



## Microsoft Showcase School



**María Comín**

Directora de Educación  
Preuniversitaria en Microsoft



**Fco. Javier Cubas**

Coordinador de Aplicaciones  
Tecnológicas en Aula, Grupo  
Sorolla Educación

**Microsoft Showcase  
School: convierte a tu  
centro educativo en una  
referencia educativa  
global**



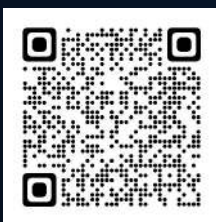


# Microsoft Showcase School

# Showcase School Program



María Comín  
Directora Educación Preuniversitaria  
@mariacomin1





¿Qué representa ser  
Microsoft Showcase  
School?



# Ser parte de una comunidad fuerte y diversa

448

SHOWCASE SCHOOLS & COLLEGES



909

Centros en programa Incubator





# Microsoft Showcase School

18 Spain

*Red global de centros pioneros*

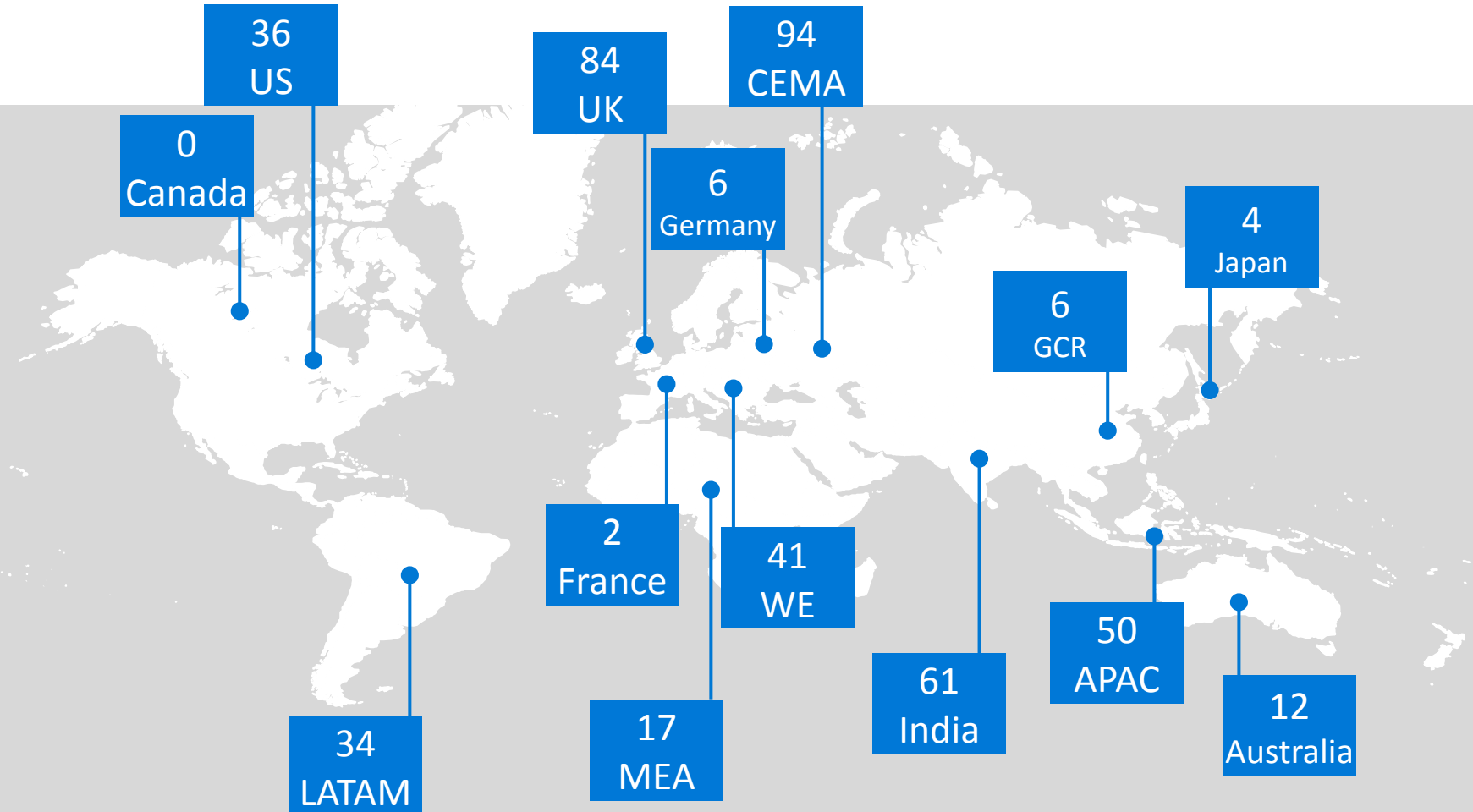
Comunidad  
Global de

448

Schools &  
Colleges



[aka.ms/scsp](https://aka.ms/scsp)



