THE DIGITAL FOOTLOOSE SOLUTION:

REBALANCING SCREEN TIME FOR INTENTIONAL LEARNING



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SETTING THE STAGE

It’s time to shake things up.
Fresh energy. Bold ideas.
Big impact.

Today we break free to create what’s next.



THE REALITY

73%

of parents are concerned about digital use.

4 IN 5

school board members face community questions regarding screen time.

THE PIVOT

The anxiety is real, but the metric is flawed. We are counting minutes when we should be measuring meaning. Educational technology must serve as a catalyst for active learning, not a substitute for engagement.

Gemini Notebook

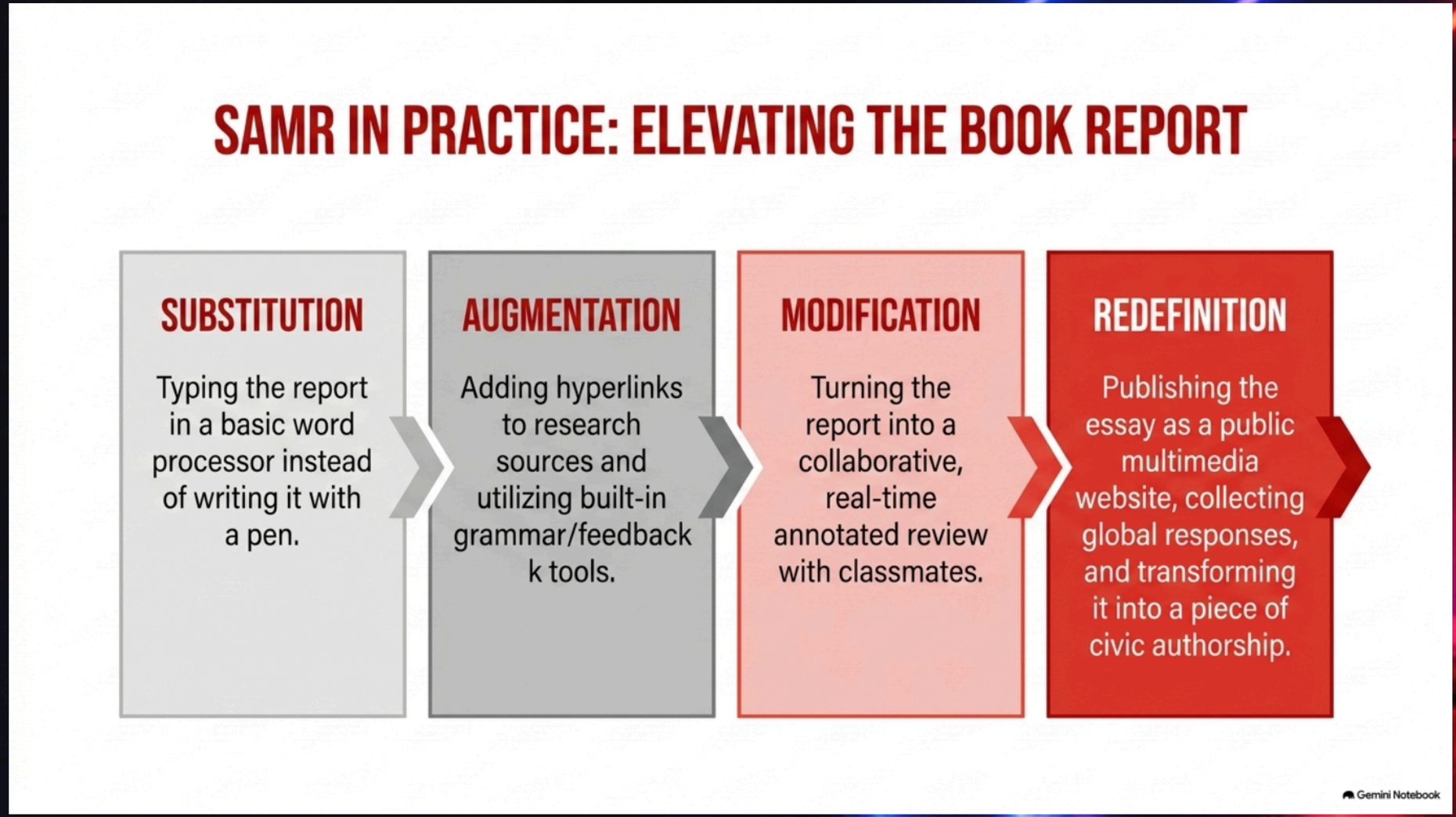
SETTING THE STAGE

BREAKING THE BINARY: THE SCREEN TIME TRICHOTOMY

SMARTPHONES & SOCIAL MEDIA	SCREEN-BASED ENTERTAINMENT	PURPOSEFUL EDTECH
		
Goal: Distraction/Engagement **Risk:** High **Details:** Often algorithmically driven; prompts safety and mental health concerns.	**Goal:** Leisure/Consumption **Risk:** Moderate **Details:** Shapes long-term habits before children enter school.	**Goal:** Instructional/Accessibility **Risk:** Low (when structured) **Details:** Prepares students for the 92% of modern jobs that require digital proficiency.

