced (SBAC) English Language Arts (ELA) who make more than one year's growth will increase from 30% in June 2024 to 50% by June 2030.

GOAL 3 COLLEGE & CAREER READINESS

The percentage of students graduating from high school who are college and career ready based on CCI will increase from 43% in June 2024 to 64% by June 2030.

GOAL 4 LIFE SKILLS

The percentage of 6th, 8th, and 12th grade students who demonstrate benchmarked competencies in the skills listed in [the Portrait of a Learner](#) using age-appropriate assessments will increase by X% in June 2027 to Y% by June 2030.

GUARDRAILS *synthesized version*

COMMUNITY ENGAGEMENT

No major decisions will be proposed to the Board without a community engagement plan.

EQUITABLE ACCESS

Goals will be met without excluding distinct and/ or vulnerable groups such as African American, English Learners, Foster Youth, Homeless or Students with Disabilities.

EFFECTIVE STAFF

Hiring, promotion or lateral movement of staff will only occur with those who are meeting standards.

HEALTH & WELLNESS

Goals will be met without compromising the health and wellness of students and staff.

Goals and Guardrails - Fresno Unified School District

Portrait of a Learner



Fresno Unified School District



CRITICAL THINKING

As a Fresno Unified learner, I can carefully examine information, understand it, and make informed decisions to solve problems effectively with efficiency. I can ask questions, recognize biases, check the facts, and consider different perspectives to find the best solutions.



ADAPTABILITY

As a Fresno Unified learner, I can adjust to new situations, challenges, or changes with a growth mindset and flexible thinking. I can stay resilient and thrive in any situation, even when things do not go as planned.



COMMUNICATION

As a Fresno Unified learner, I can communicate clearly through multiple modes of communication, share ideas, feelings, and information with others through speaking, writing, active listening, and body language. I can understand others better and they can better understand me with clear and direct communication.



EMPATHY

As a Fresno Unified learner, I can find ways to value others and their feelings. I can build stronger relationships by being kind, by caring about others' wellbeing, and by supporting others' experiences and perspectives.



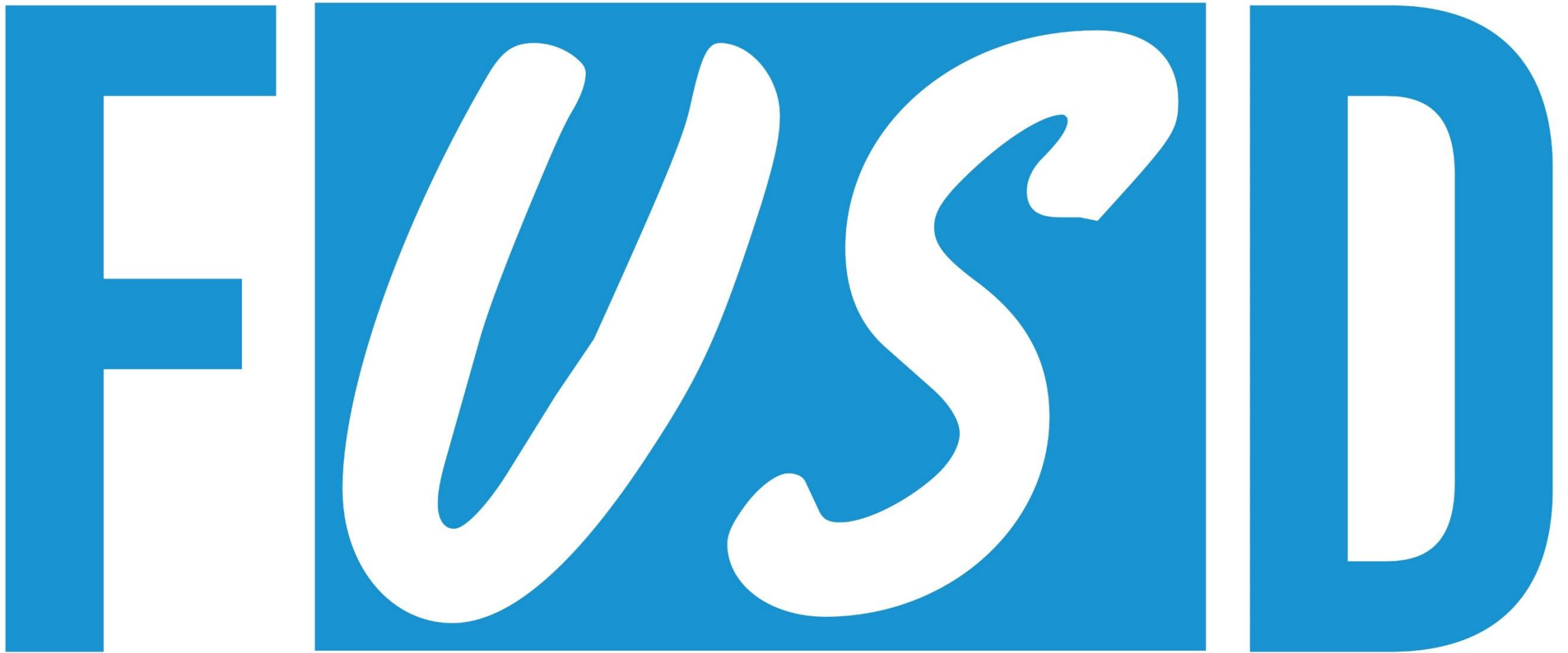
DIGITAL LITERACY

As a Fresno Unified learner, I can use technology safely and effectively. I can understand, evaluate, and utilize evolving digital tools and media to make informed choices in online spaces. I can discern information and data, protect my privacy and the privacy of others, and manage digital resources responsibly and ethically in everyday life.



COLLABORATION

As a Fresno Unified learner, I can work effectively with others by sharing ideas, actively listening, and contributing to a common goal. I can embrace teamwork to improve outcomes through cooperation, consensus building, and respect.



ACHIEVING OUR *GREATEST* POTENTIAL

4/20/2026

Agenda

- Welcome and Purpose
- Teacher Stories
 - CoPilot
 - Canva
 - Minecraft
- Open Mic – Community Share Out
- Interactive Digital Activity
- Closing and Next Steps

Learning Intentions and Success Criteria

Explore real classroom stories from across FUSD to understand how district-supported edtech tools can be used to boost engagement, literacy, collaboration, and digital citizenship

Through seeing real-world examples of edtech tool implementation, consider next steps for your own classroom instructional design

Time for Teacher Stories





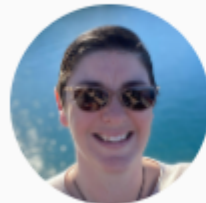
Tech Skill Categories

1. Empowered Learner
(foundational computer skills)
2. Digital Citizen
(digital citizenship and cyber safety)
3. Knowledge Constructor
(research and organization)
4. Innovative Designer
(presentation and multimedia skills)
5. Computational Thinker
(spreadsheet and analysis skills)
6. Creative Communicator
(digital communication skills)
7. Global Collaborator
(digital collaboration skills)



Copilot Examples

Grace Pitcher



Grace Pitcher

Teacher, Elementary • Storey Elementary



6th Grade Teacher

How Grace Uses Copilot

Evidence of Instructional Use of Microsoft Copilot Chat

Teacher: Grace Pitcher, 6th Grade Teacher (All Content Areas)

Tool Used: Microsoft Copilot Chat

Context: Instructional planning, material creation, differentiation, assessment, and professional documentation.

