



Cómo convertirse en una Showcase School de Microsoft







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Showcase School: Grupo Sorolla Educación



El programa Microsoft Showcase Schools es un programa de transformación escolar y una comunidad global de escuelas pioneras de todo el mundo.







Showcase School: Grupo Sorolla Educación



- Profesorado
 - MIE
 - MIE Expert
 - MCE
- Colegio
 - Auto nominación







MIE Certified



- Iniciación al programa de MIE Expert
- Acceso a Microsoft Learn
 - Cursos técnicos
 - Cursos pedagógicos







MIE Expert



Acceso a certificaciones.

Compartir experiencias con centros de todo el mundo.

Ponente: #MartesDeProfesConMicrosoft

Ayudar a capacitar a los docentes de tu centro.







MCE



Certificación oficial:

- •• PUE
- •• Examen exigente

Aptitudes evaluadas:

- •• Facilitación de la colaboración del alumno
- Facilitación de las habilidades de comunicación
- •• Facilitación de la autorregulación
- •• Facilitación de la **resolución de problemas** de la vida real y la innovación
- · Facilitación al alumnado del uso de las TIC
- •• Uso de las **TIC** para ser un **formador** efectivo







Auto nominación



Sway

Apartados prestablecidos

Autovaloración con respecto a rúbrica

Evidencias







Meeting all the Criteria

Microsoft Showcase Schools - Criteria

Reaching Sustainable Transformation



Rubric: aka.ms/scsrubric20 Showcase Schools are level 3 or 4

Commitment To Transform

School's leadership vision and commitment to embark on multi-year journey guided by ETF

Culture of Learning & Growth

60% of educators & leaders have a Microsoft Learn profile, At least 10% of educators are Microsoft Advanced Educator, 3% of educators are MIE Experts, and 2% are MCE certified

Personalized Learning & medical. Meeting every students needs and focus on realizing everyone's potential

Future-Ready Skills

Actively working on developing students' future ready skills

Data Drives Decisions

Insights provide guidance for education improvements and visibility into progress

Microsoft Solutions Impact

Learning impact can be correlated to usage of MSFT Solutions

Teams Usage - 60% (total #students, staff, and teachers), 90% of students & teachers use Office 365 exclusively and 60% of all devices are Windows 10



Rúbrica

- Varios subcriterios
- 4 niveles
- Showcase School
 - Leading
 - Advancing
 - Developing
 - Initiating