Gemini Notebook

SAMR

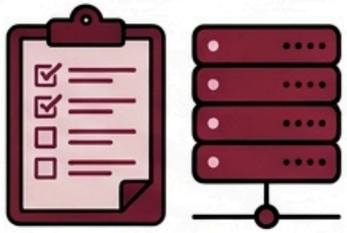

SAMR IN PRACTICE: ELEVATING THE BOOK REPORT
SUBSTITUTION
Typing the report in a basic word processor instead of writing it with a pen.
AUGMENTATION
Adding hyperlinks to research sources and utilizing built-in grammar/feedback k tools.
MODIFICATION
Turning the report into a collaborative, real-time annotated review with classmates.
REDEFINITION
Publishing the essay as a public multimedia website, collecting global responses, and transforming it into a piece of civic authorship.
Gemini Notebook

THE SAMR MODEL FOR NETWORK & SYSTEMS ADMINISTRATORS

Simplified Infographic

SUBSTITUTION
(Enhancement)

Tech acts as a direct tool substitute with no functional change.



Tech acts as a direct tool substitute with no functional change.

Example Text:
Move from manual paper logs to digital spreadsheets or basic ticketing.

AUGMENTATION
(Enhancement)

Tech acts as a direct tool substitute with functional improvement.

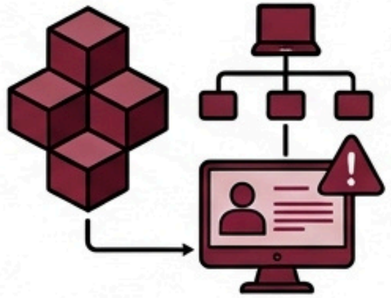


Tech acts as a direct tool substitute with functional improvement.

Example Text:
Use scripts (e.g., Ansible, PowerShell) for repetitive patching and onboarding.

MODIFICATION
(Transformation)

Tech allows for significant task redesign.



Tech allows for significant task redesign.

Example:
Centralized config management and automated monitoring.

REDEFINITION
(Transformation)

Tech allows for the creation of new tasks, previously inconceivable.



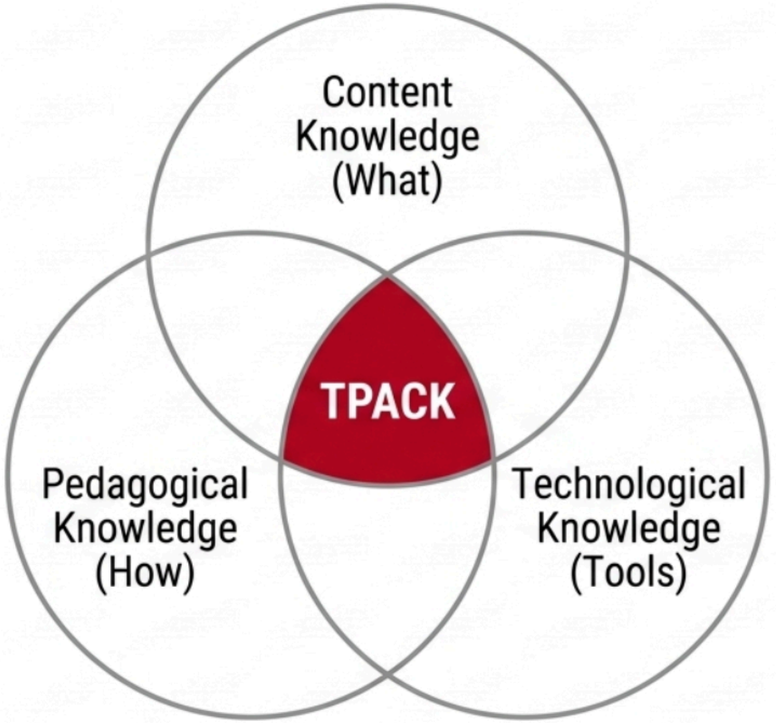
Tech allows for the creation of new tasks, previously inconceivable.

Example Text:
Infrastructure as Code (IaC) and self-healing container deployments.

ENHANCEMENT → **TRANSFORMATION**

TPACK

THE ENGINE BEHIND THE SCREEN: TPACK



Great technology use doesn't happen in a vacuum. It requires teachers to seamlessly balance what they teach (Content), how they teach (Pedagogy), and the tools they use (Technology).

Takeaway: We must reject "functional fixedness." True integration means looking beyond a tool's basic use and customizing it for specific pedagogical goals.