# Colegios en fase de Incubator

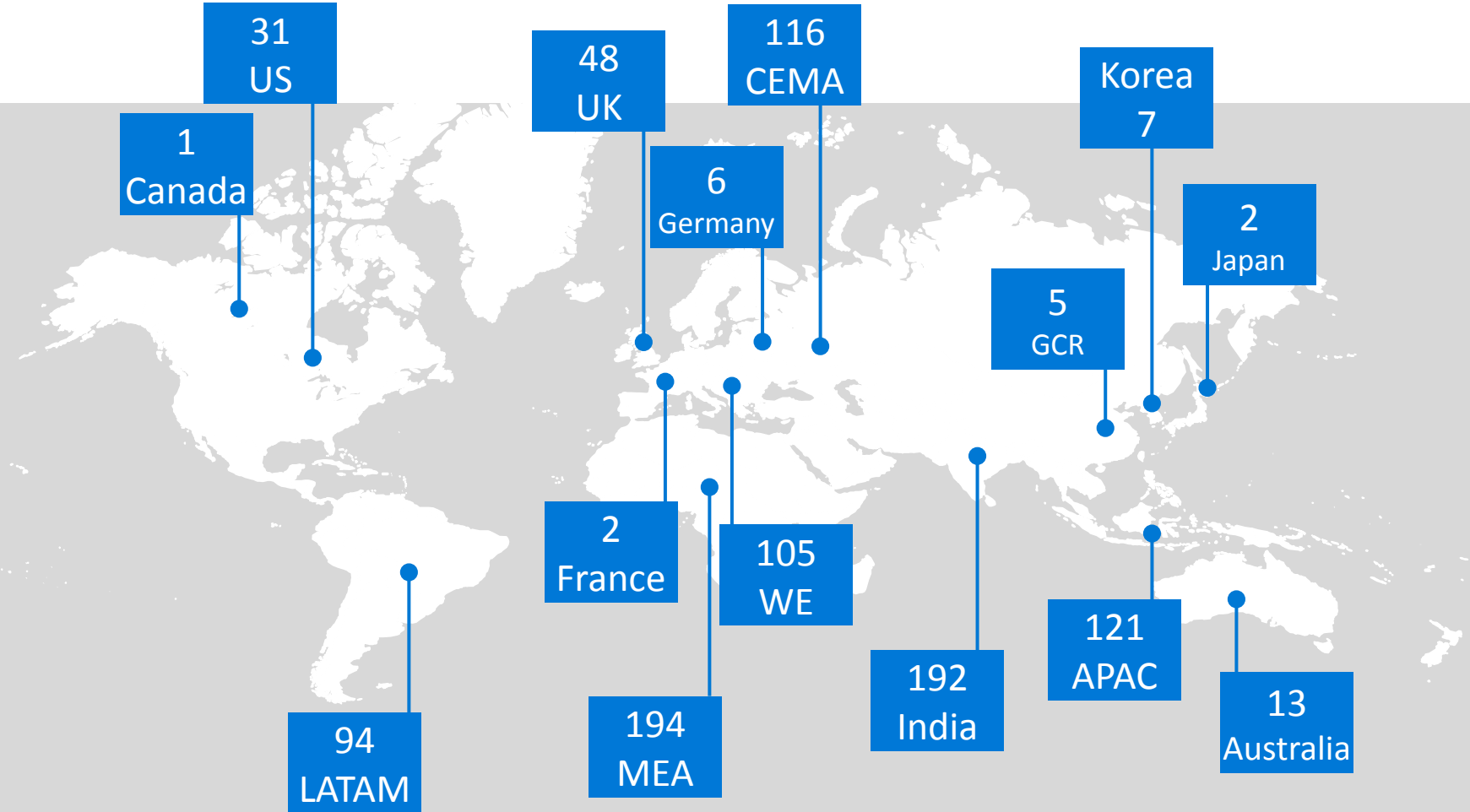
19 Spain

*Red global de centros pioneros*

Global  
Community of  
**909**  
Schools



[aka.ms/scsp](https://aka.ms/scsp)





# ¿Por qué unirte?

- Convierte tu centro en un líder en innovación educativa en todo el mundo y reconocido por sus logros
- Desarrolla la capacidad de los docentes y equipos en tu institución
- Networking y aprendizaje de otros centros que se embarcan en un viaje similar
- Accesos prioritarios a capacitación, recursos y programas para estudiantes, líderes y docentes.





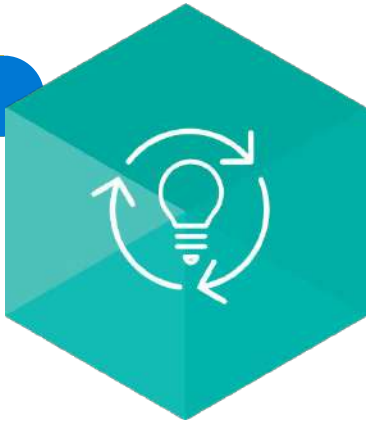
# Pilares básicos

## Marco de Transformación de la Educación

El Marco de Transformación de Educación permite analizar profundamente sobre lo que es posible realizar en un centro educativo.

Su objetivo es involucrar a toda la comunidad educativa para co-crear un plan holístico y una hoja de ruta que analice todos los aspectos de su escuela.





# Liderazgo y política

Concebir y crear de forma colaborativa una cultura intencional de innovación y aprendizaje, con objetivos compartidos que involucren a la comunidad y motiven a los líderes, educadores y todas las partes interesadas a planificar y liderar el cambio.