Showcase School Rubric						
Metric	Leading	Advancing	Developing	Initiating		
The inhald demonstrates thought hadden by in hadding a chool wide violes as the state digital standardson wing Microsoff Kaddial's Transformation framework. I before all by research and potential models. In the profile, sensoring paid for each of signal providers store. The profile profile control goals for each other of signal providers store. The profile profile is a storegic feet of the other by readers and all inhardedors. Under storegic as a storegic feet where digital excess is not the end goal, learning in the goal used to achieve that goal. Demotrons singles from STF	Has developed a shared vision and plan for helials transfermation that incorporate at four pillars of the ETF	its began the callaborative process of envisioning for bolistic transfer resiste, with focus on some of the STF pillars	His created a vision statement driven by current practice or incremental improvement versus focused an transformation	Has not yet disveloped a long-term school vision for education transformation.		
Soluted facility formers in their of themsion per agreem elected as solutions to the true com- stantial contemporary and in the company of th	d professional strategic and softeed under place to glace to derively pelaces and educations' capacity for transformation. Coaching and memorathip and a continue growth cycle is in place for all teachers as leaders.	Professional development is planned for a select proup or a toechic information of the selection of the learning communities (internal and external and job embedded). Support for the identified stock and resources in the planning of the Teachers are executaged to share their innovations with others	Some education inversage and resional development in provide the transition of education has allowed to consider education has allowed to the constraint of the education has allowed to the education that the education of the ed	Professional development is most training when needed on specific Learning ownnutries and collaboration by the second training among teachers happen in each material Tools and learning resources are accessible for educators and leads Teachers can suggest new ideas		
School salarfolj din personalised soriest per soret the sindskuld industry's sudmitted high persy industrial test by the placental countries and excellable in the integral to poli in fundamental development on personalised interrupt inversign the integral sort being the large in the integral personal sort of the integral personalised in the integral personal sort of the integral to the integral personal personalised in the desired in Sudmits are executed to the integral recognition for their learning in the school provide accruate to brooking that can reset the needs of all students Description subgrade from CET	cies and practices. Inclusive environments with equitable	Includive environments with equitable across and accessibility for mast. Indexest can be observed from place to the control of	Inclusive environments with equitable acress and accessibility for nome students can be about vaid in some classification as the about vaid in some classification are about vaid in some acress to support curriculum and assessment to the real welf of some area of the curriculum. Personalized learning strategies are used by some searchers with five students to enable them to out their learning analysis and countries.	Inclusive environments with equal access and accessibility for student such reads observed in the sith following to the control of following the control of trategies to support curricular strategies to support curricular assessment for the real world Learning is not currently personal to emoques students to over the flearning.		
The battle distinction is invasive and of both selling, single Moreauth solutions, to drive produced sources and the research all the contraction of the selling of the sel	The school is adverted developer, all in the school is adverted developer, all in the school is adverted developer, all in the school is adverted and population in an age appropried in a school in the school is adverted and demonstrating future ready skills in their most product with the in a regular flates.	There is evidence that some students	Some treachers are bearining to include some feature ready skills in their leaves plants. Student are not assured or these skills are not three skills are are three discountered and the skills are a skills are advertised. Future ready skills are developed, and their skills are developed and their skills are developed.	Few teachers are beginning to look for ways to develop one or more of the future ready skills with these students. You was a few to the students. Feature ready skills are introduced account of the core canadians begin time off types of several to address the skills are for the students.		
Data Insights provide guidance for education improvements and visibility into the progress toward transformation vision. **Data fast so 'Grorn declasse'* **Landars as in Stront declasse'* **Landars use metrics to define and measure progress and source correct where needed **Landars use metrics to define and measure progress and source correct where needed **Landars use of evaluation results when with tathsholders not transparence, buy-it, and participations.	Data is not only used to monitor and evaluate progress towards vision and goals. If yet also used for predictions and	identify data to be collected to measure progress towards the vision. Establish a process to review the data and take ectors based on insights.	Feedback data is captured via surveys and basic tools incremental improvements are scenetimes made based on the feedback data.	Voice and metrics for education transformation have not been developed		