Gemini Notebook

TPACK FOR NETADMINS & SYSADMINS: THE INTERSECTION OF OPERATIONAL EXCELLENCE

TCK
CONTENT (ATC)

NET & SYS CONTENT KNOWLEDGE (CK)
IP ADDRESSING & SUBNETTING
ROUTING & SWITCHING
OS FUNDAMENTALS (LINUX, WINDOWS)
CLOUD INFRASTRUCTURE (AWS, AZURE)
SECURITY (NIST, CIS)
NETWORK & SYSTEMS CONTENT KNOWLEDGE

ATC
ADMIN & TOOL CONTENT

PCK
OPERATIONAL & MENTORING CONTENT (OMC)

EFFECTIVE EXPLANATION: Teaching complex network concepts to a junior.

TOOL-DRIVEN INSIGHT: Using tools for protocol analysis.

ATK
ADMIN & TOOL OPERATION (ATO)

SHARED WORKFLOWS: Leveraging tools for remote operation & mentoring.

TPACK
(THE FULL INTERSECTION)

ADMIN

AUTOMATED SCRIPT updates on Knowledge Base article based on the fix

TPACK
(THE FULL INTERSECTION)
The simultaneous application of all knowledge types, like:
INTEGRATED PROBLEM-SOLVING: Applying all knowledge to complex system resolution.

OPERATIONAL & MENTORING KNOWLEDGE (PK)
TROUBLESHOOTING METHODOLOGIES (e.g., bottom-up, divide & conquer)
MENTORSHIP & SHADOWING "See One, Do One, Teach One"
DOCUMENTATION STANDARDS
INCIDENT RESPONSE PROCESSES

OPERATIONAL & MENTORING KNOWLEDGE (PK)
Knowing how to solve problems, teach others, and manage the knowledge lifecycle.

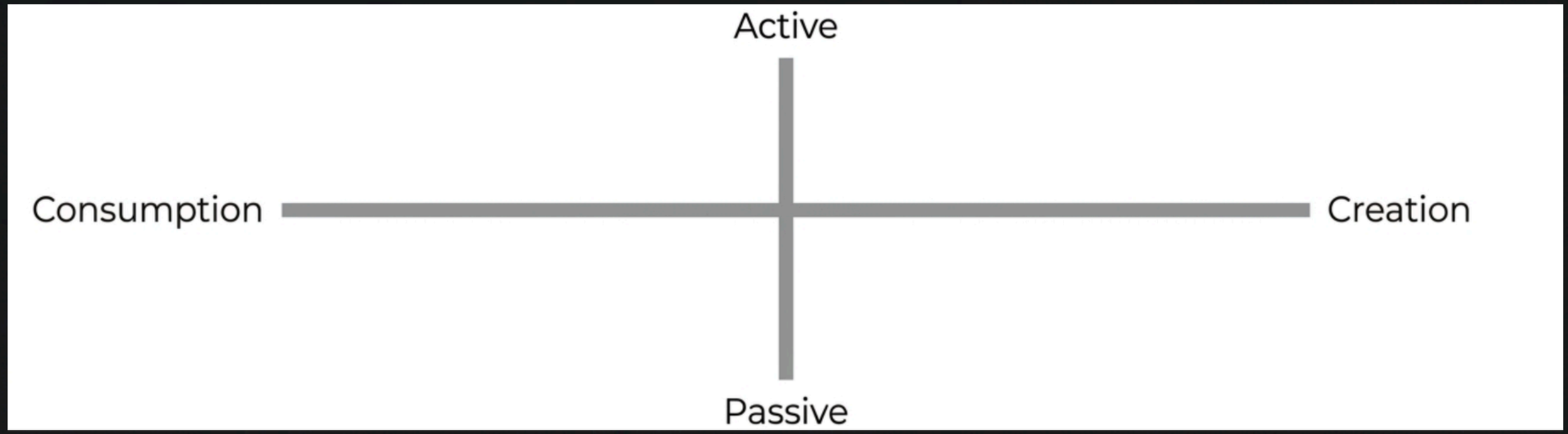
ADMIN & INFRASTRUCTURE TOOLS (TK)
AUTOMATION (e.g., Ansible, Terraform, PowerShell, Python)
RMM (Remote Monitoring & Mgmt)
TICKETING SYSTEMS (e.g., Jira, ServiceNow)
VIRTUALIZATION (VMware, Hyper-V)
NETWORK ANALYSIS (Wireshark) (SIEM, ELK)

ADMIN & INFRASTRUCTURE TOOLS (TK)
Mastery of the specific tools and platforms that enable the work.