## Vision para el Cambio

Construir una visión compartida e inclusiva que represente las aspiraciones de los estudiantes, maestros, líderes y la comunidad con la flexibilidad para revisiones continuas para abordar los cambios continuos.



## Planificación Estratégica y Gestión de Cambios

Desarrollar planes estratégicos de implementación e identificar estrategias y procesos para apoyar a los grupos de partes interesadas a través de la transición.



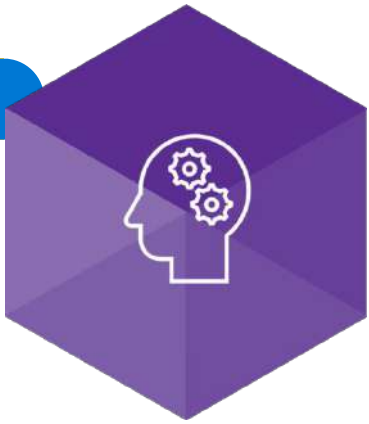
## Mejora Continua & Cultura

Supervisión continua del progreso y medición de los resultados, mientras fomenta una cultura de crecimiento orgánico, mejora, colaboración e innovación.



## Compromiso común y alianzas

Permitir una transformación efectiva a través de la participación de la comunidad y una coalición de aliados con competencias y conocimientos complementarios.



# Enseñanza y aprendizaje

Ayudar a todos los estudiantes a alcanzar su potencial con un enfoque centrado en el estudiante para explorar todos los aspectos de la enseñanza y el aprendizaje: currículo, evaluación, dispositivos y espacios, con un enfoque en la comprensión y satisfacción de las necesidades de todos los estudiantes.



## Aprendizaje centrado en el estudiante

Crear una pedagogía que incluya las prácticas de enseñanza y aprendizaje que sean basadas en proyectos y competencias, colaborativas y requieran que los estudiantes sean dueños de su aprendizaje.



## Currículo & Evaluación

Las nuevas formas de currículo, ya sean basadas en proyectos, personalizadas o impulsadas por competencias, requieren nuevas herramientas para acceder, personalizar y evaluar el progreso de cada estudiante.



## Dispositivos para el aprendizaje

Ofrezca a los estudiantes aprendizaje multimodal a través de voz, tacto y tinta digital y aumente su capacidad para retener información, generar nuevas ideas y utilizar software del mundo real.



## Espacios de aprendizaje

Alinee el diseño espacial con los objetivos de aprendizaje, para que las programaciones definan la configuración del aula, en lugar de al revés, y los espacios de aprendizaje físico sean más flexibles, colaborativos, equitativos, saludables e inspiradores.





# Entornos inteligentes

Desarrollar entornos presenciales y en línea seguros y aprovechar el análisis de datos para optimizar los resultados de los estudiantes y crear procesos y asignación de recursos eficientes, receptivos y sostenibles.



## Aprendizaje híbrido

Permita el aprendizaje en entornos físicos, digitales e híbridos, abarcando sin problemas contextos de aprendizaje formales e informales a través del tiempo, la ubicación y los medios de aprendizaje.



## Seguridad y Privacidad

Garantizar la seguridad de los estudiantes, profesores y el personal utilizando los últimos sistemas y tecnologías de monitoreo de seguridad, comunicaciones, notificación y respuesta a emergencias.



## Operaciones optimizadas y sostenibles

Optimice y aumente la eficiencia de la operación diaria de las escuelas, incluida la administración, la logística y la TI para aumentar la productividad y reducir los costos.



## Análisis avanzado y IA

Utilice los datos integrados con análisis avanzados para mejorar el sistema y visibilidad del progreso de la enseñanza, el aprendizaje y la administración dentro y entre las aulas y las escuelas.



# Éxito del alumnado y del centro

Basado en la equidad y la inclusión, la creación de capacidad a través del aprendizaje profesional y el desarrollo, para asegurar que todos los alumnos desarrollen sus habilidades sociales y emocionales y estén preparados con éxito para el futuro.



## Docentes, equipos directivos y coord. TIC

Desarrollar la capacidad de colaboración para el personal del centro como parte de una comunidad de aprendizaje que trabaja para mejorar continuamente la enseñanza y el aprendizaje.



## Habilidades para el futuro

Empoderar a los estudiantes con las habilidades digitales y de productividad que necesitan para su éxito profesional fomentando el empleo y el emprendimiento.



## Aprendizaje emocional y social

Desarrollar la capacidad de los alumnos para manejar las emociones, establecer y alcanzar metas, sentir y mostrar empatía por los demás, establecer y mantener relaciones positivas, y tomar decisiones responsables.



## Equidad, inclusión y accesibilidad

Proporcionar tecnología accesible que pueda satisfacer las necesidades de todos los estudiantes que buscan asumir una mayor responsabilidad por su aprendizaje y desarrollo de habilidades tecnológicas.



# Showcase School Renovaciones y Graduaciones

## Microsoft Showcase Schools and Colleges | Criteria

2024 - 2025

Reaching Sustainable Transformation

### 1. Vision and Thought Leadership

School shows thought leadership by building a school-wide vision, the foundation for a holistic digital transformation using Microsoft's Education Framework.



### 3. Personalized Learning & Inclusion

Meeting every student's needs and focus on realizing everyone's potential



### 5. Data Drives Decisions

Insights provide guidance for education improvements and visibility into progress



### 2. Culture of Learning & Growth

Schools show commitment to creating sustainable change in teaching and learning practices.

