TL-III. Teaching, Learning, and the Curriculum
Educational technology leaders model, design, and disseminate plans that include methods and strategies for applying technology to maximize student learning. Educational technology leaders:

a) NETS Reflection: In this lesson, students had several activities to complete. They were to find the map and information for each major river. Technololgy supported the Planning and Design of the experience PowerPoint and Windows Movie Maker created a movie. The teaching and learning directly correlated with the curriculum correlating to Georgia Performance Standards. Several activities to enhance student learning were created with Quia.com. Formative Assessment took place-using Quia.com. After looking at scores, I went back and taught several concepts again.
Conceptual Framework Reflection: Knowledge of the liberal arts curriculum was exhibited through this lesson. The lesson was adaptive in addressing several different learning styles. A video was included for students who learn through auditory and visual teaching methods. I used the lesson with my third grade students. They enjoyed the activities and the video I created. They were really interested in how I created the video. After reflecting on student learning, adjustments were made to the lesson for improved student learning.

b) NETS Reflection: Accelerated Reader Enterprise is an individualized reading comprehension program for students. The program addresses the diverse needs of students. The Big Three Questions Paper analyzes the technology for suitability to maximize student learning. Accelerated Reader Enterprise assesses and evaluates student learning for teachers to better serve students. The Big Three Question Paper also reviews the plan and design of the learning environment to develop learning opportunities for all students. Accelerated Reader Enterprise allows all student activities to be adjusted based on student learning.
Conceptual Framework Reflection: I reviewed Accelerated Reader Enterprise for suitability for a variety of learners. The program is adaptive in that it can serve many types of learners. I was empathetic for the many types of families and learners my school serves. It is imperative to find technologies that serve the variety of students and families within a Title I school including ESOL and low socio-economic students. My students use Accelerated Reader Enterprise to increase their reading ability. The program suits all learners because it is differentiated based on reading ability.

c) NETS Reflection: I used Rubistar to create a rubric for students to create a graph using Microsoft Excel technology. The students had to compare each portion of the rubric in order to achieve maximum points. Students used lunch information from their classroom to create a graph. Students used creativity in determining the type of graph, colors on the graph, and patterns on the graph. We used the spreadsheet to help the cafeteria staff plan and prepare the correct number of lunches. The students assessed the data to determine the lunches most favored by students.

Conceptual Framework Reflection: In the past when learning about graphing, our students created graphs with paper and pencil. I used this Rubistar rubric and activity to incorporate Microsoft Excel into a graphing lesson creating graphs using technology. I was able to exhibit leadership in encouraging teachers and students to use technology in creating graphs for projects or other classroom activities.

d) NETS Reflection: In creating a Google Site, I am managing student learning activities in a technology-enhanced environment. I have used the website to share Georgia Performance Standards, Essential questions, and enduring understandings. I have used the website to share interactive learning activities, quizzes, and surveys for students.
Conceptual Framework Reflection: In this activity, I was knowledgeable in the curriculum and content areas and I shared this knowledge on the website for parents and students. I was inquisitive in that I was not satisfied with the initial website I created and I started a new website including more information and more pages for students and parents to reference.

e) NETS Reflection: In the lesson, I planned and designed the learning environment to include technology experiences. The lesson directly relates to the curriculum in correlating with the Georgia performance standards for 5th grade. Students enjoy using brainpop.com for gathering information. The students enjoyed watching the video and playing a game with the quiz at the end of the video. The students used Quia.com activities for application of knowledge. A quiz on Quia.com was used as a formative assessment.
Conceptual Framework Reflection: I used my knowledge of the liberal arts curriculum to advance the knowledge of 5th grade students about WW II Research of the GPS and frameworks was required because I do not teach 5th grade full time. The GPS were the base for building this lesson.