BEGINNER (Silos) ⟷ EXPERT (Integrated TPACK)

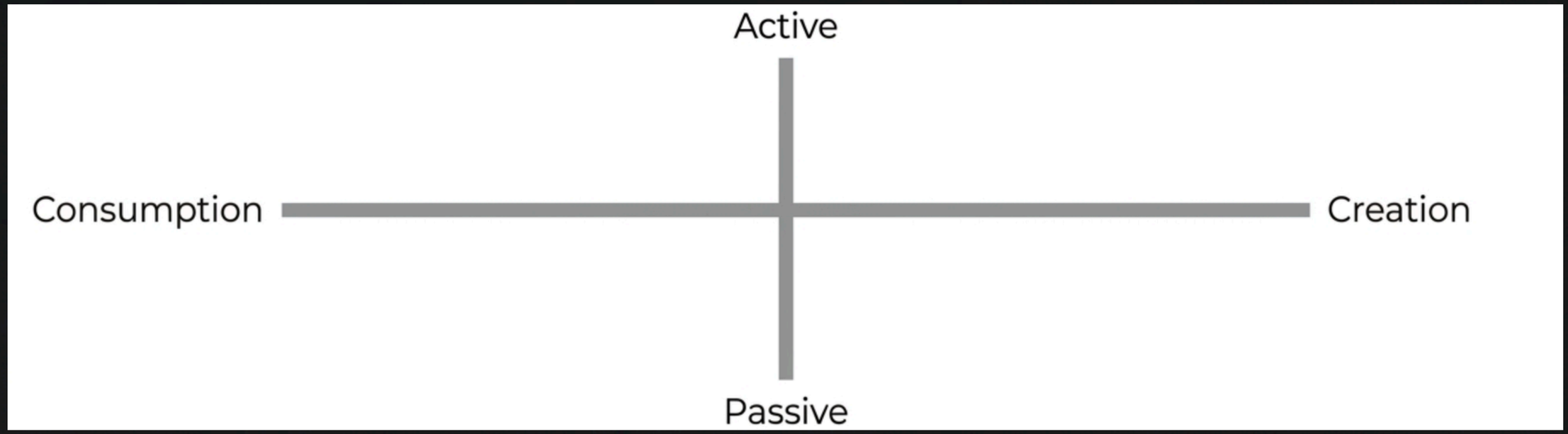
CONSUMPTION VS PRODUCTON

Reading documenttion on fixing a server error online



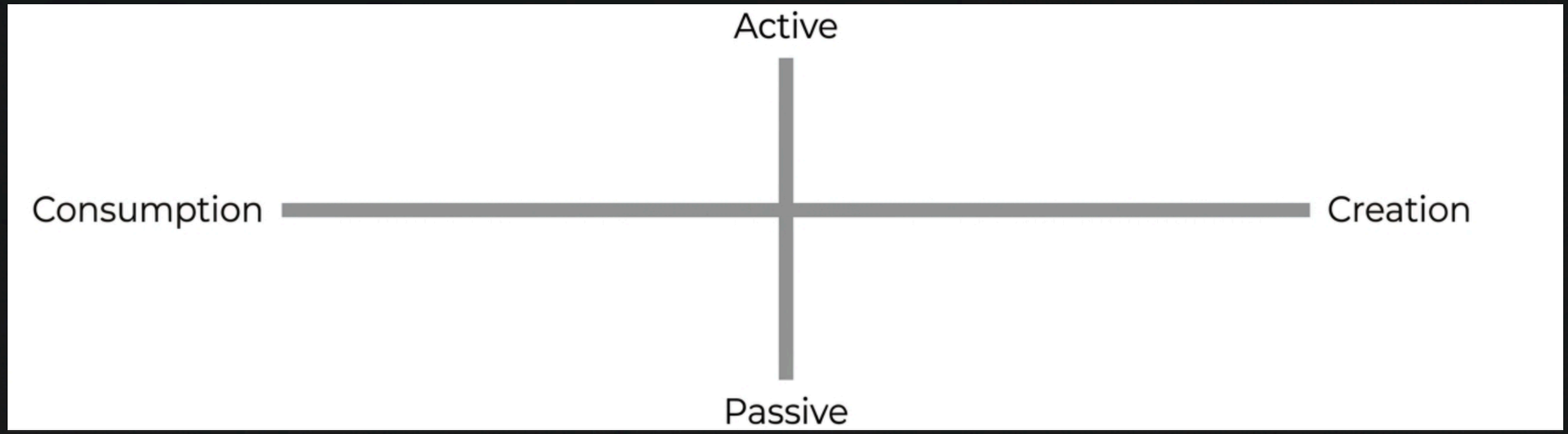
CONSUMPTION VS PRODUCTON

Using AR/VR to explore and label the parts of a network