- 60% of educators and leaders have a Microsoft Learn profile
- 10% of educators are Microsoft Advanced Educators (6% for Colleges)
- 3% of educators are MIE Experts (2% for Colleges)

### 6. Microsoft Solutions Impact

Learning impact can be correlated to the usage of MSFT Solutions

Teams Usage:

- 60% of learners, educators and staff use Teams regularly
- 90% of learners and educators use Office 365 exclusively
- 60% of all devices are Windows 10/11



Please refer to the Showcase School Rubric for more details  
Advancing (3) and Leading (4) levels - aka.ms/SC



# Showcase School Renovaciones y Graduaciones

**Plazo para presentar solicitudes; del 17 de junio al 1 de julio de 2024**

Las solicitudes de graduación y renovación requerirán un Sway y completar un cuestionario previo.

Modelos de Sway ya disponibles:

<https://aka.ms/SCSGraduationSway>

<https://aka.ms/SCSRenewalSway>

Cuestionarios SCS para 2025 se componen de 4 secciones:

1. Acerca de su escuela/universidad
2. Criterios de rúbrica (<https://aka.ms/SCSrubric20>)
3. Dispositivos, herramientas y personal
4. Acerca de tu transformación digital

- Las secciones 2 y 3 son puntos de control y los solicitantes no podrán continuar si no se han cumplido los criterios. <https://aka.ms/SCSCriteria2025>



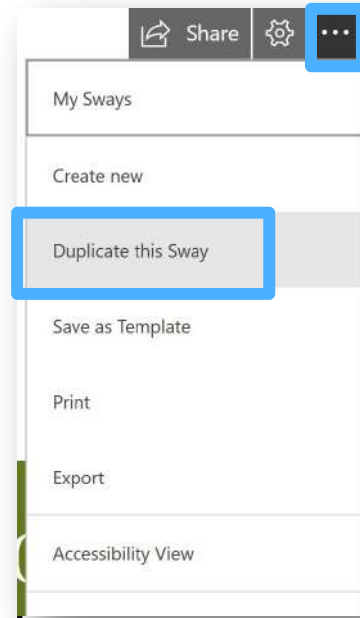
# Crea tu Sway

Las plantillas de Sway están disponibles aquí:

<https://aka.ms/SCSGraduationSway>

<https://aka.ms/SCSRenewalSway>

1. Abra la plantilla e inicie sesión en Sway
2. Haga clic en los tres puntos en la parte superior derecha
3. Selecciona duplicar este Sway.
4. Cambie el nombre del Sway para incluir el nombre de tu centro
5. Haz clic en Editarlo ahora
6. Usa esta guía para ayudar a agregar contenido a tu Sway: [Getting Started with Sway - Microsoft Support](#)



## Duplicate this Sway

We'll create a copy of this Sway and add it to your My Sways page. You can rename it first if you want.

School Name Microsoft Showcase School Graduation Application 2024 -2025

Duplicate

## Duplicate this Sway

We have successfully created a copy of this Sway on your My Sways page.

Go to My Sways

Edit it now

# Compartir tu Sway

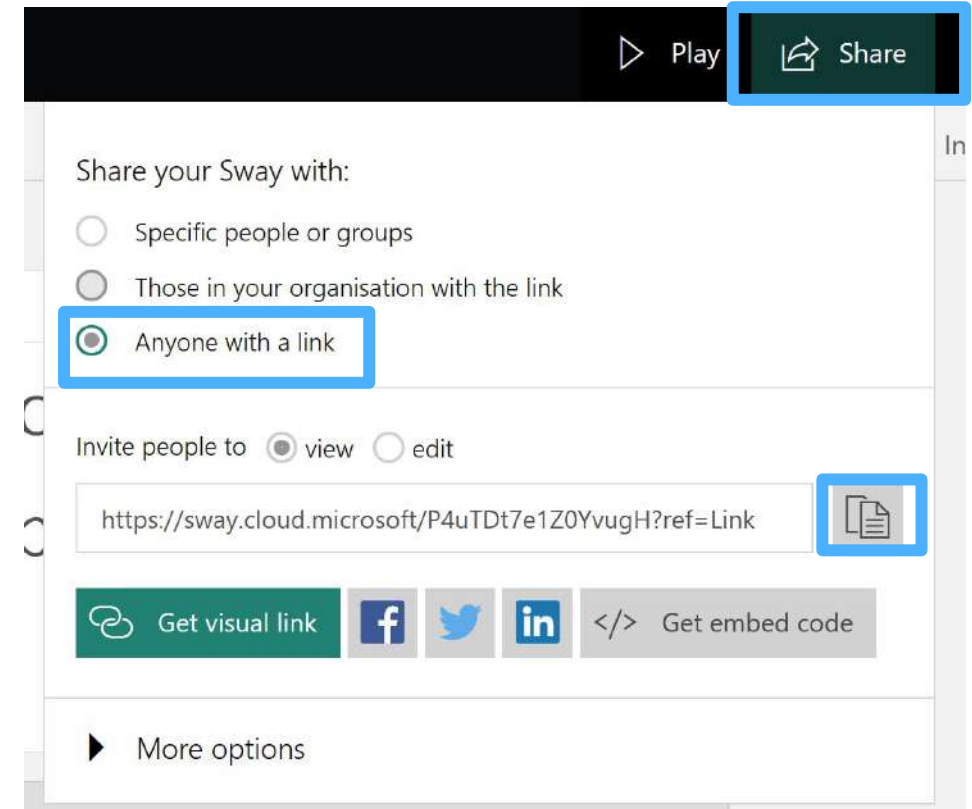


Sway templates are available here:

<https://aka.ms/SCSGraduationSway>

<https://aka.ms/SCSRenewalSway>

1. Open your sway and click **share**
2. Select the option: **Anyone with a link**
3. Leave as view
4. Click **copy**
5. **Paste the link into an in-private window to check it works**
6. **Paste the link into the application survey**





# Showcase School – Links útiles



## Do

Utiliza el **template de sway**

**Revisa** el cumplimiento de los criterios (del 2 al 6)

Incluye **evidencias**

**Revisa que el link del sway** es público desde un navegador en privado

**Completa todas las preguntas**

**Revisa que los datos** están en el formato correcto (p.e. % o número)

## Useful akas

SCS Quick Start Guide

<https://aka.ms/SCSQuickStart2024>

SCS Criteria

<https://aka.ms/SCSCriteria2025>

SCS Rubric

<https://aka.ms/SCSrubric20>

SCS Graduation Questions

<https://aka.ms/SCSGraduationquestions2025>

SCS Graduation Sway

<https://aka.ms/SCSgraduationsway>

SCS Renewal Questions

<https://aka.ms/SCSRenewalquestions2025>

SCS Renewal Sway

<https://aka.ms/SCSRenewalsway>

- Puedes enviar las solicitudes de SCS y las respuestas a la encuesta en castellano.
- Recurre a tus compañeros y equipos del centro para que te ayuden a compartir ideas, consultar enlaces y revisar tus respuestas. ¡Sois un gran equipo!

# ¿Quieres saber más?

24 y 25 de abril | Webinar Microsoft

**Become an MIE Expert, Showcase School, or Incubator School for 2024-2025** *(for people who want to join our community)*

Time: 8am PT // 5pm PT

ICS Files:

- [Become an MIE Expert Showcase School or Incubator School for 2024-2025 - A.ics](#)
- [Become an MIE Expert Showcase School or Incubator School for 2024-2025 - B.ics](#)





GRACIAS





# Microsoft Showcase School

*El programa Microsoft Showcase School 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
	"Compromiso"



## GLOBAL LEARNING & PUE

### CONSULTORÍA



### ENTIDAD CERTIFICADORA



# Showcase School: Grupo Sorolla Educación

Profesorado

MIE

MIE Expert

MCE

Colegio

Auto nominación

“Compromiso”





# MIE Certified

Iniciación al programa de MIE Expert

Acceso a Microsoft Learn

- Cursos técnicos
- Cursos pedagógicos



# MIE Expert

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Acceso a certificaciones.

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Compartir experiencias con centros de todo el mundo.

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Ayudar a capacitar a los docentes de tu centro.

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“Empoderar al profesorado”

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# MCE

- PUE
- Examen exigente

- 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

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Sway

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Apartados preestablecidos

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Autovaloración con respecto a rúbrica

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Evidencias

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We are a Showcase School

# Meeting all the Criteria

## Microsoft Showcase Schools - Criteria

*Reaching Sustainable Transformation*



Rubric: [aka.ms/scsrubric20](https://aka.ms/scsrubric20)  
Showcase Schools are level 3 or 4

- 1 Commitment To Transform**  
School's leadership vision and commitment to embark on multi-year journey guided by ETF
- 2 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
- 3 Personalized Learning & Inclusion**  
Meeting every students needs and focus on realizing everyone's potential
- 4 Future-Ready Skills**  
Actively working on developing students' future ready skills
- 5 Data Drives Decisions**  
Insights provide guidance for education improvements and visibility into progress
- 6 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~~

