Superintendent Series #1

Growing Up Digital: K-4 Technology Usage at MTSD

Presented by:

Mary McLoughlin, Superintendent of Schools
Jeff Brooks, Director of Technology
Fiona Borland, Director of Curriculum, Instruction and Staff Development
Dan Van Hise, Orchard Hill Elementary School Principal
Susan Lacy, Village Elementary School Principal

November 9, 2026

Why do we use technology?

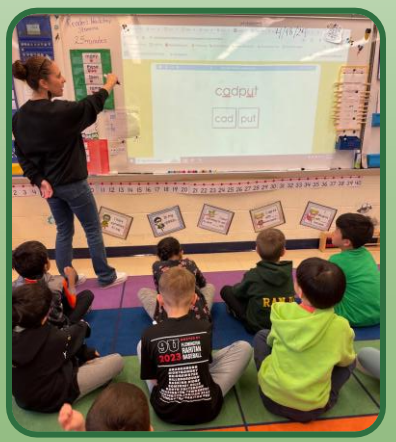
Why do we use technology?

- To increase teacher consistency and planning efficiency through the use of curricula tools provided by district curricular resources
- To show models, peoples, places, and natural phenomena that can't be replicated in a classroom
- To efficiently gather student data (Benchmarks & Progress Monitoring)
- To engage students in differentiated skill practice
- To accommodate differences in how students learn









What does an instructional day look like?

What does an instructional day look like?

01 Morning Meetings

Character Strong Curriculum, Responsive Classroom, Number Corner

02 Literacy Block (90-135 Minutes Daily)

- Teacher Mini-Lesson using both Printed and Digital Materials
- Small Group & Buddy Reading of Print-Based Books
- Independent Reading of Print-Based and Digital Books
- Handwritten Writing Work and composition on Chromebooks
- Multi-Sensory Phonics Work (Tiles, White Boards, Movement, Media)
- Digital Skill Practice (10-20 minutes)

03 Math Block (50-90 Minutes Daily)

- Teacher mini-lesson using both Print and Digital Materials.
- Student skill practice occurs in Workplaces, math workbooks and/or notebooks.
- Differentiated classwork through Math Menus, Digital Applications like Freckle or MathFact Lab, and, Teacher-Led Small Group Instruction.

04 And More…

Hands-on Science • Social Studies Collaborative Projects





Are we working to establish screen time limits?

Are we working to establish screen time limits?

Our Current Data:

- **OHES:** OHES students use personal screens for less than 30 minutes a day.
- **VES:** VES students use personal screens for an average of 45 minutes a day.



From the American Academy of Pediatrics:

School-Aged Children (6–12 Years)

> *"High-quality, well-designed digital media with learning goals, used in moderation, can be associated with children's learning of mathematics and reading"*

Are we working to establish screen time limits?

Consideration of Passive vs. Co-Viewing Experiences

Passive:

- Linked to vocabulary deficits and expressive speech delays.
- Rapidly flashing scenes can overwhelm attention spans.
- Isolating; reduces back-and-forth conversational turns.

Co-Viewing:

- Can support word learning and comprehension when guided by an adult.
- Slower, narrative-driven content allows processing of language structure.
- Collaborative; serves as a springboard for adult-child dialogue.



Madigan S, McArthur BA, Anhorn C, Eirich R, Christakis DA. Associations Between Screen Use and Child Language Skills: A Systematic Review and Meta-analysis. JAMA Pediatr. 2020;174(7):665–675. doi:10.1001/jamapediatrics.2020.0327

How do students use technology?

Montgomery Township School

How do students use technology?

Kindergarten

- **Interactive Picture Books**
- **RAZ Kids**

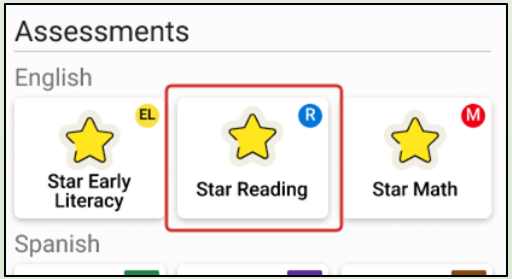
Grade 1

- **RAZ Kids** (Independent Reading Texts)
- **Lalilo** – Phonics Practice
- **STAR Math** Assessments (2x a year)

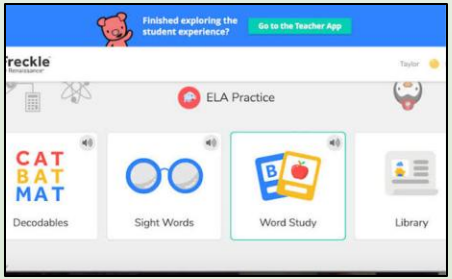
Grade 2

- **Phonics Practice** aligned with lessons
- **MyOn & Epic** Digital Libraries
- **Freckle** Reading & Math









Montgomery Township School

How do students use technology?