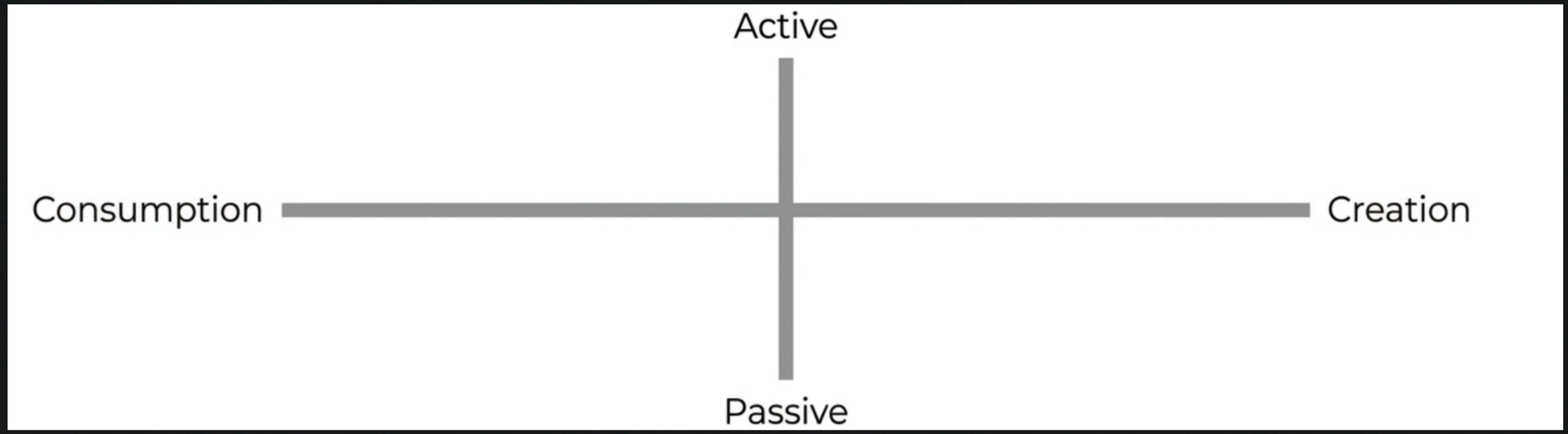
CONSUMPTION VS PRODUCTON

Taking an online multiple-choice quiz



CONSUMPTION VS PRODUCTON

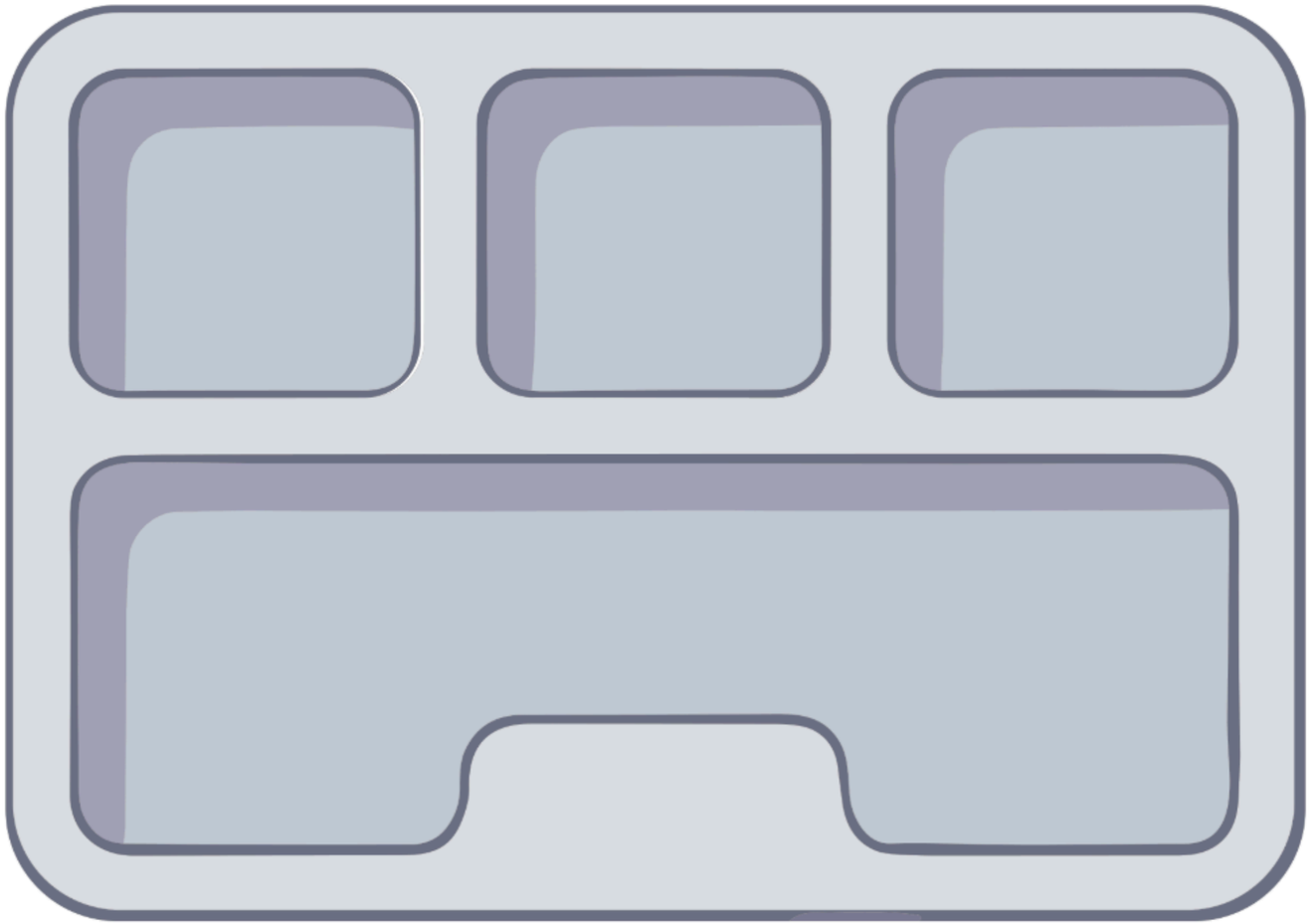
Collaboratively creating a virtual documentation
for the departments procedures