Metric	Leading	Advancing	Developing	Initiating
<p><b>1</b></p> <p><b>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</b></p> <ul style="list-style-type: none"> <li>• Informed by research and potential models</li> <li>• Has specific conceptual goals for the outcomes of digital transformation</li> <li>• Clear and easily communicated vision shared by leaders and all stakeholders</li> <li>• 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</li> </ul> <p>Descriptors adopted from CTE</p>	<p>Has developed a shared vision and plan for digital transformation that incorporates all key pillars of the ETP</p>	<p>Has begun the collaborative process of developing the holistic transformation with focus on some of the CTE pillars</p>	<p>Has created a vision statement driven by current practice or transformational opportunities for digital transformation</p>	<p>Has not yet developed a long-term school-wide digital transformation</p>
<p><b>2</b></p> <p><b>School leader(s) foster a culture of learning and growth evident as evidenced by their commitment to creating sustainable change in teaching and learning practices through continuous and job-embedded professional development strategies.</b></p> <ul style="list-style-type: none"> <li>• Builds teacher effectiveness through intensive focus on meaningful and continuous professional learning</li> <li>• Establishes mentoring, coaching, and collaboration opportunities at the school</li> <li>• Empower teachers to make their own decisions and take risks to meet the needs of every student</li> <li>• Drive efforts to connect with other leaders and educators locally and globally to share best practices</li> </ul> <p>Descriptors adopted from CTE</p>	<p>Storage and job-wide plans are in place to develop teacher and educator capacity for transformation</p> <p>Coaching and mentoring and a continuous growth cycle is in place for all teachers and leaders</p> <p>Learning conversations internally and externally are frequent</p> <p>Tools and learning resources are part of teacher's ongoing and continuous development plans</p> <p>Teachers and leaders who help shape the school's strategic plans</p>	<p>Professional development is planned for a select group at a specific location</p> <p>Coaching conversations (internal and external) and job-embedded collaboration opportunities are established by leadership</p> <p>Support for the identified roles and practices is in place</p> <p>Teachers are encouraged to share their innovations with others</p>	<p>Some educators leverage professional development opportunities to enable effective instruction</p> <p>Some learning conversations and support teachers for collaboration are implemented by coaches</p> <p>Tools and learning resources are identified for teachers to use in their professional learning journey</p> <p>Teachers have the autonomy to innovate in their own classrooms</p>	<p>Professional development to mostly training when needed on specific topics</p> <p>Learning communities and collaborations among teachers happens in an ad hoc manner</p> <p>Tools and learning resources are available for educators and leaders</p> <p>Teachers can support new ideas</p>
<p><b>3</b></p> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Individualized development on personalized learning using technology such as Office 365 for Education, Teams, Microsoft Learning, Canvas, Schoology, and Microsoft</li> <li>• Students are encouraged to take greater responsibility for their learning</li> <li>• The school provides accessible technology that can meet the needs of all students</li> </ul> <p>Descriptors selected from CTE</p>	<p>Inclusive environments with equitable access and accessibility for all students can be observed throughout the school</p> <p>A clear process of alignment to support curriculum and assessment for the use of differentiated instruction</p> <p>Personalized learning strategies are regularly used to empower students to own their learning</p>	<p>Inclusive environments with equitable access and accessibility for most students can be observed throughout the school</p> <p>Customization are based on strategies to support curriculum and assessment for the use of differentiated instruction</p> <p>Personalized learning strategies are periodically used to empower students to own their learning</p>	<p>Inclusive environments with equitable access and accessibility for some students can be observed in some classrooms</p> <p>Education are provided with strategies to support curriculum and assessment for the use of differentiated instruction</p> <p>Personalized learning strategies are used by some teachers with few students to enable them to own their learning</p>	<p>Inclusive environments with equitable access and accessibility for the students can't be observed in the school</p> <p>Education are not provided with strategies to support curriculum and assessment for the use of differentiated instruction</p> <p>Learning is not currently personalized and to empower students to own their learning</p>
<p><b>4</b></p> <p><b>The school demonstrates innovative use of technology, using Microsoft solutions, to drive positive impact and student success with future ready skills</b></p> <p><b>Computational Thinking</b> Thinking about problem strategically in all familiar areas to create solutions through abstraction, algorithms, decomposition, and pattern recognition</p> <p><b>Creativity and Innovation</b> Using rights to and imagination, going outside conventional boundaries, when shaping ideas into a product</p> <p><b>Critical Thinking</b> Integrating relevant and sufficient information to address a essential question, gathered from multiple and varied sources</p> <p><b>Collaboration</b> Sharing responsibility to make substantive decisions together about the content, process, or product of the work</p> <p><b>Communication</b> Producing meaningful or multi-modal communication</p> <p>Descriptor adopted from Jeschke-Wing's work on 2121218</p>	<p>The school is actively developing all future ready skills for its entire student population in an age appropriate manner</p> <p>There is evidence that most students are demonstrating future ready skills in their work on a regular basis</p>	<p>The school is actively developing specific future ready skills for a select group of students</p> <p>There is evidence that some students are demonstrating future ready skills in their work on a regular basis</p>	<p>Some teachers are beginning to include some future ready skills in their lesson plans. Students are not assessed on these skills nor are they demonstrating these skills yet</p> <p>Few future ready skills are demonstrated outside of the core curriculum through enrichment classes to select students</p>	<p>Few teachers are beginning to look for specific skills in one or more of the future ready skills with their students</p> <p>Future ready skills are not used as part of the core curriculum through enrichment classes to select students</p>
<p><b>5</b></p> <p><b>Data insights provide guidance for education improvements and visibility into the progress towards the digital transformation vision</b></p> <ul style="list-style-type: none"> <li>• Use data to inform decisions</li> <li>• Leaders use metrics to define and measure progress and course correct where needed</li> <li>• Monitoring and evaluation results are shared with stakeholders for transparency, fairness, and participation</li> </ul>	<p>Share shared with all stakeholders to provide clarity and alignment on direction</p> <p>There is evidence that metrics and data are progress towards vision and goals. Metrics used for production and identification of future opportunities</p>	<p>Identify data to be collected to measure progress towards the vision</p> <p>Establish a process to review the data and take actions based on insights</p>	<p>Feedback data is captured to inform instructional design</p> <p>Incremental improvements and adjustments made based on the feedback data</p>	<p>Views and metrics for the education transformation have not been developed</p>