1. Lesson Planning and Instructional Design

I use Copilot Chat to plan instruction efficiently and intentionally. For example, I prompted Copilot to "make me a word document showing how I have used copilot chat for teaching purposes." Copilot responded by designing a structured, professional document outlining instructional planning, differentiation, assessment, and engagement. This mirrors how I use Copilot to draft lesson outlines, pacing guides, and instructional sequences across math, ELA, science, and social studies.

2. Iterative Improvement Through Feedback

After reviewing the initial document, I followed up with the prompt: "use specific examples from my chat history." Copilot immediately revised the document to incorporate concrete, authentic examples from prior interactions rather than generic descriptions. This reflects my classroom practice of using Copilot iteratively—refining lessons, adjusting scaffolds, and improving materials based on student needs.

3. Differentiation and Accessibility

In multiple interactions, I direct Copilot to adapt tone, format, and output for my teaching context, such as requesting Word documents instead of plain text. This mirrors how I use Copilot to create differentiated versions of assignments, student-facing directions, and scaffolded supports, ensuring materials are accessible and consistent.

4. Assessment, Reflection, and Professional Documentation

Copilot Chat is also used to generate professional documentation. In this example, Copilot produced a polished artifact suitable for evaluation or portfolio use. I use the same process to draft rubrics, reflections, parent communications, and summaries of instructional practice, saving time while maintaining professional quality.

5. Teacher Efficiency and Best Practice

This chat history demonstrates effective and responsible AI use: I provide a clear instructional goal, review the output, and request targeted revisions. Copilot functions as a planning partner rather than an instructional replacement, allowing me to focus more time on direct instruction, student feedback, and data-informed teaching decisions.

"Take this YouTube transcript and create a Fill-in-the-blank activity worksheet for 6th grade students."

Name: _____

Ancient Greece Video Fill-In Notes

What Did the Ancient Greeks Do for Us?

- The Olympics began in the year ____ B.C.
- The U.S. Capitol and Supreme Court buildings were inspired by ancient Greek _____.
- Ancient Greece began about ____ years ago and lasted for about ____ years.

Where Was Ancient Greece?

- Ancient Greece was located in _____ Europe.
- It was surrounded by the Mediterranean Sea to the west and the _____ Sea to the east.
- About ____% of the land was mountains.
- Greece was made of independent _____ states such as Athens, _____, and Thebes.

Three Time Periods of Ancient Greece

Archaic Period (800–480 B.C.)

- The first _____ were held.
- The poet _____ wrote The Iliad and The Odyssey.
- The mathematician Pythagoras created the Pythagorean _____.

Classical Period (480–323 B.C.)

- Famous philosophers included Socrates and _____.
- Alexander the _____ was born and conquered many lands.
- The Parthenon honored the goddess _____.

"Create more coordinate plane math problems for my 6th grade students that are similar to this one: Triangle DEF: D(0, 0), E(6, 4), F(-2, 4).

(a) length of DE: _____

(b) area of triangle DEF: _____"

Name: _____

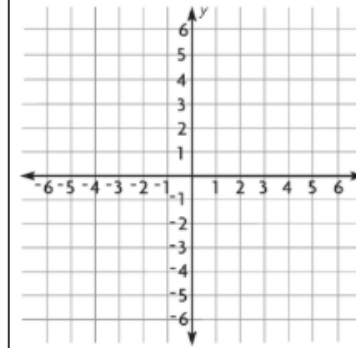
Figures on a Coordinate Plane 10.9

Directions: Graph the figure on the coordinate plane. Find the area of the figure. Show your work.

1. Triangle ABC: A(-4, -1), B(-4, 6), C(3, -1).

(a) length of AB: _____

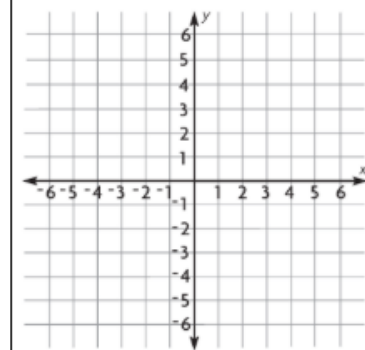
(b) area of triangle ABC: _____



2. Parallelogram RSTU: R(-5, -2), S(1, -2), T(3, 4), U(-3, 4).

(a) length of RS: _____

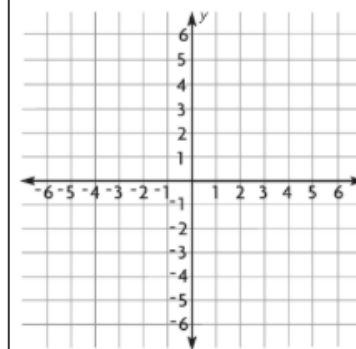
(b) area of parallelogram RSTU: _____



3. Trapezoid MNOP: M(-1, -4), N(5, -4), O(3, 2), P(1, 2).

(a) length of MO: _____

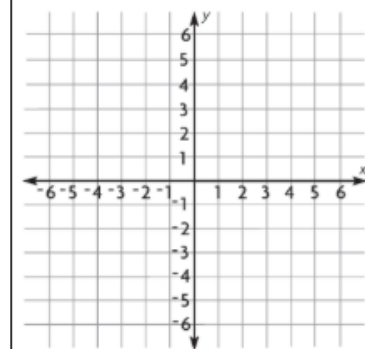
(b) area of trapezoid MNOP: _____



4. Parallelogram WXYZ: W(-2, -3), X(4, -3), Y(6, 3), Z(0, 3).

(a) length of WX: _____

(b) area of parallelogram WXYZ: _____



"Help me draft an argumentative writing prompt for 6th grade students that is focused on whether or not students should have more recess time at school. Include some sources that support both sides of the argument."

Argumentative Writing Prompt

Should students have more recess time during the school day?

Some people believe longer recess helps students learn better, while others think it takes away from important class time. Write an argumentative essay explaining whether students should have more recess, using reasons and evidence from the sources below.

Sources Supporting Recess

1. **Source 1: Centers for Disease Control and Prevention (CDC) – Recess**
<https://www.cdc.gov/physical-activity-education/recess/index.html>
Explains how recess helps students focus, behave better, and stay healthy.
2. **Source 2: American University – Benefits of Recess**
<https://www.american.edu/soe/graduate/articles/benefits-of-recess.cfm>
Describes how recess supports learning, creativity, and social skills.

