TL-IV. Assessment and Evaluation
Educational technology leaders communicate research on the use of technology to implement effective assessment and evaluation strategies. Educational technology leaders:

a) <u>NETS Reflection</u>: I created a website about centered on a third grade Georgia Performance Standard. On the website, I created an Activities page. On the Activities page, I included a variety of assessment techniques. The activities include an online quiz, flashcards, a hangman game, a crossword puzzle, and a word search. Even though some of these activities seem like a game, a teacher can use formative assessment in question and answer while students are completing the activities to assess student understanding. The online quiz will give the teacher specific information as to what each child know specifically. Students used Glogster to create a Glog about World War II. I used Rubistar to create a rubric for the Glogster Activity. The students had a great time using Glogster. I worked cooperatively with their Social Studies teacher in completing the assignment.
<u>Conceptual Framework Reflection</u>: In creating this website, I was collaborative. I worked with the third grade teachers including information they felt was important about each American Hero. In addition, I was adaptive in using this activity page as a form of assessment. Differentiated instruction should include differentiated assessment. The activities on this website allow students to select an activity they enjoy, and they teacher can assess learning while they are participating. The third grade students enjoyed using the website and the activities, but the teachers seemed to enjoy it more having a large number of activities and resources in one place.

b) <u>Reflection</u>: I used zoomerang to collect data about ActivBoard use in my school. Zoomerang allowed me to create a survey and send it to all faculty members using ActivBoards in their classroom. I used the results of the survey to analyze instruction, common practices, and opinions. I also used Zoomerang to compile observation data for my Evaluation report as well. In using Zoomerang, data is analyzed quickly and efficiently. The data obtained and analyzed in Zoomerang will allow me to communicate with teachers about ActivBoard use and improve instructional practice. This communication will open up discussion and create training that will maximize student use of the ActivBoard.
<u>Conceptual Framework Reflection</u>: In completing this evaluation, I have been reflective. I reflected upon the literature gathered and the data collected to improve instructional practice allowing students to use the ActivBoard. The analyzed data showed patterns of teaching practice and allowed me to reflect on how we can improve teaching practice. This evaluation also showed effective leadership within my school. I was able to involve 24 of 26 people in the survey through effective leadership. The focus group included 10 out of the 10 teachers invited Teachers need to know how something is going to help them and they will participate.

c) <u>NETS Reflection</u>: I used several rubrics, a handout, and a PowerPoint presentation to evaluate student learning and proper use of technology resources. Students had to use GALILEO to collect the data needed to complete the task including definitions and historical information. Students used a rubric to create a paragraph about one explorer. The student created a PowerPoint about an explorer using the rubric as a guide for the expectations.

<u>Conceptual Framework Reflection</u>: In creating this lesson, I exhibited general knowledge of the social studies content area. I researched and found the information myself before expecting students to find the information. In addition, I examined the Georgia Performance Standards for critical information before creating the lesson being proactive and knowledgeable. I created several rubrics for students to following in creating a paragraph and a PowerPoint. Creating rubrics is proactive in making the assignment expectations clear to the student. I also created a Handout for students to record information about the explorers. The handout was proactive in knowing that students would need to record information about the explorers before they would create a PowerPoint.