NETS AND CONCEPTUAL FRAMEWORK PORTFOLIO CHART

Name: Kimberly (Kim) Ward
Program: Ed. S. Instructional Technology
Adviser: Dr. Jason Huett
Permanent Email: ksward@numail.org or Kimberly.ward@cowetaschools.org

NETS-TECHNOLOGY LEADERSHIP STANDARDS (hot-linked for your convenience)

Instructions: For each standard indicator below, name and hyperlink to an artifact that demonstrates performance of the standard; list the course in which (or due to which) the standard was completed; list the semester of the course; include a brief reflection explaining how the standard was met and its impact on your growth; list the conceptual framework descriptor that best aligns with the artifact and standard; and write a brief reflection explaining how the conceptual framework descriptor fits. (The conceptual framework descriptors are listed at the bottom of the page).

TL-I. Technology Operations and Concepts *Educational technology leaders demonstrate an advanced understanding of technology operations and concepts. Educational technology leaders:*		
Performance Indicator	**COE Conceptual Framework Indicator**	**Artifacts and Reflections**
a. Demonstrate knowledge, skills, and understanding of concepts related to technology (as described in the ISTE NETS for Teachers 2000).	Knowledgeable: The candidate should be able to demonstrate general knowledge inherent in a liberal arts curriculum, advanced knowledge in content areas, and specific knowledge in professional education for the implementation of transformational systemic change. Inquisitive Empathetic: The candidate should	Artifact: SAM Spreadsheet Course: MEDT 6401 Semester: Fall 2009 NETS Reflection: In using the SAM software, I completed assignments using several different technologies. Much of the information in the exercises was new to me or was a new way of completing particular tasks. I demonstrated knowledge, skills, and understanding of the tasks by completing all tasks and completing training in the areas that I did not master initially. The program

	be able to develop the sensitivity for individual, family, and institutional needs that will embrace transformational systemic change.	was very useful in my environment because I use all of the technologies taught in the SAM software. I would like to see more programs like this available to all teachers in order to improve technology skills. I thought I was very proficient in many areas, but after using the SAM software, I found areas of deficiency that I was able to improve upon. Conceptual Framework Reflection: The SAM software allowed me to become more knowledgeable in using several common technology programs. The project also made me more inquisitive to investigate other tools on my own. I have investigated several tools inside Microsoft Word and Microsoft Excel after using this program. The project gave me empathy for the students in my class who have difficulty in learning new topics or technologies. A few of the lessons were a challenge. Now in my classroom, I try to assist students when they need extra help creating a chart, importing pictures, or making a table.
b. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.	Proactive: The candidate should be able to advocate for the removal of barriers that impede lifelong learning and hinder transformational systemic change. Collaborative: The candidate should be able to develop skills to work effectively with various stakeholders involved in the educational process that will bring about transformational systemic change.	Artifact: MEDT 7462 Website and ISTE membership Course: MEDT 7462 Semester: Spring 2010 NETS Reflection: In the 7462 class, I used many current and emerging technologies that can enhance education. These technologies include, but are not limited to Google SketchUp, Google custom Searches, Google Calendar, Google Translator, Google Docs, Google Forms, and Google Aggregator. Many of the teachers in my school are not familiar with these tools, and I have been able to expose by colleagues to these tools. The ISTE membership also provides me with current technology publications with advances in technology education. The membership also provides access to a variety of resources and research. Conceptual Framework Reflection: I have been proactive in using these emerging technologies. I

		have embedded a Google Form on my school website for parents to sign up for a weekly emails and reminders. I am also working toward embedding a Google calendar on our school website for parents, teachers, and students to keep up with school activities. Many of these assignments included collaboration for completion including Slideshare. I shared several of these valuable tools with work colleagues collaborating and demonstrating the uses of the tools. In addition, I have used Google custom searches for several teacher creating safe searches for student research projects. Google Translate has been beneficial in producing Spanish emails to parents.

TL-II. Planning and Designing Learning Environments and Experiences *Educational technology leaders plan, design, and model effective learning environments and multiple experiences supported by technology. Educational technology leaders:*		
Performance Indicator	**COE Conceptual Framework Indicator**	**Artifacts and Reflections**
a. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.	Adaptive: The candidate should be able to demonstrate flexibility and strategic planning appropriate to a wide variety of learners for effective transformational systemic change. Empathetic: The candidate should	Artifact: Task Analysis Course: MEDT 6401 Semester: Fall 2009 NETS Reflection: The task analysis I created showed in depth planning and designing of the learning environment. I created the task analysis to help students having difficulty using Quia.com