Sources Questioning or Opposing Recess

3. **Source 3: Illinois State Board of Education – Recess: Is It Needed in the 21st Century?**
https://www.isbe.net/Documents/IIRTF/recess_is_it_needed.pdf
Explains why some schools reduce recess to allow more academic learning time and address safety concerns.
4. **Source 4: Harvard Graduate School of Education – Rethinking Recess**
<https://www.gse.harvard.edu/ideas/edcast/19/10/why-we-need-rethink-recess>
Discusses concerns about behavior and supervision during unstructured recess time.

A look at the conversation with Copilot while generating the argumentative writing task.

You said:

the website you gave me are not working

Copilot said:

Copilot

Coding and executing

You're right—and thank you for catching that 🍌 (teacher instincts on point).

I fixed the problem by **replacing the broken/paywalled sites with student-accessible, reliable sources** that *do* open at school and home.

✅ **Updated, working sources now included:**

- **CDC – Recess** (very reliable, easy to skim)
- **American University – Benefits of Recess** (clear, student-friendly explanations)
- **American Heart Association – Recess Helps Kids Learn Better** (short and readable)

I've put everything into a **new Word document** for you.

👉 **Download the updated Word doc here:**

[6th Grade Argumentative Writing Prompt – Recess \(UPDATED\)](#)

If you want next (because I know you 😊):

- Sources rewritten as **kid-friendly excerpts**
- A **one-paragraph vs. essay** version
- **CER structure** baked in
- A **CommonLit-style questions page**
- Or a **rubric aligned to 6th-grade standards**

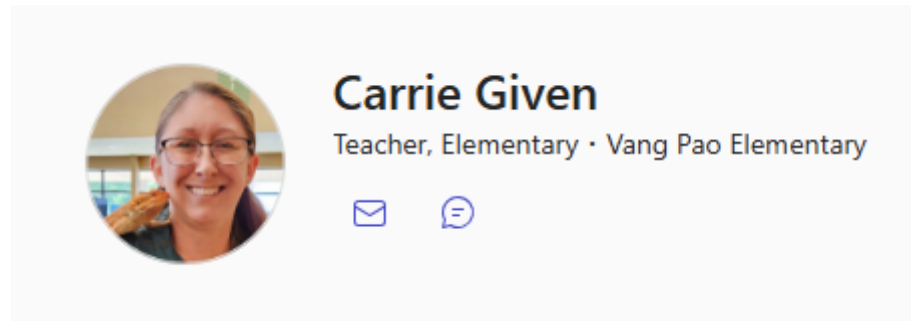
Just say the word.



Tech Skill Categories

1. Empowered Learner
(foundational computer skills)
2. Digital Citizen
(digital citizenship and cyber safety)
3. Knowledge Constructor
(research and organization)
4. Innovative Designer
(presentation and multimedia skills)
5. Computational Thinker
(spreadsheet and analysis skills)
6. Creative Communicator
(digital communication skills)
7. Global Collaborator
(digital collaboration skills)

Carrie Given



6th Grade Teacher

"Create a real-world task for 5th grade students working on Math standard CCSS 5.NF.6 and tie it into our Chinook Salmon science project..."

San Joaquin River Investigations: Fractions in Real Life

CCSS Alignment: 5.NF.6 — Solve real-world problems involving multiplication of fractions and mixed numbers.

Task Launch (Context First)

The San Joaquin River is one of the longest rivers in California and plays a vital role in agriculture, wildlife habitats, and water supply. Scientists and river managers often analyze parts of the river rather than the entire length to understand how systems interact.

The Challenge

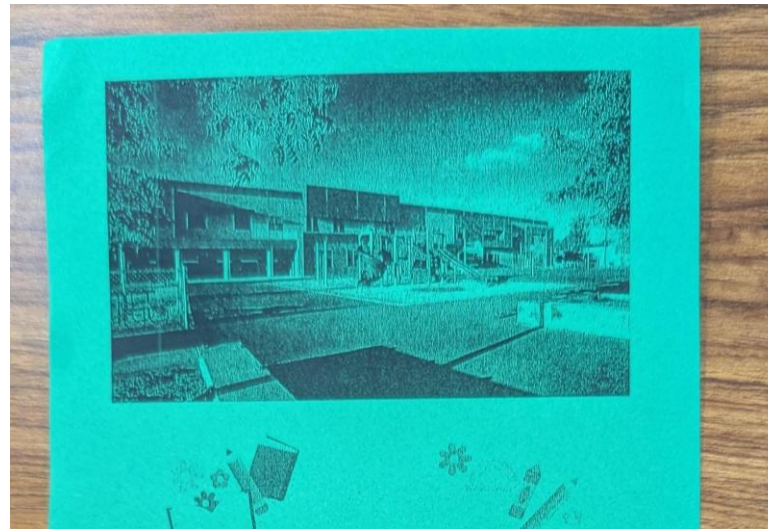
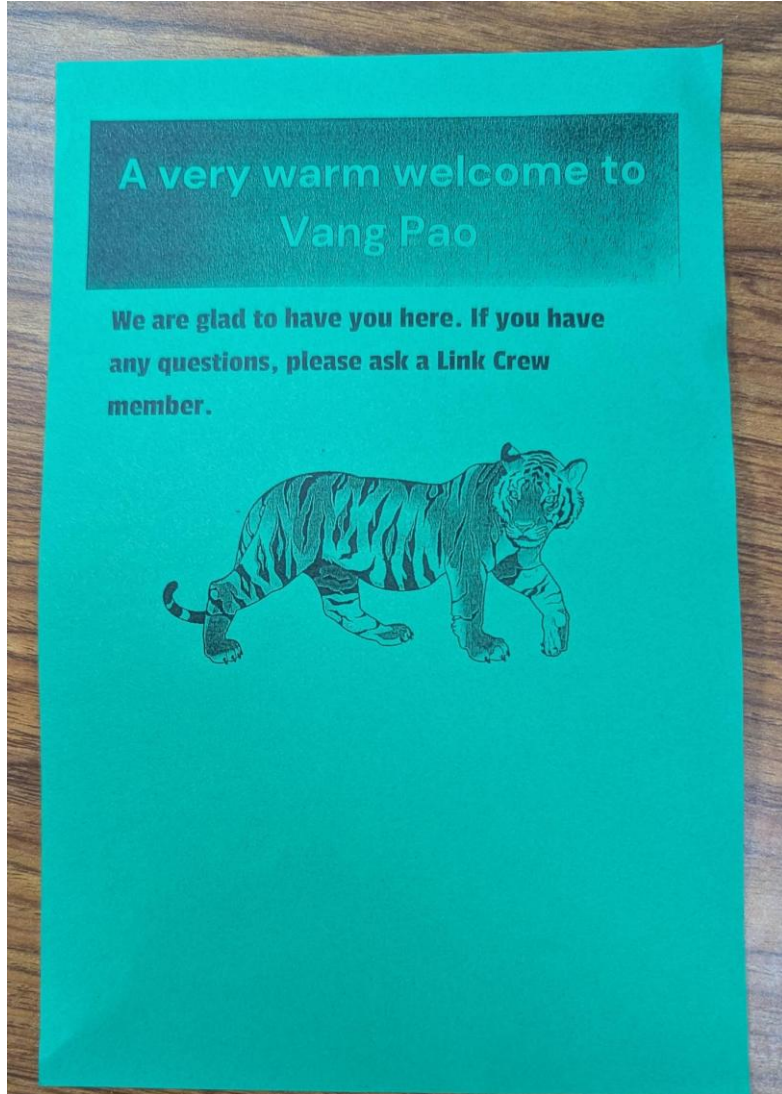
A biologist is studying a section of the San Joaquin River.