	Metric	Leading	Advancing	Developing	Initiating
D	The school demonstrates thought-leadership in building a school-wide vision as the starting place for a holistic digital transformation using Microsoft's Education Transformation Framework Informed by research and potential models Has specific, concrete goals for the outcomes of digital transformation Clear and easily communicated vision shared by leaders and all stakeholders, Uses technology as a strategic lever where digital access is not the end goal; learning is the goal and technology is a means used to achieve that goal Descriptors adapted from ETF	Has developed a shared vision and plan for holistic transformation that incorporates all four pillars of the ETF	Has begun the collaborative process of envisioning for holistic transformation with focus on some of the ETF pillars.	Has created a vision statement driven by current practice or incremental improvement versus focused on transformation.	Has not yet developed a long-term school vision for education transformation
3)	School leader(s) foster a culture of learning and growth mindset as evidenced by their commitment to creating sustainable change in teaching and learning practices through continuous and job-embedded professional development strategies. 8 Builds teacher effectiveness through intensive focus on meaningful and continuous professional learning 8 Establishes mentoring, coaching, and collaboration opportunities at the school 8 Empower teachers to make their own decisions and take risks to meet the needs of every student 9 Drive efforts to connect with other leaders and educators locally and globally to share best practices Descriptors adapted from ETF	Strategic and school-wide plans are in place to develop leaders and educators' capacity for transformation Coaching and mentorship and a continuous growth cycle is in place for all teachers and leaders. Learning communities internally and externally are leveraged Tools and learning resources are part of teachers onboarding and continuous development plans.	Professional development is planned for a select group or a specific initiative Learning communities (internal and external) and job-embedded collaboration opportunities are established by leadership Support for the identified tools and resources is in place Teachers are encouraged to share their innovations with others	Some educators leverage professional development opportunities to enable education transformation. Some learning communities and opportunities for collaboration are beginning to be consistent. Tools and learning resources are identified for teachers to use in their professional learning journey. Teachers have the autonomy to innovate in their own classrooms.	Professional development is mostly training when needed on specific tools Learning communities and collaboration among teachers happen in an ad-hoc manner Tools and learning resources are accessible for educators and leaders Teachers can suggest new ideas
0	School leader(s) drive personalized learning to meet the individual student's academic, emotional, and social needs and help every student realize their full potential. Inclusion and accessibility are integral to policies and practices. Professional development on personalized learning leveraging technology such as Office 365 for Education, Teams (Staff/Faculty/Student), OneNote, Skype, Flipgrid, and Minecroft Students are encouraged to take greater responsibility for their learning The school provides accessible technology that can meet the needs of all students Descriptors adapted from ETF	Inclusive environments with equitable access and accessibility for all students can be observed throughout the school Educators master strategies to support curriculum and assessment for the real world throughout the curriculum Personalized learning strategies are regularly used to empower students to own their learning	Inclusive environments with equitable access and accessibility for most students can be observed throughout the school Educators are trained on strategies to support curriculum and assessment for the real world throughout much of the curriculum Personalized learning strategies are periodically used to empower students to own their learning.	Inclusive environments with equitable access and accessibility for some students can be observed in some classrooms Educators are provided with strategies to support curriculum and assessment for the real world in some areas of the curriculum Personalized learning strategies are used by some teachers with few students to enable them to own their learning	Inclusive environments with equitable access and accessibility for students in it readily observed in the school Educators are not provided with strategies to support curriculum and assessment for the real world. Learning is not currently personalized to empower students to own their learning.
•)	The school demonstrates innovative use of technology, using Microsoft solutions, to drive positive impact and student success with future-ready skills Computational Thinking Thinking about problems strategically in all curricular areas to create solutions through abstraction, algorithms, decomposition, and pattern recognition Creativity and Innovation Using ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product Critical Thinking Integrating relevant and sufficient information to address an essential question, gathered from multiple and varied sources Collaboration Sharing responsibility to make substantive decisions together about the content, process, or product of the work Communication Producing extended or multi-modal communication Descriptors adapted from Jeannette Wing's work and 21CLD	The school is actively developing all future-ready skills for its entire student population in an age appropriate manner. There is evidence that most students are demonstrating future-ready skills in their work on a regular basis.	The school is actively developing specific future-ready skills for a specific group of students. There is evidence that some students are demonstrating future-ready skills in their work on a regular basis.	Some teachers are beginning to include some future-ready skills in their lesson plans. Students are not assessed on those skills nor are they demonstrating these skills yet. Future-ready skills are developed outside of the core curriculum through enrichment classes to select students.	Few teachers are beginning to look for ways to develop one or more of the future ready skills with their students Future-ready skills are introduced outside of the core curriculum through one-off type of events to select students
0	Data insights provide guidance for education improvements and visibility into the progress towards the digital transformation vision.	Data is shared with all stakeholders to ensure constant alignment on direction Data is not only used to monitor and	Identify data to be collected to measure progress towards the vision	Feedback data is captured via surveys and basic tools	Vision and metrics for education transformation have not been developed

2.4. ADVANCING

Teachers are encouraged to share their innovations with others.

EVIDENCE:

Sharing experiences is one of the simplest ways to improve teaching practice. Grupo Sorolla actively encourages the exchange of experiences as a complement to teacher training.

- Coordination of areas: The area coordinators of the different schools of Grupo Sorolla have a teams team and work in a coordinated manner. They share the best experiences and collaborate in the coordination of the areas.
- Every year there are days of exchange of experiences between centers organized by areas. The teachers of the Sorolla group schools meet by areas and share their best experiences. In these days, dialogue is encouraged above the simple exhibition of projects.
- Edu Teachers Day: Once a month several teachers (1 or 2 teachers from each school) from Grupo Sorolla visit one of the schools entering class and observing how other classmates teach.





Auto nominación



Proyecto tecnológico de centro

Invita a la reflexión

Decidir próximos pasos



Microsoft Showcase Schools Directory 2022 (azureedge.net)















¡Muchas gracias!

PUE ACADEMY

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