		flashcards. Many times students need in depth directions in order to complete an activity and the task analysis breaks down the task into small steps for the struggling learner. The lesson promoted social and ethical issues by enabling learners from all backgrounds and abilities. Conceptual Framework Reflection: The task analysis was adaptive for struggling learners giving them specific instructions on accessing Quia.com flashcards. The creation of the task analysis also shows empathy in understanding the struggles of students who are not as proficient in certain subject areas. The task analysis helps me explain to some of my students how to use the flashcards at Quia.com.
	be able to develop the sensitivity for individual, family, and institutional needs that will embrace transformational systemic change.	
b. Apply current research on teaching and learning with technology when planning learning environments and experiences.	Decisive: The candidate should be able to demonstrate knowledge and skills when making decisions that will influence effective transformational systemic change. Inquisitive: The candidate should seek continually to improve their knowledge, disposition, and skills to influence transformational systemic change.	Artifact: Literature Review Research Project Course: MEDT 8484 Semester: Spring 2010 NETS Reflection: In the Literature Review Research Project, I worked to review research on teaching and learning with technology. I reviewed the effects of computer-assisted instruction (CAI) on students with reading difficulties. It is necessary to research the effectiveness of a technology before implementing the technology for student learning. The research appeared to support CAI for phonological awareness and word recognition, but not for reading comprehension. Conceptual Framework Reflection: My inquisitiveness guided my investigation for the effects of CAI on students with reading difficulties. I not only searched Academic Search Complete or ProQuest Educational Journals, but also my search led to Psychology database searches for information on students with reading difficulties. This research will guide my decisions in the classroom as to technology implementation for reading comprehension.

c. Identify and locate technology resources and evaluate them for accuracy and suitability.	Decisive: The candidate should be able to demonstrate knowledge and skills when making decisions that will influence effective transformational systemic change. Inquisitive: The candidate should seek continually to improve their knowledge, disposition, and skills to influence transformational systemic change.	Artifact: Website Evaluation Course: MEDT 6401 Semester: Fall 2009 NETS Reflection: I selected a website and evaluated it based on a software/website evaluation form. The website was evaluated based on content, technical aspects, design, support, and motivation. The evaluation form made me examine websites more closely for effectiveness to enhance student learning. Many websites are not beneficial and may not have correct information. All websites should be examined before being used in the classroom. I have used the website evaluated, ixlmath.com, with many of my students in teaching math concepts. Our ESL program even purchased a subscription to the program to enhance the learning of our non-English speaking students. Conceptual Framework Reflection: An educator has the responsibility to make decisions based on student learning. The same applies in technology. I evaluated the website to make decisions as to the effectiveness of the website. I was inquisitive in searching for websites that are effective for student instruction and correlate with the GPS.
d. Plan for the management of technology resources within the context of learning activities.	Adaptive: The candidate should be able to demonstrate flexibility and strategic planning appropriate to a wide variety of learners for effective transformational systemic change. Proactive: The candidate should be able to advocate for the removal of barriers that impede lifelong learning and hinder transformational systemic change.	Artifact: Technology Based Lesson Plan Course: MEDT 6401 Semester: Fall 2009 NETS Reflection: The lesson was created to guide students through a lesson about European Explorers using technology. I had to plan the lesson covering the Georgia Performance Standards about Explorers, but research as well. Students first watch an online video about the Explorers. Students will research using GALILEO an online research tool. The students then create a presentation using Microsoft PowerPoint. Students worked to complete the activities in pairs and individually. These Technology Management Strategies were included

		in the lesson to enhance student learning.
		Conceptual Framework Reflection: The students worked individually and in pairs for appropriate activities for a wide variety of learners. Allowing the students to work differently shows willingness to be flexible. The lesson was proactive in planning for technology management and different learning styles. I provided several rubrics, handouts and websites to complete the assignment.
e. Plan strategies to manage student learning in a technology-enhanced environment.	Knowledgeable: The candidate should be able to demonstrate general knowledge inherent in a liberal arts curriculum, advanced knowledge in content areas, and specific knowledge in professional education for the implementation of transformational systemic change. Adaptive: The candidate should be able to demonstrate flexibility and strategic planning appropriate to a wide variety of learners for effective transformational systemic change.	Artifact: Rocks and Minerals Website (screenshot) IKeepBookmarks (screenshot) Course:MEDT 7462 Semester: Spring 2010 NETS Reflection: In order to manage student learning I created a website using Google sites. This website allowed my students fast access to acceptable websites, activities, and videos for our rocks and minerals unit of study. In using the website, students were not searching the entire internet for activities and information during our short class period of 45 minutes. I learned about iKeepBookmarks in several of my classes. I used the site to manage student learning by selecting sites for various topics. In attaching this bookmark site to my website students have the ability to use the same sites from home that we may have used in class. Conceptual Framework Reflection: In creating a website about rocks and minerals, I had to be knowledgeable of the Georgia Performance Standards and the information included in the standards. This knowledge helped me create activities and a website to enhance student learning. I was adaptive in using IKeepBookmarks. I had used Delicious in one of my classes, but I had not used IKeepBookmarks. Delicious requires an email address and my students do not have email addresses. I was adaptive in using IKeepbookmarks instead of Delicious for my students.