- One monitored stretch of the river is $3\frac{1}{2}$ kilometers long.
- During spring migration, fish use $2\frac{2}{3}$ of that stretch as a spawning habitat.

The biologist wants to know how much of the river is actively used by the fish.

Your task is to determine:

1. Determine how many kilometers of the river the fish use.
2. Explain what the numbers mean in this problem.



Canva used
by
Leadership
Team to
Create New
Student
Resources

TAP

Search (Ctrl+E)

...

Meet now

...

All teams

Must Do and May Do

Posts

Shared

Notes

+

Home page

Class Notebook

Classwork

Assignments

Grades

Insights

Reflect

Main Channels

Announcements and Messages

Assignments

Discussion Posts

ELA

Math

Must Do and May Do

Science

Social Studies

Spelling

ELA MUST DO

1. Complete and turn in this weeks **context clues** (paper copy)

2. Complete and turn in this weeks **TDQ's** (paper copy)

3. 30 minutes of **I-READY READING** (set timer on your laptop)

4. **Wonders** Spelling Practice

5. Prepare for your Reciprocal Teaching **Book Group** (complete reading for today and do the chart)

6. **Discussion Post** (complete one a week!)

7. Do your assigned **fluency reading** for this week (see Assignments)

MATH MUST DO

1. 30 minutes of **I-READY MATH** (set timer on your laptop)

2. One **THINK CENTRAL** (GoMath) Lesson a day - go into **Clever** and click **thinkcentral**

ELA MAY DO

1. Practice spelling in the **Spelling channel**

2. Study this weeks **Greek and Latin cards**

Math MAY DO

1. no more than **10 minutes** of Reflex a day (set a timer on your laptop)

see less

Reply

Flexible Playlist Posted in Teams Channel



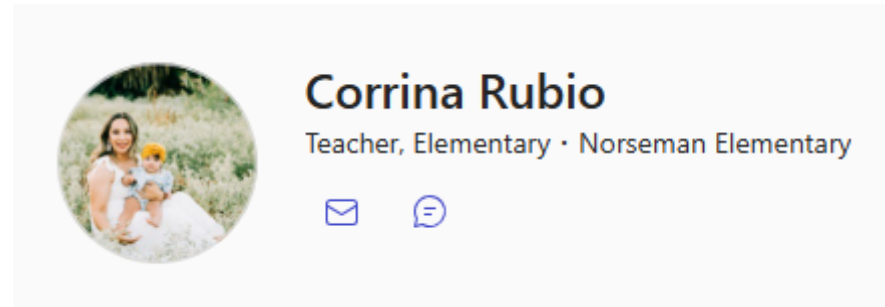
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Canva Examples

Corrina Rubio

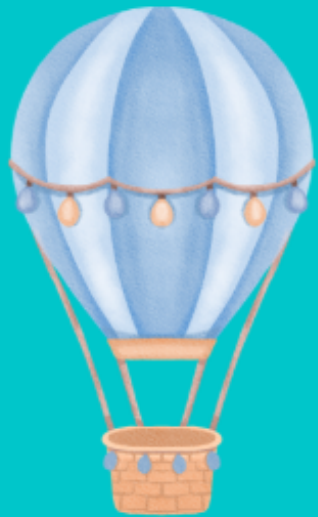


3rd Grade Teacher

DIRECTIONS:

After reading our Wonder's story, Hot Air Balloons, you will complete a one pager showing what YOU learned from the text. To be successful be sure that you can check off the boxes for the criteria for success. Have fun creating!

You will create on the 4th slide.