TECHNOLOGY SORT

Side Dishes

Active or Passive Consumption





Main Course

Active Production w/ Technology

SCENARIOS

Interact with simulated environments to run experiments, test configurations, or troubleshoot

Watch a tutorial on how to configure a switch

Synthesize complex topics into visual infographics or interactive slides using platforms like Adobe, Canva, Google Slides, or Office 365

Read chapters, technical documentation, or PDFs on e-readers

SCENARIOS

Scroll through and read curated link repositories, newsletters, or bookmarks

Simultaneously co-author documentation, design plans, or code scripts using Google Docs, Canva, or Office365

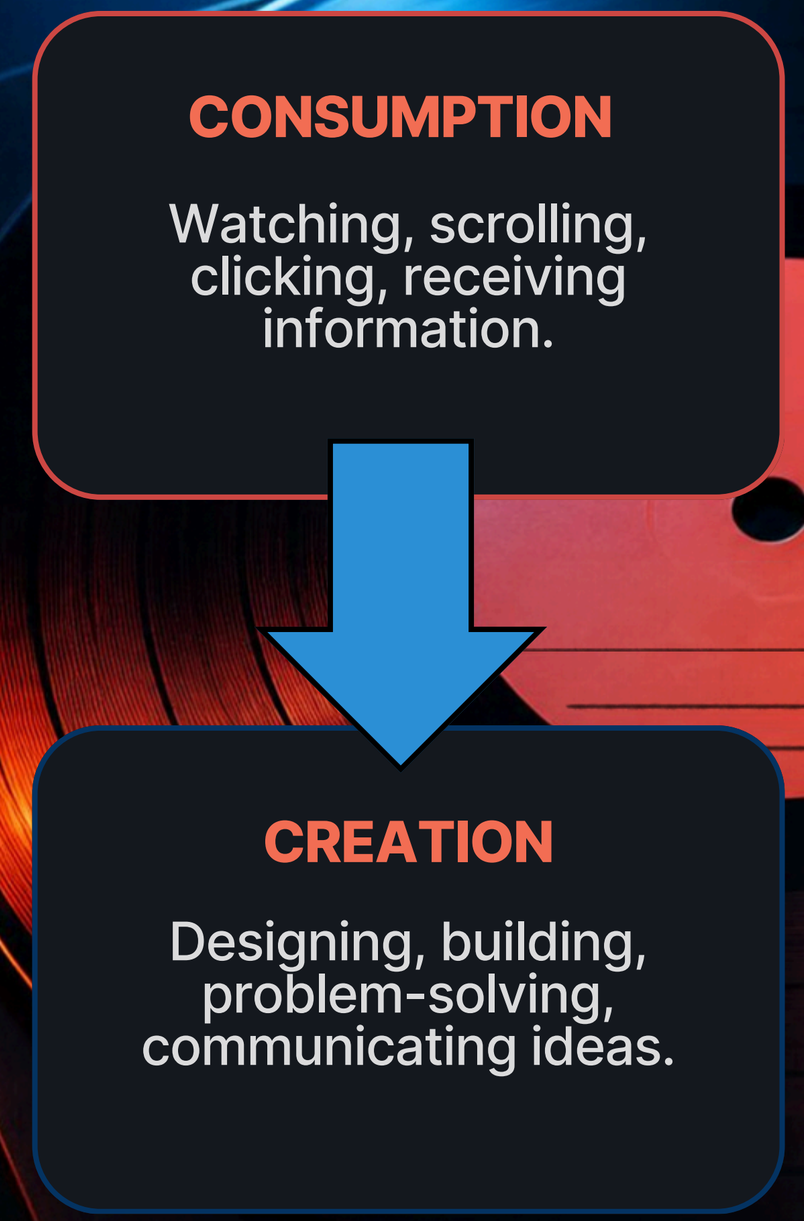
Watch a live demonstration, screen-share, or technical walkthrough via Zoom or Microsoft Teams

Participating in a tabletop Disaster recovery plan simulation

SCREEN VALUE OVER SCREEN TIME

What does high-value screen time look like from your department's perspective?