f. Identify and apply instructional design principles associated with the development of technology resources.	Culturally Sensitive: The candidate should be able to develop awareness and understanding of individual and group differences when diagnosing and prescribing transformational systemic change. Reflective: The candidate should be able to demonstrate critical thinking skills in the diagnosis and prescription for transformational systemic change.	Artifact: StoryJumper ASSURE based lesson and video tutorial (screenshot) Course: MEDT 7462 Semester: Spring 2010 NETS Reflection: I indentified and applied instruction design principles when creating this lesson and video tutorial. I used technology resources available to differentiate the learning of my students. I then used an online website StoryJumper in order to assist students in creating a story and book. In creating the tutorial, I applied instructional design principals by meeting the needs of all learners. Students could replay the tutorial as many times as needed in order to achieve the common goal of writing a story and creating a book. The design of the lesson allowed students to use technology to create a story rather than use paper and pencil. Students with fine motor delays enjoy use the click and drag features of selecting pictures of the program rather than drawing pictures on paper. Conceptual Framework Reflection: In beginning this assignment, I reflected on the students in my classroom. My school contains students with disabilities and non-English speaking students. These students often need directions and modeling several times in order to be successful. The video tutorial allowed students to see and hear how to log in and use the StoryJumper website. In creating this lesson and video tutorial, I was culturally sensitive as well. In order to differentiate for student learning the video tutorial allows students to view the directions as many times as needed in order to complete the task. This website allows students to create a book without actually putting pen to paper or crayon to paper. Many students would like to create books, but do not feel their illustrations skills are adequate. StoryJumper allows students to create a story with illustrations quickly and easily.

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:*	
Performance Indicator	**COE Conceptual Framework Indicator**	**Artifacts and Reflections**
a. Facilitate technology-enhanced experiences that address content standards and student technology standards.	Knowledgeable: The candidate should be able to demonstrate general knowledge inherent in a liberal arts curriculum, advanced knowledge in content areas, and specific knowledge in professional education for the implementation of transformational systemic change. Adaptive: The candidate should be able to demonstrate flexibility and strategic planning appropriate to a wide variety of learners for effective transformational systemic change. Reflective: The candidate should be able to demonstrate critical thinking skills in the diagnosis	Artifact: Trackstar Lesson on Major Rivers (screenshot) Course: MEDT 6401 Semester: Fall 2009 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

Note: The table header spanning "Performance Indicator", "COE Conceptual Framework Indicator", and "Artifacts and Reflections" represents the column headers.

	and prescription for transformational systemic change.	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. Use technology to support learner-centered strategies that address the diverse needs of students.	Empathetic: The candidate should be able to develop the sensitivity for individual, family, and institutional needs that will embrace transformational systemic change Adaptive: The candidate should be able to demonstrate flexibility and strategic planning appropriate to a wide variety of learners for effective transformational systemic change.	Artifact: The Big Three Questions: Accelerated Reader Enterprise Course: MEDT 8463 Semester: Summer 2009 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. Apply technology to demonstrate students' higher-order skills and creativity.	Leading: The candidate should be able to demonstrate effective leadership skills to initiate and facilitate transformational systemic change.	Artifact: Rubistar Excel Rubric Course: MEDT 6401 Semester: Fall 2009 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. Manage student-learning activities in a technology-enhanced environment.	Knowledgeable: The candidate should be able to demonstrate general knowledge inherent in a liberal arts curriculum, advanced knowledge in content areas, and specific knowledge in professional education for the implementation of transformational systemic change. Inquisitive: The candidate should seek continually to improve their knowledge, disposition, and skills to influence transformational systemic change.	Artifact: Google Sites, Mrs. Ward's Classroom Site Screenshot, Mrs. Ward's Classroom Course:MEDT 7462 Semester: Spring 2010 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. Use current research and district/state/national content and technology standards to build lessons and units of instruction.	Knowledgeable: The candidate should be able to demonstrate general knowledge inherent in a liberal arts curriculum, advanced knowledge in content areas, and specific knowledge in professional education for the implementation of transformational systemic change.	Artifact: ASSURE Based Lesson WW II Course: MEDT 6401 Semester: Fall 2009 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.

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:

Performance Indicator	COE Conceptual Framework Indicator	Artifacts and Reflections
a. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.	Collaborative: The candidate should be able to develop skills to work effectively with various stakeholders involved in the educational process that will bring about transformational systemic change. Adaptive: The candidate should be able to demonstrate flexibility and strategic planning appropriate to a wide variety of learners for effective transformational systemic change.	Artifact: Americans Advancing Rights and Freedoms Activities (screenshot) and Glogster Rubric Course: MEDT 7467, MEDT 6401 Semester: Summer 2009 NETS Reflection: 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. Conceptual Framework Reflection: 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. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.	Reflective: The candidate should be able to demonstrate critical thinking skills in the diagnosis and prescription for transformational systemic change. Leading: The candidate should be able to demonstrate effective leadership skills to initiate and facilitate transformational systemic change.	Artifact: Evaluation Report and Zoomerang survey GAPSS review survey (screenshot) and graphs Course: MEDT 8480 Semester: Spring 2011 NETS Reflection: 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. Conceptual Framework Reflection: 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. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity. | Knowledgeable: The candidate should be able to demonstrate general knowledge inherent in a liberal arts curriculum, advanced knowledge in content areas, and specific knowledge in professional education for the implementation of transformational systemic change.