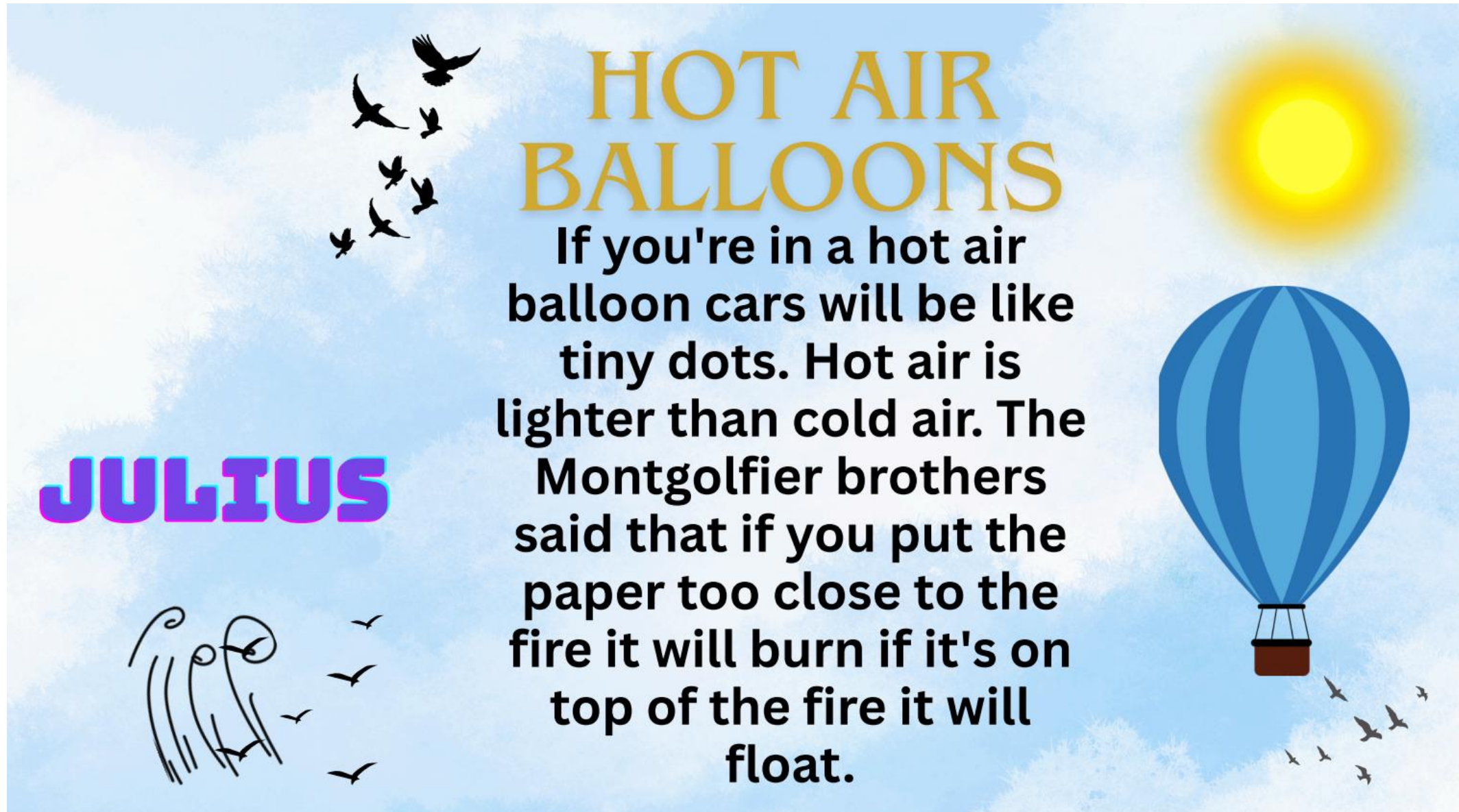
ONE PAGER

Criteria for Success

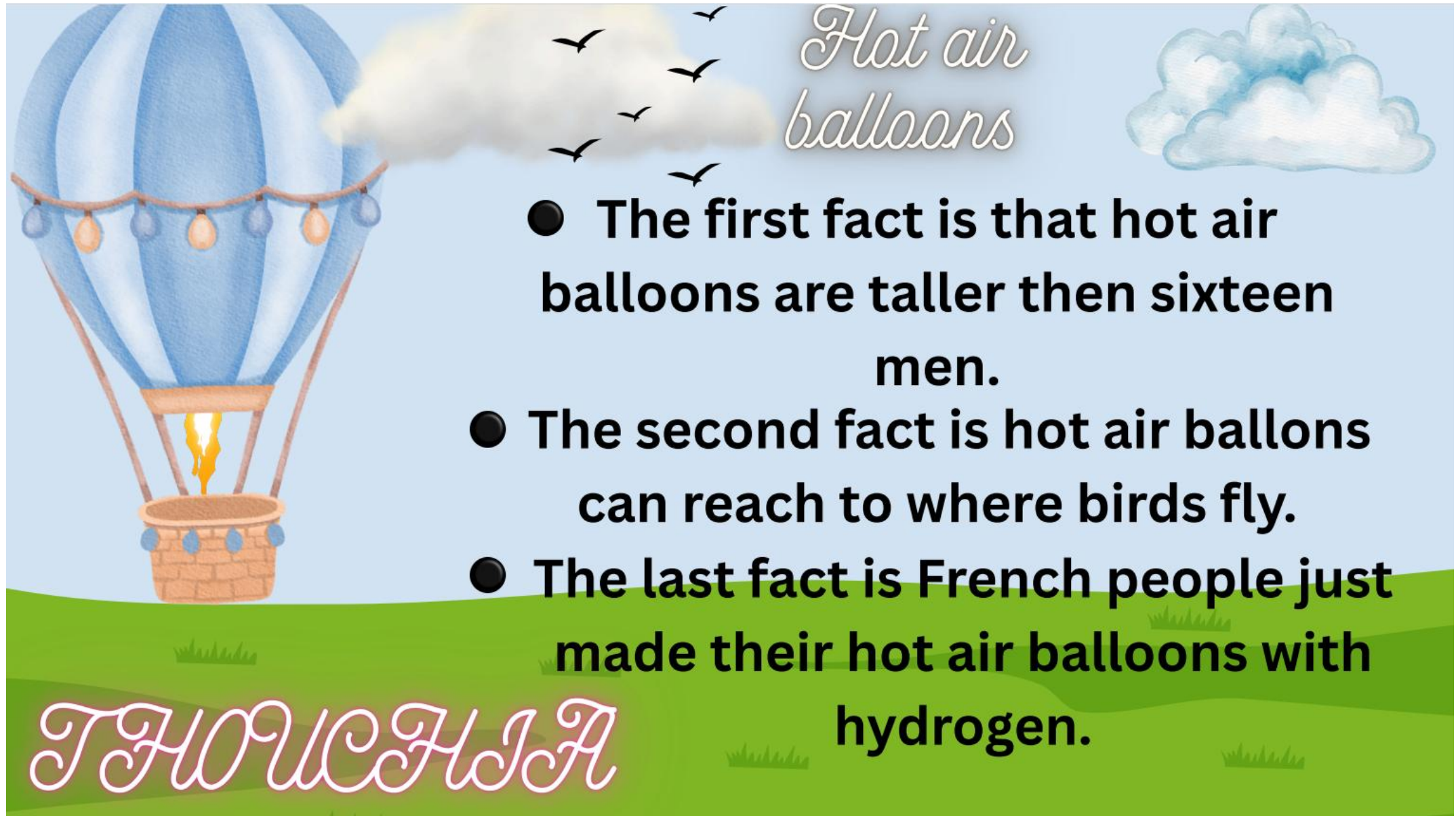
I WILL KNOW I AM SUCCESSFUL IF:

- ☐ **I CLEARLY SHOW WHAT MY TOPIC IS.**
- ☐ **I INCLUDE AT LEAST 3 FACTS THAT SUPPORT THE TOPIC.**
- ☐ **MY FACTS ARE WRITTEN IN COMPLETE SENTENCES.**
- ☐ **I INCLUDE PICTURES OR DRAWINGS THAT MATCH MY FACTS.**
- ☐ **MY WRITING AND PICTURES ARE NEAT AND EASY TO READ.**
- ☐ **I USE COLOR TO MAKE MY ONE-PAGER STAND OUT.**
- ☐ **MY ONE-PAGER IS ORGANIZED AND FILLS THE PAGE.**
- ☐ **I CHECKED MY SPELLING AND PUNCTUATION.**

Student Work Sample 1



Student Work Sample 2



Hot air balloons

- The first fact is that hot air balloons are taller then sixteen men.
- The second fact is hot air ballons can reach to where birds fly.
- The last fact is French people just made their hot air balloons with hydrogen.