The question isn't just how long the screen is on. It's what that time makes possible.



TWO PERSPECTIVES.
ONE GOAL.

CREATE

Instructional Lens

How do we make technology use more meaningful for learners?

Example priorities:

- Reduce passive consumption
- Amplify student creativity
- Empower educators with AI
- Design authentic learning

SECURE

Network/IT Lens

How can infrastructure enable purposeful technology use?

Example priorities:

- Reliable access
- Connectivity and resilience
- Intentional utilization
- Enabling learning at scale

TWO PERSPECTIVES.
ONE GOAL.

CREATE
Instructional Lens

C	Curate technology with purpose
R	Reduce passive consumption
E	Empower educators with AI
A	Amplify student creativity
T	Transform learning experiences
E	Engage in authentic creation

SECURE
Network/IT Lens

S	Strengthen reliable systems
E	Enable access for all
C	Connect infrastructure to learning
U	Understand technology use
R	Reinforce safe, responsible use
E	Enable creation at scale

YOUR FRAMEWORK.
YOUR ACTION.

BUILD A FRAMEWORK FOR SCREEN VALUE

Work with your table to create an acronym that reflects your department's priorities for purposeful technology use.

1. **Choose your Lens**
    a. Instructional, network/IT, or a shared district approach.
2. **Create your Acronym**
    a. Choose either the word CREATE or SECURE and give each letter a priority, principle, or action.
3. **Identify One Action**
    a. What could your department do differently to increase the value of technology use?

Promoting Screen Value *Over* Screen Time

Multiple Choice
Documentary Screening
By: Ted Dindersmith

Allow only websites and only vet apps that promote active creation

Adoption & monthly commitments supporting State 48 Graduate profile (CoP, Admin. Council)

Tech Do’s and Don’t posters

STATE 48 GRADUATE PROFILE

At-A-Glance



4 FUTURES

- Enrollment
- Employment
- Enlistment & Service
- Entrepreneurship

8 ESSENTIALS

- Knowledge & Literacy
- Digital Fluency
- Critical Thinking & Problem Solving
- Creative & Innovative Thinking
- Self-Awareness & Management
- Adaptability & Lifelong Learning
- Collaboration & Communication
- Ethics & Impact

FUSD State 48 Community of Practice

TEACHER LEADERS • BETTER TOMORROWS

IMAGINE DESIGN INVESTIGATE IMPACT

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SCITECH INSTITUTE

Promoting Screen Value *Over* Screen Time

FUSD Technology Integration

Using FUSD provided devices is essential to deepen understanding, foster creativity, and build critical skills for future success. Here are some guidelines to using iPads intentionally.

Do

✅ **Do prioritize active learning** - Use technology to encourage problem-solving, exploration, and hands-on engagement.

✅ **Do partner with families to explain the difference between purposeful and unproductive screen time** - Build a shared understanding of how technology supports learning.

✅ **Do be intentional about connecting to learning task** - Technology can enhance learning with videos, text sources, and other resources when the content is directly related to the learning task.

✅ **Do personalize learning** - Use iPads to give students voice and choice in how they learn, practice, and show understanding

✅ **Do encourage collaboration** - Provide students with opportunities to work together, share ideas, and create jointly using iPads.

✅ **Do promote productive screen time** - Ensure students are using technology in ways that deepen learning, not just occupy time.

✅ **Do use Apple Classroom to monitor and guide student use** - Keep students focused, on task, and supported in real time.

✅ **Do connect lessons to Arizona Educational Technology Standards** - AZ Ed Tech standards are designed to integrate with all AZ Academic standards to build future-ready skills.

✅ **Do model and teach digital citizenship, assess learning, and guide project creation** - Show students how to use technology safely, responsibly, and creatively.

✅ **Do limit personal device use in line with AZ HB 2484** - Keep the focus on district-issued devices for instructional purposes.

Don't

❌ **Don't be the barrier to access** - Limiting or withholding technology prevents students from developing the digital skills, creativity, and problem-solving abilities they need for success in college, careers, and life.

❌ **Don't use for free-time**- iPads are not to be used as a reward or for personal entertainment.

❌ **Don't use technology only for substitution** - If the technology doesn't enhance the lesson, it may not be needed.

❌ **Don't ignore digital citizenship instruction** - Students need consistent guidance on safe, ethical, and respectful online behavior.

❌ **Don't withhold iPad access** - Restricting access undermines equity and learning opportunities.

❌ **Don't let technology be the distraction** - Establish clear expectations, structures & use Apple Classroom to keep activities purposeful.

❌ **Don't focus solely on consumption** - Balance skill practice and research with creation, collaboration, and innovation.

❌ **Don't set arbitrary time limits**- Not all screen time is considered equal. Creating & engaging in a learning task is different than passive consumption.