Proactive: The candidate should be able to advocate for the removal of barriers that impede lifelong learning and hinder transformational systemic change. | Artifact: Technology Based Lesson Plan
Course: MEDT 6401
Semester: Fall 2009
NETS Reflection: 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.
Conceptual Framework Reflection: 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. |

TL-V. Productivity and Professional Practice *Educational technology leaders design, develop, evaluate and model products created using technology resources to improve and enhance their productivity and professional practice. Educational technology leaders:*	
Performance Indicator	**COE Conceptual Framework Indicator**	**Artifacts and Reflections**

Performance Indicator	**COE Conceptual Framework Indicator**	**Artifacts and Reflections**
a. Use technology resources to engage in ongoing professional development and lifelong learning.	Leading: The candidate should be able to demonstrate effective leadership skills to initiate and facilitate transformational systemic change. Empathetic: The candidate should be able to develop the sensitivity for individual, family, and institutional needs that will embrace transformational systemic change. Collaborative: The candidate should be able to develop skills to work effectively with various stakeholders involved in the educational process that will bring about transformational systemic change.	Artifact: Atkinson Discussion wiki and Wiki survey Course:MEDT 7462 MEDT 8480 Semester: Spring 2010 Spring 2011 NETS Reflection: In trying to engage in ongoing professional development our school began monthly article discussions. Each grade level discussed the article and transcribed minutes of the discussion. In order to engage in ongoing professional development and use technology, I created a discussion wiki so teachers can comment on the article any time of day. The wiki automatically generates documentation for our GAPSS visit. The wiki using teachers enjoy it immensely and state they preferred the wiki to meeting as a group. The wiki saved their planning time at school. After piloting the wiki with a small group, I approached the principal about using the wiki school wide and she agreed. We are now using it for article discussions. Conceptual Framework Reflection: Leadership was exhibited in starting the wiki and approaching the

		principal for permission on a new form of discussion and documentation. Collaboration was shown through working with others in trying to eliminate meetings taking away from valuable planning time. Empathy was also shown in working preserve teacher planning time after hearing comments in School Building Leadership meetings about teacher's feelings about lack of planning time.
b. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.	<u>Decisive</u>: The candidate should be able to demonstrate knowledge and skills when making decisions that will influence effective transformational systemic change. <u>Leading</u>: The candidate should be able to demonstrate effective leadership skills to initiate and facilitate transformational systemic change.	<u>Artifact</u>: Home Connect Survey and Results; ActivBoard Survey and Results <u>Course</u>: MEDT 7462 <u>Semester</u>: Spring 2010 <u>NETS Reflection</u>: I used a Google docs form to create an online survey for parents, teachers, and students to assess and evaluate the AR Home Connect video tutorial. Our students participate in the Accelerated Reader program to improve reading. Part of the program is setting up goals, earning points, and reaching goals. Our students had a difficult time keeping up with points. I created a tutorial showing students how to use the AR Home Connect tool. I then tried to assess and evaluate the tutorial instruction with an online survey for parents, teachers, or students. I used a Zoomerang survey allowing teachers to reflect on the use of ActivBoards to affect student learning. <u>Conceptual Framework Reflection</u>: Many students, parents, and teachers asked me to help them find information about a child's AR points, goals, and status. Even though I had instructed students on how to use AR Home Connect, many forgot and were not able to pass along the information to parents or teachers. I was decisive in creating a tutorial that could help several groups of people improve student learning. In creating and sharing the video tutorial with colleagues, I was a leader in technology showing my work colleagues' one way