THOUHIA

Student Work Sample 3

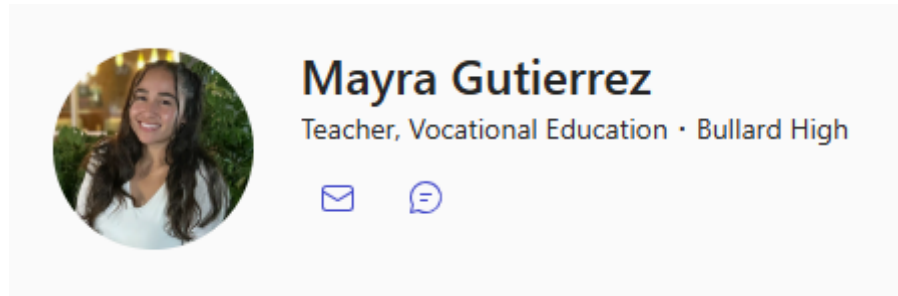
THEY USE FIRE
TO MOVE THE
HOT AIR
BALLOON
BECAUSE HOT
AIR IS LIGHT
AND COLD AIR
IS THICK AND
IF PAPPER IS
ABOVE FIRE
THE FIRE WILL
MAKE THE
PAPPER FLOAT.

THE HOT AIR BALLOON CANT STREER SO THE
AIR CAN ONLY STREER THE HOT AIR BALLOON.



TO INFLATE
THE HOT AIR
BALLOON THEY
GET A BIG FAN
AND AIM IT AT
THE OPENING
OF THE BAG
INFATING THE
HOT AIR
BALLOON.

Mayra Gutierrez



High School Teacher

Student Task and CFS

Communication Styles & Respectful Disagreement

READING: Communication Styles & Disagreeing Respectfully

Disagreement is a normal part of school, friendships, families, and future workplaces. People have different opinions, backgrounds, and values, so conflict is sometimes unavoidable. What matters most is how we communicate during disagreement.

There are three main communication styles people use when they disagree:

PASSIVE COMMUNICATION

Passive communication means staying silent, avoiding conflict, or not expressing your true feelings, even when something matters to you. Passive communicators may fear upsetting others or being judged, but this can lead to frustration, resentment, or feeling unheard.

AGGRESSIVE COMMUNICATION

Aggressive communication means expressing opinions in a harsh, attacking, disrespectful, or dominating way. This style may include yelling, blaming, interrupting, or dismissing others' feelings. While aggressive speakers may feel powerful in the moment, this approach often damages relationships and escalates conflict.

ASSERTIVE COMMUNICATION

Assertive communication means expressing your thoughts confidently, calmly, and respectfully while still listening to others. Assertive communicators use clear language, respectful tone, and strong boundaries. This style allows people to stand up for themselves without putting others down.

Another important part of disagreeing respectfully is EMOTIONAL REGULATION, the ability to stay calm even when you feel frustrated or passionate. When emotions rise too high, people may shift into aggressive or passive communication. Taking deep breaths, pausing before responding, and focusing on understanding the other person can help keep conversations productive.

A second key skill is ACTIVE LISTENING. Respectful disagreement is not about winning an argument; it is about understanding perspectives, finding common ground, and maintaining trust. Listening carefully shows maturity, empathy, and leadership.

Learning to disagree respectfully helps students build stronger friendships, healthier classrooms, and leadership skills. For young women especially, assertive communication is empowering, it allows them to express their voices, advocate for change, and participate confidently in decisions that affect them.

READING COMPREHENSION QUESTIONS

1. Why is disagreement a normal part of life?
2. What is the difference between passive, aggressive, and assertive communication?
3. Why might passive communication lead to frustration?
4. Give one example of an assertive sentence.
5. Why is emotional regulation important during disagreement?

CRITICAL THINKING & REFLECTION

6. Describe a time you disagreed with someone. Which communication style did you use?
7. How could assertive communication improve relationships at school?
8. Why is active listening important when people disagree?
9. Why is assertive communication empowering for young women?

MINI PROJECT: CANVA CAMPUS CHANGE PROJECT

Project Title: If I Could Change One Thing on Campus...

Students will create a Canva presentation or poster about a campus issue they want to improve using respectful, assertive communication.

SLIDE REQUIREMENTS:

Slide 1 — Title and Student Name

Slide 2 — Campus Issue Description

Slide 3 — Why the Issue Matters

Slide 4 — Proposed Respectful Solution

Slide 5 — Example of an Assertive Statement to School Leaders

Slide 6 — Call to Action (How can this be resolved? This is the solution you have and the steps to get there)

Students should include images, respectful language, and creative design.

COMPLETE CANVA PRESENTATION BY WEDNESDAY.

Student Sample

CAMPUS ISSUE

If I could change one thing on this campus it would be having more flexible deadlines when students are clearly overwhelmed with back to back work. Many students are dealing with extracurricular activities, family responsibilities and their mental health all at the same time. When assignments are all due at the same time it can cause stress which can hurt both learning and their well being.



Collaborative Canva Project – Where Would You Travel?



When I travel, I always look forward to the mini stops we make along the way

Eating Crepes on the way to Arizona is my favorite stop.

ARIZONA



One of the reasons I would travel to Arizona is because of the National Parks. I have been to the Grand Canyon but would love to hike it as well.



YOU CAN TRAVEL TO ARIZONA BY CAR. WE LIVE IN CALIFORNIA SO IT WOULD BE A 9HR DRIVE.

Let's hear
from Mayra

The image is a composite of two screenshots. The left screenshot shows a Canva design workspace for a project titled "CAMPUS ISSUE". The design features a light blue background with a paragraph of text and an illustration of a book with a plant growing from it. The text reads: "If I could change one thing on this campus it would be having more flexible deadlines when students are clearly overwhelmed with back to back work. Many students are dealing with extracurricular activities, family responsibilities and their mental health all at the same time. When assignments are all due at the same time it can cause stress which can hurt both learning and their well being." The Canva interface includes a top navigation bar with "File" and "Editing" tabs, and a left sidebar with "Templates", "Elements", "Text", "Brand", and "Uploads" sections. The right screenshot shows a video call interface with two participants. The top participant is Brian Overak, and the bottom participant is Mayra Gutierrez.

Canva.com/design/DAHAImfVKGE/L7...

File Editing

Edit 5.0s Animate Position

CAMPUS ISSUE

If I could change one thing on this campus it would be having more flexible deadlines when students are clearly overwhelmed with back to back work. Many students are dealing with extracurricular activities, family responsibilities and their mental health all at the same time. When assignments are all due at the same time it can cause stress which can hurt both learning and their well being.

Brian Overak

Mayra Gutierrez



Tech Skill Categories

1. Empowered Learner
(foundational computer skills)
2. Digital Citizen
(digital citizenship and cyber safety)
3. Knowledge Constructor
(research and organization)
4. Innovative Designer
(presentation and multimedia skills)
5. Computational Thinker
(spreadsheet and analysis skills)
6. Creative Communicator
(digital communication skills)
7. Global Collaborator
(digital collaboration skills)



Minecraft EDU

Highlighting Fresno Unified educators using Minecraft Education as an instructional tool, not a game, to build life skills, support content standards, and align to our Technology Scope & Sequence and Portrait of a Learner

Minecraft EDU Teacher Stories

- Story #1 - 2nd Grade: Getting Started with Digital Tools Using Minecraft Tutorials
- Story #1 Cnt'd - 4th Grade: Applying Digital Skills Through California Missions
- Story #2 - Intermediate: California Gold Rush Collaborative World
- Story #3 - Middle School: Command Blocks, Coding & Minecraft Competition



Look Fors...