Grade 3

- **STAR Assessments** (3xs a Yr)
- **Freckle:** Digital Reading Platform for progress monitoring
- **Epic & MyOn** Digital Libraries
- **Reading Playground:** Phonics & Word Study
- **Reflex Math**
- **Mystery Science:** Hands-On Science Media
- **Google Docs** for Writing
- **Media Center Tools** for Research

Grade 4

- **STAR Assessments** (3xs a Yr)
- **Freckle:** Digital Reading Platform for progress monitoring
- **Epic & MyOn** Digital Libraries
- **Reading Arcade:** Word Study Practice
- **InferCabulary:** Vocabulary Practice
- **Reflex Math**
- **Mystery Science:** Hands-On Science Media
- **Google Docs** for Writing
- **Media Center Tools** for Research







30–60 MIN
AVERAGE DAILY TIME

Students in Grades 3 & 4 average between 30–60 minutes on Instructional Technology

How does technology help teacher workflow and instruction?

Montgomery Township School District

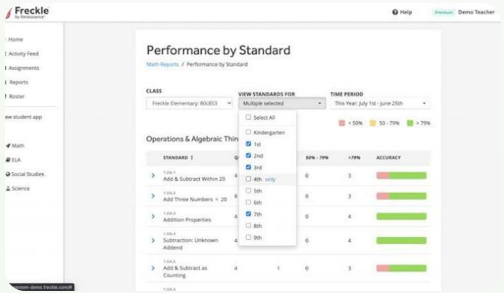
Supporting Our Teachers

DATA & ASSESSMENT

Through online assessments and learning programs, student achievement data is collected to provide targeted instruction.

Key Applications:

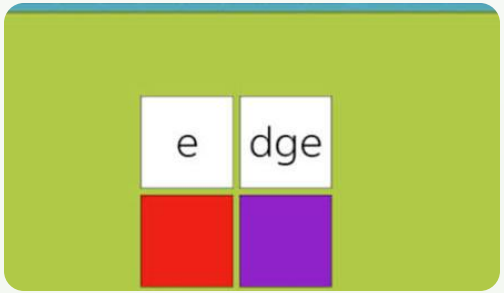
- Universal Screening
- Progress Monitoring



CURRICULUM DIGITAL TOOLS

Provided Digital Tools:

- Create consistent learning experiences across classrooms
- Allow teachers to spend more time planning targeted instruction than creating resources
- Differentiate for all learners, including MLs and Enrichment



TEACHER COLLABORATION

Professional Learning Teams:

- Co-plan instructional units and lessons
- Share teacher-created materials across district teams

groups

Empowering Educators Together

Do teachers use AI for planning and instruction?

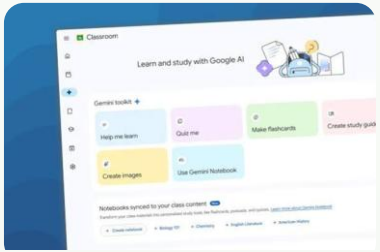
Montgomery Township School District

AI and Teacher Planning

STUDENT SAFETY

No Student-Facing AI:

There is no student facing AI used in the classroom or by our students.



CLOSED SYSTEMS

Educational Platforms:

- Analyze curriculum documents for gaps
- Analyze student performance for targeted improvement
- Recommend student grouping data



TEACHER PLANNING

Generative AI Tools:

Teachers may utilize generative AI to streamline administrative tasks and creation of instructional tools, creating more time for human-centered planning.



PRIVACY & VETTING

Strict Compliance:

All AI tools are vetted through the district technology department to ensure full compliance to student privacy laws.



What technology use do teachers promote for students to use at home?

Montgomery Township School District

Digital Tools for Students and Families

MEDIA CENTER RESOURCES

- **Digital Libraries**
- Child-Safe Research Tools
- Age-Appropriate Databases
- Additional Academic Resources

Pebble Go

BrainPOP Jr.

NATIONAL GEOGRAPHIC KIDS

ADAPTIVE LEARNING

Freckle Platform:

- Adaptive Reading Platform (2-4)
- Adaptive Math Platform (1-4)

MathFactLab:

- Math Fact Fluency Online

Freckle by Renaissance



LEVELED LIBRARIES

MyOn (Gr 2-4) & RAZ Kids (Gr K-1):

- Additional Leveled Digital Libraries
- Vast collection of eBooks for independent reading
- Personalized reading recommendations

Renaissance myON



What tech may be used during non-instructional times?

TECH USE DURING SNACK, DISMISSAL, ETC.

Mindful Teacher Choices with Purpose:

01

Instructional Videos

Video clips that **extend, reinforce, or connect to** instruction.

02

Background Music

Appropriate music in the background while students converse.

03

Read-Alouds

Bookflix Read-alouds focusing on themes from Reader's or Writer's Workshop.

*We haven't said **"You can't..."***

We have said "Know your rationale and think about how often you are doing it..."

From the American Academy of Pediatrics | Policy Statement | January 20 2026

Recommendations for Pediatric Providers and Practitioners

Use the 5 C's to understand family goals around digital media: The AAP Center of Excellence on Social Media and Youth Mental Health has a developmental digital media framework. Pediatric providers and team members can support family decision making by asking:

Child	What are their strengths?
Content	What content are they interacting with?
Calm	Are children using media for calming?
Crowding out	What is digital media getting in the way of?
Communication	How is your family having conversations about media?



Questions?