		technology is used.
c. Apply technology to increase productivity.	Empathetic: The candidate should be able to develop the sensitivity for individual, family, and institutional needs that will embrace transformational systemic change. Leading: The candidate should be able to demonstrate effective leadership skills to initiate and facilitate transformational systemic change. Collaborative: The candidate should be able to develop skills to work effectively with various stakeholders involved in the educational process that will bring about transformational systemic change. Reflective: The candidate should be able to demonstrate critical thinking skills in the diagnosis and prescription for transformational systemic change.	Artifact: Google Forms Spreadsheet and Google Form for School Improvement Plan Course:MEDT 7462 Semester: Spring 2010 NETS Reflection: The Google form project gave me many ideas into increasing productivity in my school. I created a Google Form for each grade level in my school to comment on the progress of our School Improvement plan. The form increased productivity by allowing teachers to make comments on the form and then all of the comments were immediately placed in a spreadsheet for review by the School Building Leadership team. The form and spreadsheet provides immediate documentation of the school improvement process. Conceptual Framework Reflection: The Google forms project allowed me to be a leader in increasing productivity by reducing a few steps in compiling data. The project was reflective in diagnosing a problem within the day of teacher, which is lack of time. The Google form was the prescription to the lack of time by giving the teachers and principal a fast form of communication. Google forms are collaborative in that I was able to share the project with my administrators in creation and results. Empathy was also shown with the project in listening to teachers concerns of lack of time and trying to provide change in order to increase productivity.
d. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.	Reflective: The candidate should be able to demonstrate critical thinking skills in the diagnosis and prescription for transformational systemic change. Culturally Sensitive: The candidate should be able to develop awareness and understanding of individual and	Artifact: Email Contact Form and Parent Email Course: MEDT 7462 Semester: Spring 2010 NETS Reflection: Even though I post school information on the school website, families were not reading the information posted, so I began to send weekly reminder emails to parents. I used Google Forms to create a sign up website for the weekly

	group differences when diagnosing and prescribing transformational systemic change. Empathetic: The candidate should be able to develop the sensitivity for individual, family, and institutional needs that will embrace transformational systemic change.	email reminders. I remind parents of important events and happenings by sending the email containing information from the entire school. The emails are used to send information to parents about student instruction.This email contact form also enhances productivity and professional practice by increasing communication between parent and school to enhance student learning. Conceptual Framework Reflection: I reflected to find ways to keep parents informed without out sending out more paper. I initially compiled an email address list from student information cards, but we have new students register and they do not know about the weekly email reminders. Embedding the Google form on the school website will allow parents, volunteers, and mentors to receive current information about our school. In trying to be empathetic will all of our student populations, I began sending the email in Spanish in order to meet the cultural needs of our ELL population.

TL-VI. Social, Ethical, Legal, and Human Issues
Educational technology leaders understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and develop programs facilitating application of that understanding in practice throughout their district/region/state. Educational technology leaders:

Performance Indicator	COE Conceptual Framework Indicator	Artifacts and Reflections
a. Model and teach legal and ethical practice related to technology use.	Proactive: The candidate should be able to advocate for the removal of barriers that impede lifelong learning and hinder transformational systemic change. Reflective: The candidate should be able to demonstrate critical thinking skills in the diagnosis and prescription for transformational systemic change.	Artifact: Copyright Activity Course: MEDT 6401 Semester: Fall 2009 NETS Reflection: Some students do not realize copying information from someone else and claiming it as your own is illegal. The Copyright Lesson was developed to inform students about the laws regarding copyright and fair use. The lesson helps students avoid copyright infringement. It also addresses the downloading and sharing of information illegally which has become quite common for many people with internet access. Conceptual Framework Reflection: The copyright activity is proactive in teaching students about copyright laws before they encounter any type of litigation. Developing the lesson demonstrates critical thinking skills in deciding what actions need to be taken to assist students in contemplating their actions before completing an assignment or project.
b. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.	Culturally Sensitive: The candidate should be able to develop awareness and understanding of individual and group differences when diagnosing and prescribing transformational systemic change. Empathetic: The candidate should be able to develop the sensitivity for individual, family, and institutional needs that will	Artifact: Addressing Diversity with Technology Course: MEDT 6401 Semester: Fall 2009 NETS Reflection: This lesson addresses the needs of a student who does not speak English as a primary language. My school has a small population of Spanish speaking students. We work toward improving their English speaking abilities while teaching them the information required by the GPS. One of the activities is listening to online books,

	embrace transformational systemic change.	which helps students of all ability levels. The GPS standards require students to acquire the ability to listen to text presented orally and answer questions. Conceptual Framework Reflection: This lesson is culturally sensitive to students who do not speak English as well as students who have not have the prior experience of someone reading to them orally. Many low-socioeconomic students do not have family members read to them, so many of the activities in the lesson could be used with them as well. The lesson is designed with empathy for students who are culturally different and who have different ability levels. Many of my students use the websites in the lesson to assist in learning new words and learning comprehension. All of my students enjoy using the activities.
c. Identify and use technology resources that affirm diversity.	Empathetic: The candidate should be able to develop the sensitivity for individual, family, and institutional needs that will embrace transformational systemic change. Inquisitive: The candidate should seek continually to improve their knowledge, disposition, and skills to influence transformational systemic change. Leading: The candidate should be able to demonstrate effective leadership skills to initiate and facilitate transformational systemic change.	Artifact: Reflection Paper Course: MEDT 8484 Semester: Spring 2010 NETS Reflection: Identify technology that meets the needs and affirms the diversity of all learners is an integral part of education. My reflection paper identifies the need to find technologies that meet the needs of all learners. The reflection paper helped lay out the steps necessary in finding technology resources for all learners. Many times educators want to use the first technology to come our way, but analyzing previous research and reflecting on the research allows educators to find ways to affirm diversity by selecting technology that meets the needs of all students. Conceptual Framework Reflection: The reflection paper shows empathy in trying to find technology resources that suit the needs of all learners. Inquisitiveness is shown in researching those technologies and finding ones proven effective. Leadership is shown by not just accepting a technology because it is a technology, but because it is effective.