Metric	Leading	Advancing	Developing	Initiating
<p><b>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</b></p> <ul style="list-style-type: none"> <li>Informed by research and potential models</li> <li>Has specific, concrete goals for the outcomes of digital transformation</li> <li>Clear and easily communicated vision shared by leaders and all stakeholders,</li> <li>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</li> </ul> <p>Descriptors adapted from ETF</p>	<p>Has developed a shared vision and plan for holistic transformation that incorporates all four pillars of the ETF</p>	<p>Has begun the collaborative process of envisioning for holistic transformation with focus on some of the ETF pillars</p>	<p>Has created a vision statement driven by current practice or incremental improvement versus focused on transformation</p>	<p>Has not yet developed a long-term school vision for education transformation</p>
<p><b>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.</b></p> <ul style="list-style-type: none"> <li>Builds teacher effectiveness through intensive focus on meaningful and continuous professional learning</li> <li>Establishes mentoring, coaching, and collaboration opportunities at the school</li> <li>Empower teachers to make their own decisions and take risks to meet the needs of every student</li> <li>Drive efforts to connect with other leaders and educators locally and globally to share best practices</li> </ul> <p>Descriptors adapted from ETF</p>	<p>Strategic and school-wide plans are in place to develop leaders and educators' capacity for transformation</p> <p>Coaching and mentorship and a continuous growth cycle is in place for all teachers and leaders</p> <p>Learning communities internally and externally are leveraged</p> <p>Tools and learning resources are part of teachers onboarding and continuous development plans</p> <p>Teachers are leaders who help shape the school's strategic plans</p>	<p>Professional development is planned for a select group or a specific initiative</p> <p>Learning communities (internal and external) and job-embedded collaboration opportunities are established by leadership</p> <p>Support for the identified tools and resources is in place</p> <p>Teachers are encouraged to share their innovations with others</p>	<p>Some educators leverage professional development opportunities to enable education transformation</p> <p>Some learning communities and opportunities for collaboration are beginning to be consistent</p> <p>Tools and learning resources are identified for teachers to use in their professional learning journey</p> <p>Teachers have the autonomy to innovate in their own classrooms</p>	<p>Professional development is mostly training when needed on specific tools</p> <p>Learning communities and collaboration among teachers happen in an ad-hoc manner</p> <p>Tools and learning resources are accessible for educators and leaders</p> <p>Teachers can suggest new ideas</p>
<p><b>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.</b></p> <ul style="list-style-type: none"> <li>Professional development on personalized learning leveraging technology such as Office 365 for Education, Teams (Staff/Faculty/Student), OneNote, Skype, Flipgrid, and Minecraft</li> <li>Students are encouraged to take greater responsibility for their learning</li> <li>The school provides accessible technology that can meet the needs of all students</li> </ul> <p>Descriptors adapted from ETF</p>	<p>Inclusive environments with equitable access and accessibility for all students can be observed throughout the school</p> <p>Educators master strategies to support curriculum and assessment for the real world throughout the curriculum</p> <p>Personalized learning strategies are regularly used to empower students to own their learning</p>	<p>Inclusive environments with equitable access and accessibility for most students can be observed throughout the school</p> <p>Educators are trained on strategies to support curriculum and assessment for the real world throughout much of the curriculum</p> <p>Personalized learning strategies are periodically used to empower students to own their learning</p>	<p>Inclusive environments with equitable access and accessibility for some students can be observed in some classrooms</p> <p>Educators are provided with strategies to support curriculum and assessment for the real world in some areas of the curriculum</p> <p>Personalized learning strategies are used by some teachers with few students to enable them to own their learning</p>	<p>Inclusive environments with equitable access and accessibility for students isn't readily observed in the school</p> <p>Educators are not provided with strategies to support curriculum and assessment for the real world</p> <p>Learning is not currently personalized to empower students to own their learning</p>
<p><b>The school demonstrates innovative use of technology, using Microsoft solutions, to drive positive impact and student success with future-ready skills</b></p> <p><b>Computational Thinking</b> Thinking about problems strategically in all curricular areas to create solutions through abstraction, algorithms, decomposition, and pattern recognition</p> <p><b>Creativity and Innovation</b> Using ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product</p> <p><b>Critical Thinking</b> Integrating relevant and sufficient information to address an essential question, gathered from multiple and varied sources</p> <p><b>Collaboration</b> Sharing responsibility to make substantive decisions together about the content, process, or product of the work</p> <p><b>Communication</b> Producing extended or multi-modal communication Descriptors</p> <p>adapted from Jeannette Wing's work and 21CD</p>	<p>The school is actively developing all future-ready skills for its entire student population in an age appropriate manner</p> <p>There is evidence that most students are demonstrating future-ready skills in their work on a regular basis</p>	<p>The school is actively developing specific future-ready skills for a specific group of students</p> <p>There is evidence that some students are demonstrating future-ready skills in their work on a regular basis</p>	<p>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</p> <p>Future-ready skills are developed outside of the core curriculum through enrichment classes to select students</p>	<p>Few teachers are beginning to look for ways to develop one or more of the future ready skills with their students</p> <p>Future-ready skills are introduced outside of the core curriculum through one-off type of events to select students</p>
<p><b>Data insights provide guidance for education improvements and visibility into the progress towards the digital transformation vision.</b></p> <ul style="list-style-type: none"> <li>Use data to inform decisions</li> <li>Leaders use metrics to define and measure progress and course correct where needed</li> <li>Monitoring and evaluation results are shared with stakeholders for transparency, buy-in, and participation</li> </ul>	<p>Data is shared with all stakeholders to ensure constant alignment on direction</p> <p>Data is not only used to monitor and evaluate progress towards vision and goals, it's also used for predictions and identification of future opportunities</p>	<p>Identify data to be collected to measure progress towards the vision</p> <p>Establish a process to review the data and take actions based on insights</p>	<p>Feedback data is captured via surveys and basic tools</p> <p>Incremental improvements are sometimes made based on the feedback data</p>	<p>Vision and metrics for education transformation have not been developed</p>