FLAGSTAFF UNIFIED School District

STRATEGY HARVEST

https://bit.ly/DigitalFootloose26



STRATEGY SHARING



https://bit.ly/FootlooseStrategy26

RESOURCES

US Dept of Education Responsible Use of Tech

ISTE - Screen Time to Screen Value

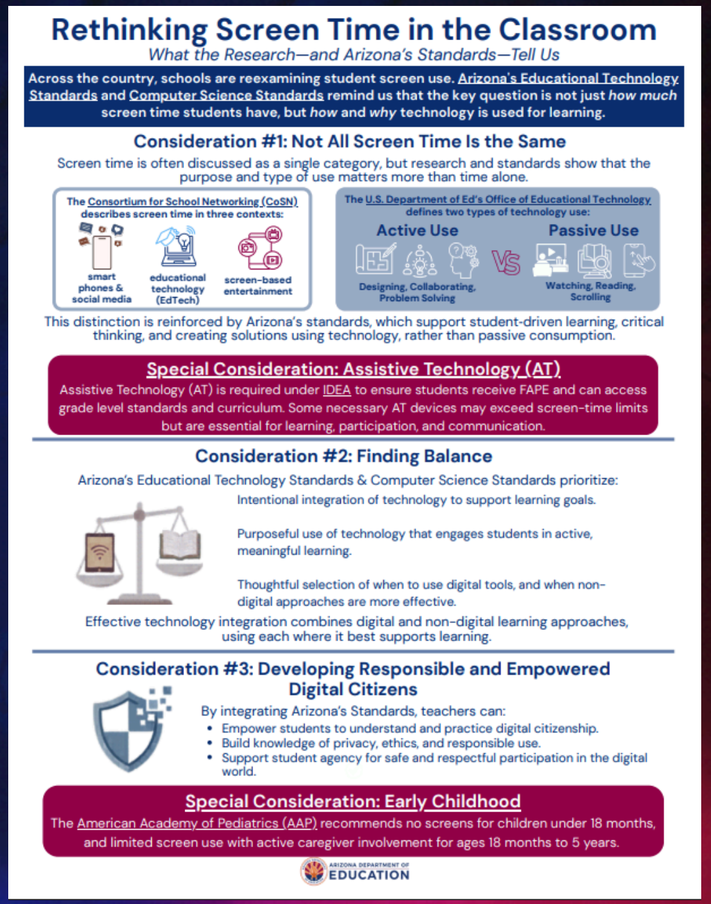
CoSN - 2025 Blaschke Report & Toolkit

ADE - Rethinking Screen Time in the Classroom

Multiple Choice Documentary

AIEE - The Screen Time Debate: What Arizona Education Leaders Need to Know

Common Sense Media - Tech in Schools Toolkit



Rethinking Screen Time in the Classroom

What the Research—and Arizona's Standards—Tell Us

Across the country, schools are reexamining student screen use. Arizona's Educational Technology Standards and Computer Science Standards remind us that the key question is not just *how much* screen time students have, but *how* and *why* technology is used for learning.

Consideration #1: Not All Screen Time Is the Same

Screen time is often discussed as a single category, but research and standards show that the purpose and type of use matters more than time alone.

The Consortium for School Networking (CoSN) describes screen time in three contexts:

- smart phones & social media
- educational technology (EdTech)
- screen-based entertainment

The U.S. Department of Ed's Office of Educational Technology defines two types of technology use:

Active Use vs **Passive Use**

- Active Use: Designing, Collaborating, Problem Solving
- Passive Use: Watching, Reading, Scrolling

This distinction is reinforced by Arizona's standards, which support student-driven learning, critical thinking, and creating solutions using technology, rather than passive consumption.

Special Consideration: Assistive Technology (AT)

Assistive Technology (AT) is required under IDEA to ensure students receive FAPE and can access grade level standards and curriculum. Some necessary AT devices may exceed screen-time limits but are essential for learning, participation, and communication.

Consideration #2: Finding Balance

Arizona's Educational Technology Standards & Computer Science Standards prioritize:

Intentional integration of technology to support learning goals.

Purposeful use of technology that engages students in active, meaningful learning.

Thoughtful selection of when to use digital tools, and when non-digital approaches are more effective.

Effective technology integration combines digital and non-digital learning approaches, using each where it best supports learning.

Consideration #3: Developing Responsible and Empowered Digital Citizens

By integrating Arizona's Standards, teachers can:

- Empower students to understand and practice digital citizenship.
- Build knowledge of privacy, ethics, and responsible use.
- Support student agency for safe and respectful participation in the digital world.

Special Consideration: Early Childhood

The American Academy of Pediatrics (AAP) recommends no screens for children under 18 months, and limited screen use with active caregiver involvement for ages 18 months to 5 years.

ARIZONA DEPARTMENT OF EDUCATION