d. Promote safe and healthy use of technology resources.	Proactive: The candidate should be able to advocate for the removal of barriers that impede lifelong learning and hinder transformational systemic change. Adaptive: The candidate should be able to demonstrate flexibility and strategic planning appropriate to a wide variety of learners for effective transformational systemic change. Collaborative: The candidate should be able to develop skills to work effectively with various stakeholders involved in the educational process that will bring about transformational systemic change.	Artifact: Custom Google Search Georgia Habitats Habitats of Georgia and World War II Course: MEDT 7462 Semester: Spring 2010 NETS Reflection: In creating a custom Google search, I worked to create a safe use of the internet and search engines while students are researching. Even with strict filters, students can access inappropriate information or images. The Custom Google Search allows me to restrict the sites my students visit promoting a safe use of technology resources. Conceptual Framework Reflection: In creating a Google Custom Search, I was proactive in trying to avoid students interacting with sites or images that are inappropriate for young children. I was also collaborative in working with homeroom teachers to determine which sites should be included. In addition, I was adaptive by changing the custom search as appropriate websites were discovered. Google Custom Search is quickly changed in a moment's notice.
e. Facilitate equitable access to technology resources for all students.	Adaptive: The candidate should be able to demonstrate flexibility and strategic planning appropriate to a wide variety of learners for effective transformational systemic change. Culturally Sensitive: The candidate should be able to develop awareness and understanding of individual and group differences when diagnosing and prescribing transformational systemic change. Empathetic: The candidate should be able to develop the sensitivity for individual, family, and institutional needs that will	Artifact: Google Translate, Email Letter, and Email Newsletter Course:MEDT 7462 Semester: Spring 2010 NETS Reflection: In using Google Translate, I have tried to facilitate equitable access to technology resources. My school has quite a few non-English speaking families. I have used Google Translate to translate letters to parents about technology resources. In addition, I have used Google Translate to translate email newsletters for our non-English speaking families. Google Translate allows communication between home and school. In addition, when non-English speaking students come to my class, I have used Google Translate to translate technology instructions. Conceptual Framework Reflection: The use of

	embrace transformational systemic change.	Google Translate shows empathy in trying to relate to families who may feel out of place by being non-English speakers. In addition, it shows an ability to be adaptive in trying to communicate and change resources for the needs of the student. I was also culturally sensitive in providing parents with information in their own language rather than only providing the information in English, which they may not be able to read.
	Proactive: The candidate should be able to advocate for the removal of barriers that impede lifelong learning and hinder transformational systemic change.	

TL-VII. Procedures, Policies, Planning, and Budgeting for Technology Environments. *Educational technology leaders coordinate development and direct implementation of technology infrastructure procedures, policies, plans, and budgets for PK-12 schools. Educational technology leaders:*		
Performance Indicator	**COE Conceptual Framework Indicator**	**Artifacts and Reflections**
a. Use the school technology facilities and resources to implement classroom instruction.	Knowledgeable: The candidate should be able to demonstrate general knowledge inherent in a liberal arts curriculum, advanced	Artifact: Three Branches of Government Webquest , graphic organizer, Factsheet, 3 Branches Rubistar rubric

	knowledge in content areas, and specific knowledge in professional education for the implementation of transformational systemic change. Adaptive: The candidate should be able to demonstrate flexibility and strategic planning appropriate to a wide variety of learners for effective transformational systemic change.	Course:MEDT 6401 Semester: Fall 2009 NETS Reflection: This lesson was created in preparation for the visit of community members from several branches of the government. The lesson correlated the branches of the government to officials living in our area representing each branch of the government. The lesson manages student learning by providing links to websites that provide information about the three branches of government of local officials serving in the three branches. I created a factsheet in order to manage student learning, determine their ability to research, and find information. I created a Quia quiz to determine student learning after students complete the factsheet. The students used the computers in the computer lab to complete the activities. Conceptual Framework Reflection: Knowledge of the liberal arts was exhibited in planning the websites needed to find information about the three branches of government as well as local officials serving in those three branches. In addition, knowledge of creating tables and diagrams was exhibited in creating the Webquest and the factsheet. I was adaptive in that I allowed students to work individually or with a partner allowing flexibility meeting the needs of a wide variety of learners.
b. Follow procedures and guidelines used in planning and purchasing technology resources.	Proactive: The candidate should be able to advocate for the removal of barriers that impede lifelong learning and hinder transformational systemic change. Inquisitive: The candidate should seek continually to improve their knowledge, disposition, and skills to influence transformational systemic	Artifact: Discussion 14 –System Procedures, Additional system procedures and Computer Network Plan Course: MEDT 7471 Semester: Fall 2009 NETS Reflection: In discussion 14, I located and shared the procedures and guidelines for my school system in planning and purchasing technology. I also investigated other school system procedures and guidelines because I did not feel like my school system information was extensive. I also created a