## 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.
- **EduTeachers 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

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Proyecto ~~tecnológico~~ de centro

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Invita a la reflexión

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Decidir próximos pasos

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[Microsoft Showcase Schools Directory 2022](https://azureedge.net)  
([azureedge.net](https://azureedge.net))

# Algunos ítems

## 2.1. LEADING

Strategic and school-wide plans are aimed to develop leaders and educators' capacity for transformation. Coaching, mentorship and a continuous growth cycle are in place for all teachers and leaders.

## 2.2. LEADING

Learning communities internally and externally are leveraged.

## 2.4. ADVANCING

Teachers are encouraged to share their innovations with others.

~~Teachers are leaders who help shape the school's strategic plans~~

## 3.2. ADVANCING

Educators are trained on strategies to support curriculum and assessment for the real world throughout much of the curriculum

~~Educators master strategies to support curriculum and assessment for the real world throughout the curriculum~~

## 5.2 ADVANCING

Establish a process to review the data and take actions based on insights

~~Data is not only used to monitor and evaluate progress towards vision and goals, it's also used for predictions and identification of future opportunities~~



# GLOBAL LEARNING & PUE

## CONSULTORÍA



## ENTIDAD CERTIFICADORA



Microsoft Certified Educator

Francisco Javier Cubas

has successfully completed the requirements to be recognized as a Microsoft Certified Educator for

Technology Literacy for Educators - 21st Century Learning Design

Date of achievement: July 13, 2020  
verifycert.com 6FX0-4GJK

*N. Subir*  
Cayo Huelmo  
Chief Executive Officer



# GLOBAL LEARNING & PUE

## Global Learning

- Optimización de tiempo y recursos
- Mejora continua de la calidad educativa
- Desarrollo profesional de equipo directivo y personal docente
- Auditoría externa



# GLOBAL LEARNING & PUE

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Diseñados con el objetivo de acercar la formación y certificación oficial a las instituciones educativas de nuestro país, nuestra misión es que los centros de formación de España puedan trasladar a sus estudiantes los beneficios y valor añadido de la formación oficial y la acreditación de conocimientos.





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# PUE Academy

## Training & Certification Center (TCC) - Academy Support Center (ASC)



### Servicios de Formación

Dirigidos a la comunidad educativa global (staff técnico, docentes, alumnos y exalumnos)

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### Servicios de certificación

Dirigidos a la comunidad educativa global (staff técnico, docentes, alumnos y exalumnos)

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### Centros oficiales

PUE Academy ayuda a las instituciones educativas a convertirse en centros oficiales de formación y certificación de las organizaciones tecnológicas con más reconocimiento mundial.

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Para la correcta implementación de las iniciativas Academy a las que se les dará acceso.

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## CERTIFICACIÓN MICROSOFT CERTIFIED EDUCATOR

PUE realiza acciones formativas y sesiones de apoyo a los centros que están adheridos al programa de certificación MCE - Microsoft Certified Educator, apoyando a las entidades educativas activas en el proyecto en la puesta en marcha, la implementación y la utilización del programa, con el fin de obtener el mejor rendimiento de los recursos disponibles.

Asimismo, los centros adscritos al programa tendrán acceso a una plaza de formación online para docentes en cada una de las siete herramientas Microsoft Office, siempre y cuando tengan activa su suscripción.

### MICROSOFT CERTIFIED EDUCATOR

#### Microsoft Certified Educator (MCE) - Online 📄

Fechas impartición	Modalidad	Horarios webinars	Duración	Info e inscripciones
30/05/2024 - 27/06/2024	<a href="#">Online</a>	jueves (18:00h-19:30h)	60 h	<a href="#">+ Info e inscripción</a> <a href="#">📅 Webinars</a>

El precio de cada formación adicional será de **450€** (IVA Exento) por instructor y para cada uno de los cursos publicados.

Por otra parte, les informamos de que los cursos impartidos por PUE, tanto en modalidad Online como en modalidad Live Virtual Class, son bonificables a través de Fundae.



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## Programas disponibles de PUE Academy Center





# Entérate en primicia de nuestros eventos y novedades

Apúntate a nuestra newsletter para enterarte en primicia de nuestros eventos, novedades, lo más innovador en Data y Cloud, y lo último en formación y certificación en tecnología.



**iSuscríbete  
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# ¡Gracias!

**Contáctanos. Estamos para ayudarte**


 [pueacademy@pue.es](mailto:pueacademy@pue.es)

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## **SEDE BARCELONA**

Avda. Diagonal, 98-100  
08019 Barcelona  
 93 206 02 49

## **SEDE MADRID**

C/ Arregui y Aruej, 25-27  
28007 Madrid  
 91 162 06 69