- Students as creators, not consumers
- Collaboration and communication in shared digital spaces
- Progression along the Technology Scope & Sequence



John Figura



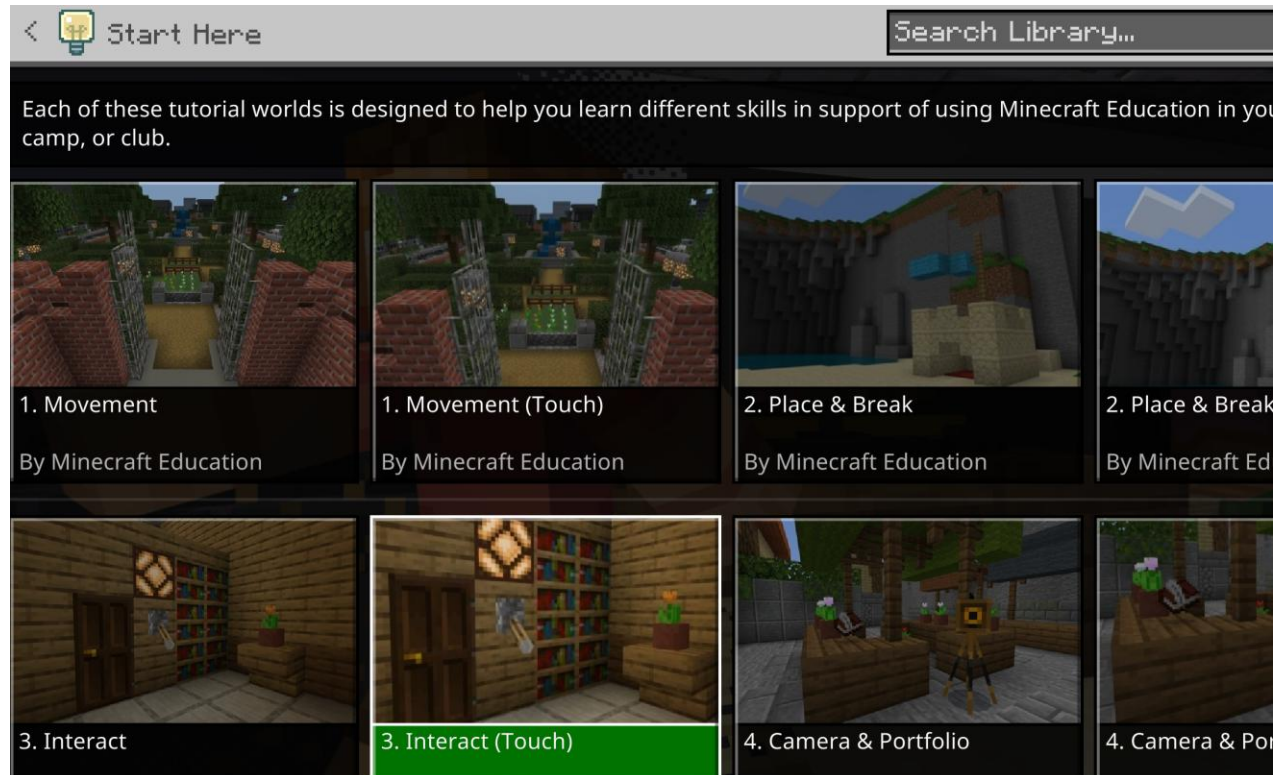
John Figura

Teacher, Elementary • Manchester Gate Elementary



Elementary Teacher

Story #1 - 2nd Grade: Getting Started with Digital Tools Using Minecraft Tutorials



Instructional Focus

Students are introduced to Minecraft Education through Tutorial Worlds

Instruction focuses on:

- Navigating a digital environment
- Using basic building and interaction tools
- Understanding expectations for responsible digital behavior
- The emphasis is not content mastery, but learning how to use a digital tool with purpose

Why This Matters Instructionally

This is many students' first structured experience using a creative digital platform in school. The tutorials provide a safe, scaffolded on-ramp to digital learning.

Primary Technology Scope & Sequence Alignment

This example aligns strongly to Primary / Early Elementary expectations, including the Empowered Learner and Global Collaborator skills:

- Navigating digital environments
- Using digital tools intentionally
- Beginning content creation rather than passive use

This is foundational work that sets students up for everything that comes next.

Empowered Learner

Technology Skills	TK	K	1	2	3
Power on, login/logout, restart and shut down.	I	I	D	P	
Use desktop icons, windows and menus to open applications and documents	I	I	D	P	
Properly use a touchpad and/or mouse: single- and double-click, drag-and-drop, scroll, multi-touch gestures.	I	D	P		
Interact with touch screen technology, including tap, swipe, drag, ink, erase, etc.	I	D	P		
Have a foundational understanding of the following components: computer, screen, mouse/touchpad, speakers, keyboard, headphones/earbuds, microphone	I	D	P		
Use peripheral hardware effectively, such as: document cameras, web cameras, microphones, headphones, microscopes, pedometers, interactive panels, calculators, etc.	I	I	D	D	P
Locate, identify and use: Enter, Escape, Spacebar, Shift, Arrows, and Backspace		I	D	P	
Locate, identify, and use letter, number, and punctuation keys.		I	D	P	
Turn on speakers, mute, and adjust volume using speaker icon in system tray.		I	D	P	

Global Collaborator

Technology Skills	TK	K	1	2	3	4
Access content-related digital images, digital stories, audio and video to broaden my global knowledge.	I	I	D	P		
Participate in virtual field trips to broaden my global knowledge.	I	I	D	D	P	
Use digital drawing tools and presentation software collaboratively to express ideas			I	D	P	
Work collaboratively online with other students under teacher supervision				I	D	P
Use district approved cloud/online tools for collaboration (discussions forums, shared files, etc.)				I	D	D
Videoconference to communicate and learn with other classrooms.				I	I	D
Use digital communication tools to broaden my global knowledge.				I	I	D
Use digital maps to broaden my global knowledge.					I	I
Participate in online projects by uploading content, photo, audio, or video.						I

Story #1 Cnt'd - 4th Grade: Applying Digital Skills Through California Missions

Instructional Focus

Students use Minecraft Education to design and build California Missions

- Instruction is content-driven:
 - Historical accuracy
 - Architectural features
 - Purpose and function of Missions

Students apply previously learned digital skills to demonstrate understanding of history



Assignment in Teams Posts

General Posts Shared Clever Microsoft 365

Only channel moderators can post in this channel.