	change.	Computer Network Plan outlining my thoughts on the proper procedures and guidelines for planning and purchasing technology. Conceptual Framework Reflection: In finding my school system's procedures for planning and purchasing technology, I was inquisitive. I used the procedures in acquiring software for the computer lab. The Computer network plan was proactive in planning for possible system failures and disasters. The plan was proactive anticipating issues with student and employee use of technology including an acceptable use policy. I have used the hardware requirements in researching the purchase of a laptop for our school news network.
c. Participate in professional development opportunities related to management of school facilities, technology resources, and purchases.	Proactive: The candidate should be able to advocate for the removal of barriers that impede lifelong learning and hinder transformational systemic change. Inquisitive: The candidate should seek continually to improve their knowledge, disposition, and skills to influence transformational systemic change.	Artifact: Program and Portfolio Focus ISTE membership Course: MEDT 8463 Semester: Summer 2009 NETS Reflection: In the Program and Portfolio focus, I examined my strengths and weaknesses for professional development. Threats and opportunities for professional development were identified. Because of this focus project, I joined ISTE. In joining ISTE, I receive several publications that enhance my technology knowledge. I have also purchased several publications through my membership including *The Computer lab teacher's survival guide* to assist in implementing the NETS for student*s*. I also found several other technology related publications to increase my knowledge including the Journal. Conceptual Framework Reflection: I was inquisitive in seeking out resources for implementing the NETS for students. Most educators do not know about the standards much less implement them. I was also proactive in finding ways to implement the standards within my classroom. My administrators have been more concerned with implementing GPS,

		but I have tried to be proactive correlating GPS with the NETS.

TL-VIII. Leadership and Vision
Educational technology leaders will facilitate development of a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of the vision. Educational technology leaders:

Performance Indicator	COE Conceptual Framework Indicator	Artifacts and Reflections
a. Identify and apply educational and technology-related research, the psychology of learning, and instructional design principles in guiding the use of computers and technology in education.	Collaborative: The candidate should be able to develop skills to work effectively with various stakeholders involved in the educational process that will bring about transformational systemic change. Leading: The candidate should be	Artifact: Evaluation Report Course: MEDT 8480 Semester: Spring 2011 NETS Reflection: In preparing my evaluation report, I completed a review of literature about Interactive Whiteboard Use. I used the research to develop an evaluation of ActivBoard Use within my own school. I used observations, a survey, and a focus group

	able to demonstrate effective leadership skills to initiate and facilitate transformational systemic change.	interview to gain data for my evaluation. The data analysis included commonalities and frequency of occurrence. After analyzing the data, I noted the present use of ActivBoards and what steps should be taken to involve students more in the use of ActivBoards. Conceptual Framework Reflection: My evaluation report was collaborative. I worked with my client in order to determine the focus or questions of the evaluation. In addition, I worked with the teachers who were stakeholders in the evaluation in collecting survey data. My focus group interview was also collaborative including teachers who used ActivBoards. The report and the process leading up to the report showed leadership. My survey responses include 24 of the 26 teachers who were sent the survey. The focus group interview included all 10 of the teachers invited. A discussion preceded both of these events during a faculty meeting about the purpose of the evaluation.
b. Apply strategies for and knowledge of issues related to managing the change process in schools.	Inquisitive: The candidate should seek continually to improve their knowledge, disposition, and skills to influence transformational systemic change. Reflective: The candidate should be able to demonstrate critical thinking skills in the diagnosis and prescription for transformational systemic change.	Artifact: Diffusion and Adoption Reflection Course: MEDT 8461 Semester: Spring 2009 NETS Reflection: In the Diffusion and Adoption Reflection paper, I analyzed an innovation implemented within my school, SkillsTutor. I discussed in detail the implementation of the innovation and analyzed the implementation based on Ely's Conditions of Change Model. My analysis determined that the current implementation had not been successful for several reasons. The reasons included that the implementers must be "dissatisfied with the status quo", have sufficient knowledge, and have time to implement. My reflection addresses that implementation could have been more successful if a stakeholder committee could have been formed to survey interest and assist in adoption. Conceptual Framework Reflection: In creating this