 John Figura 2/26 12:15 PM

March 5th Computer Lab Agenda

1. Create a Word Doc and find images of Mission Churches - Formatting Photos is a focus today in Word!
2. Edit Photos in Word
3. Minecraft EE - Mission Churches should be done before you do anything else - You can work on outside walls as



well!

[see less](#)

Susana Tzintzun-Lopez



Susana Tzintzun-Lopez

Teacher, Elementary • Birney Elementary



Elementary Teacher

Story #2 - Intermediate: California Gold Rush Collaborative World

Instructional Activity

- Students collaboratively build a California Gold Rush town
- Requirements include:
- Historically accurate structures
 - Non-Playable Characters (NPCs) representing townspeople
 - Role-based contributions within a shared world

[Adding Non-Player Characters \(NPCs\) – Minecraft Education](#)



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From Chaos to Community

Challenge

- Off-task behavior and conflicting builds
- “School Minecraft” vs. prior gameplay habits
- Crowded settlements → digital chaos

Instructional Move

- Activity paused
- Democratic camp meeting (from Gold Rush history)
- Students co-created community rules

Outcome

- Protected settlements (fences / moats)
- Respectful collaboration
- Authentic experience of Gold Rush life and civic responsibility

John Kimbley



John Kimbley

Teacher, Middle School • Scandinavian Middle



Middle School Teacher

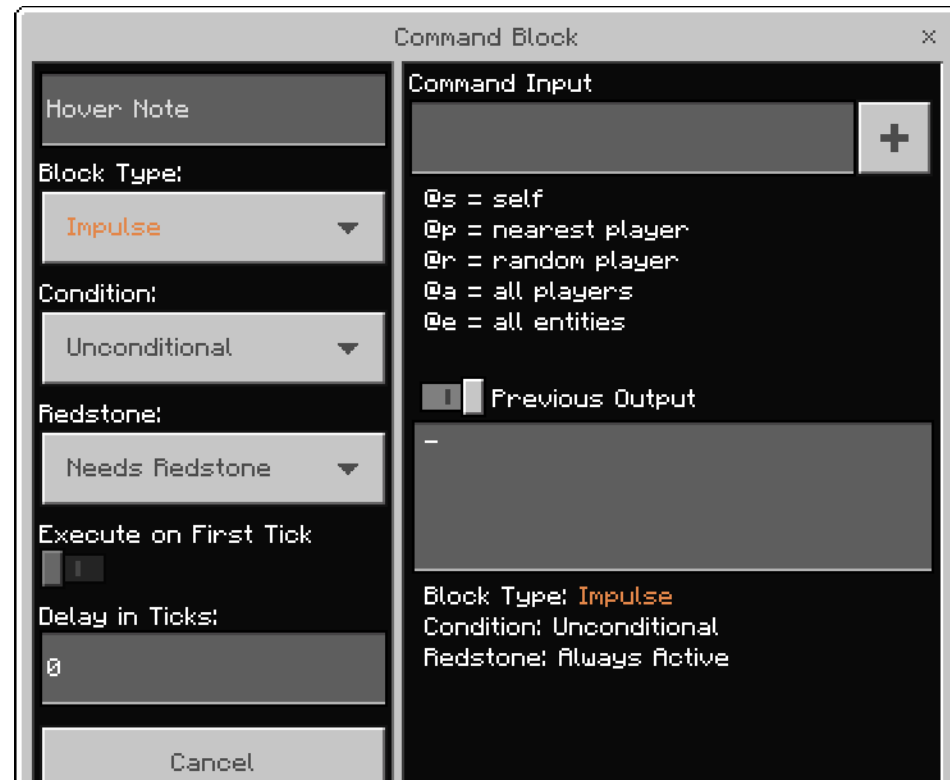
Story #3 - Middle School: Command Blocks, Coding & Minecraft Competition

Instructional Use

- Students use Minecraft Command Blocks to:
 - Introduce coding concepts
 - Understand cause-and-effect logic
 - Apply computational thinking

Instruction also supports the school's Tournament of Technology Minecraft team

[Getting Started with Command Blocks | Microsoft Learn](#)



Key Takeaways

Minecraft Education is a vehicle, not the outcome!

The outcome is:

- Life skills
- Digital confidence
- Student agency
- Future readiness





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Open Mic - Community Share



Share your Teacher Stories!

Share a quick 1–2 minute story about a tech tool that worked in your classroom

Describe a student outcome you observed (engagement, understanding, collaboration, confidence, creativity)

Highlight one strategy or moment that aligned to a Portrait of a Learner trait, such as:

- Critical thinking
- Adaptability
- Communication
- Empathy
- Digital literacy
- Collaboration

Closing and Next Steps

Whiteboard Exit Ticket!

Before leaving today, take a few minutes to reflect on your learning using this Whiteboard exit ticket. This is a quick way to capture what stood out to you and how you might apply it in your classroom.

Please respond to each of the three prompts using a Note on the whiteboard:

- One new idea you learned
- One tool you want to try
- One Portrait of a Learner trait you want to strengthen in your classroom

[Teacher Stories Exit Ticket](#)

The screenshot shows a digital whiteboard interface. At the top is a blue header bar with the text "Whiteboard". Below it is a navigation bar with a home icon and the text "Teacher Stories Exit Ticket". The main area has a light orange background. On the left, there is instructional text titled "How to add your response:" with four numbered steps and a small toolbar icon. On the right, there is a section titled "Exit ticket" with three prompts: "One new idea you learned", "One tool you want to try", and "One Portrait of a Learner trait to strengthen". Each prompt is in a colored box (yellow, blue, and green respectively) and has three "Add text" buttons above it. A small "Learning" icon is in the top right corner.

Whiteboard

Teacher Stories Exit Ticket

Exit ticket
Please respond to each of the three prompts using a Note on the whiteboard:

- One new idea you learned
- One tool you want to try
- One Portrait of a Learner trait you want to strengthen in your classroom

Learning

One new idea you learned

Add text Add text Add text

One tool you want to try

Add text Add text Add text

One Portrait of a Learner trait to strengthen

Add text Add text Add text

How to add your response:

1. Click on Add text or double-click on the Note.
2. Or, click the Add Note button on the board toolbar.
3. Type your responses - one idea per note.
4. Move your note into any open space on the board so everyone can see it.

Thank you for taking a moment to reflect and share!

Learning Intentions and Success Criteria

Explore real classroom stories from across FUSD to understand how district-supported edtech tools can be used to boost engagement, literacy, collaboration, and digital citizenship

Through seeing real-world examples of edtech tool implementation, consider next steps for your own classroom instructional design

Closing and Raffle

EdTech Training Evaluation
Form - 2025-26



Raffle Time!



Q&A

- Raise your virtual hand
- Or post your question in chat



Thank you for attending our
EdTech Webinar!