		reflection about the implementation of an innovation within my school, I have been inquisitive. I investigated the implementation process and determined the success of the implementation. In reflecting on the implementation, I also made recommendations as to why the implementation was not successful and the steps needed in order to promote a successful implementation according to Ely's Conditions and Change Model. The implementation did not have the buy in of the administrator or teachers within the school due largely in part to the lack of initial stakeholder involvement.
c. Apply effective group process skills.	Adaptive: The candidate should be able to demonstrate flexibility and strategic planning appropriate to a wide variety of learners for effective transformational systemic change. Collaborative: The candidate should be able to develop skills to work effectively with various stakeholders involved in the educational process that will bring about transformational systemic change. Empathetic: The candidate should be able to develop the sensitivity for individual, family, and institutional needs that will embrace transformational systemic change.	Artifact: Slideshare PDF, GAPSS survey, GAPSS results Course:MEDT 7462 Semester: Spring 2010 NETS Reflection: I worked with a group in creating a Slideshare slideshow. Each group member learned how to navigate the website and then we collaborated in creating the slideshow. This tool is very useful with students in a group working together in creating a slideshow rather than one student typing a PowerPoint while other students watch. Each student can create their own slides and then the slides can be combined for the final product just as my group did together. In addition, I created a survey for my school about areas in our upcoming GAPSS visit. I used the survey to create graphs and lead the GAPSS committee group through analyzing the data and identifying challenges our school faces. We will use the challenges to improve our instruction and organization. Conceptual Framework Reflection: In creating this slideshow with a group, we worked together as a group being adaptive working with the opinions of others in creating a common product. The project was collaborative in that we each created a portion

		of the slideshow in order express our point of view. I exhibited empahty when we had to help group members sort through the website and learn how to use it effectively. One member of our group had difficulty using it and we worked together in helping her achieve our common goal.
d. Lead in the development and evaluation of district technology planning and implementation.	Leading: The candidate should be able to demonstrate effective leadership skills to initiate and facilitate transformational systemic change. Decisive: The candidate should be able to demonstrate knowledge and skills when making decisions that will influence effective transformational systemic change.	Artifact: Computer Network Plan Course: MEDT 7471 Semester: Fall 2009 NETS Reflection: After reviewing aspects of technology plans from many school systems, I created a Computer Network Plan. The network plan includes Acceptable Use Policies, disposal of equipment, hardware requirements, software requirements etc. I was unable to find a plan for my system, so creating one allowed me to share with my administrators needs from our present technology and infrastructure. Conceptual Framework Reflection: In creating the Computer Network Plan, I emerged as a leader in changing technology within my school. I made recommendations to upgrade current hardware and networking in order to improve communication. I have input in decisions in purchasing and implementing hardware and software within my school. Due to the lack of technology personnel, I have become a leader in maintaining the technology in place.
e. Engage in supervised field-based experiences with accomplished technology facilitators and/or directors.	Inquisitive: The candidate should seek continually to improve their knowledge, disposition, and skills to influence transformational systemic change. Collaborative: The candidate should be able to develop skills to work effectively with various stakeholders involved in the	Artifact:VoiceThread Interview (screenshot) Course: MEDT 8461 Semester: Spring 2009 NETS Reflection: I conducted an interview with the media specialist in my school. A portion of her job is technology integration with the use of Destiny and GALILEO. I used VoiceThread to conduct the interview. VoiceThread was a new technology for me. I enjoyed learning about this online technology and the options available. The website can be used

	educational process that will bring about transformational systemic change.	for many teaching and learning styles with audio and text options. Students and teachers can plan and design a product for presentation as well as collaborate with others in producing a final product. I imported video and included it into the final product. Photographs of each participant in the interview were also included in the final product. Conceptual Framework Reflection: Inquisitiveness caused me to investigate the uses of VoiceThread when I began searching for new technology tools. This inquisitive nature also caused me to reach further than just incorporating text into the product, but also including photographs, audio, and video. My collaborative attitude allowed me the flexibility to teach someone else the technology and complete the project.

II. COE CONCEPTUAL FRAMEWORK

Conceptual Framework Descriptors
1.   Decisive: The candidate should be able to demonstrate knowledge and skills when making decisions that will influence effective transformational systemic change.
2.   Leading: The candidate should be able to demonstrate effective leadership skills to initiate and facilitate transformational systemic change.
3.   Inquisitive: The candidate should seek continually to improve their knowledge, disposition, and skills to influence transformational systemic change.
4.   Adaptive: The candidate should be able to demonstrate flexibility and strategic planning appropriate to a wide variety of learners for effective transformational systemic change.
5.   Collaborative: The candidate should be able to develop skills to work effectively with various stakeholders involved in the educational process that will bring about transformational systemic change.
6.   Culturally Sensitive: The candidate should be able to develop awareness and understanding of individual and group differences when diagnosing and prescribing transformational systemic change.
7.   Empathetic: The candidate should be able to develop the sensitivity for individual, family, and institutional needs that will embrace transformational systemic change.
8.   Knowledgeable: The candidate should be able to demonstrate general knowledge inherent in a liberal arts curriculum, advanced knowledge in content areas, and specific knowledge in professional education for the implementation of transformational systemic change.
9.   Proactive: The candidate should be able to advocate for the removal of barriers that impede lifelong learning and hinder transformational systemic change.
10.   Reflective: The candidate should be able to demonstrate critical thinking skills in the diagnosis and prescription for transformational systemic change.