Response to Module One Name: Shanyon Storey

1. Share some thoughts about the NETS-S and NETS-T. To what extent is your school implementing these standards?
   Without having conducted a survey, I suspect that my school does not implement either of the NETS. I presume that the closest that most of us get to implementation is occasionally using the performance tasks found on the GaDOE website. I included the excerpt from the GaDOE because it seems appropriate to illustrate that my school usage falls in line with the expectations of the GaDOE.

   "The GaDOE Division of Technology Services is working to leverage technology and provide resources that will assist Georgia LEAs to increase student achievement and improve system-wide productivity. Our strategy is to deliver a comprehensive suite of customized, standards-based, and assessment aligned resources to the teacher's desktop... GPS aligned performance tasks showcasing the integration of the National Educational Technology Standards for Students (NETS-S) for K-8 mathematics, social studies, science, and English language arts that will assist teachers in providing students with performance based tasks designed to improve their college and career readiness and 21st century skills. "

   Using the materials provided by the GaDOE is probably the first step for many of us, who until now, never knew about the NETS-S. For some teachers and students this is probably as good as it gets. I for one will make use of these resources, at least until I learn to design my own technology rich lessons that support NETS-S and NETS-T.

   Does your school/district have technology standards in addition to the NETS-S?
   Not from what I can gather, but according to FCS's Strategic Initiative # 7 found on Fulton's website:

   "Fulton County Schools recognizes that technology is a critical lever to prepare students to be college and career ready, a degree of proficiency that includes a high level of comfort with technology and digital information. By leveraging the instructional value of technology, Fulton can deliver personalized, real-time instructional opportunities for all students from all backgrounds and abilities."

   "When We're Done...
   ☐ *Students will have stable access to information, content creation, and interactivity with* ***classmates to participate in online learning communities***
   ☐ *Students will be able to access standards-* ***aligned digital content to move through coursework and material close to their own pace anywhere, anytime***
   ☐ *Students and teachers will be able to access a consistent web presence along with* ***content-specific and appropriate support and training, whether that is a teacher website, wiki, blog or a learning management system***
   ☐ *The district will be able to plan effectively for the support and training of system-* ***supported and approved hardware that improves learning and teaching for all students***

   Targeted Completion Date May, 2017"

   Apparently this is a goal for Fulton, which I respect. The deadline is fast approaching, and I would like to facilitate this change in the students I serve and empower the teachers on my team to do the same for their students.

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I decided to do a quick check to see where and or how FCS expects its elementary students to learn and use technology and to what extent. These are not exhaustive, but represent samples of the technology expectations that FCS has for specific populations of its students. I found the following excerpts from the **S**cience **T**echnology **E**ngineering, and **M**ath (STEM) overviews on FCS's website:

The current technology goal embedded in the K-12 mathematics program promises to:
• *Enable students to utilize calculators and **computers** as problem-solving tools*

The current technology goal embedded in the science education program boasts that Fulton will educate students who are able to:
* *engage intelligently in public discourse and debate about matters of scientific and **technological** concern*

I dug a little deeper into the Humanities (Reading- **L**iterature & **I**nformational; Reading- Listening/ Speaking/ Viewing; Language Arts & **W**riting, and Social Studies). First, I **bolded** and underscored keys parts, then lifted the following CCGPS standards directly from the K-5 Standards matrix and italicized them below:

Reading: **L**iterature & **I**nformational

*CCRR**L**7: Integrate and evaluate content presented in **diverse formats and media**, including visually and quantitatively, as well as in words.**
*CCRR**I**7: Integrate and evaluate content presented in **diverse formats and media**, including visually and quantitatively, as well as in words.**

Writing:

*CCR**W**6: **Use technology**, including the **Internet**, to produce and publish writing and to interact and collaborate with others.*
*CCR**W**8: Gather relevant information from multiple print and **digital sources,** assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism*

Reading: Listening-Speaking-Viewing

*CCRS**L**2: Integrate and evaluate information presented in **diverse media and formats**, including visually, quantitatively, and orally.*
*CCR**SL**5: Make strategic use of **digital media** and visual displays of data to express information and enhance understanding of presentations.*

Social Studies:

I did not uncover any technology standards for elementary aged students during my search on the FCS web page. There are examples of technology-based performance tasks found on the GaDOE website, as mentioned above.

What actions would you like to see related to the NETS-S and NETS-T in your school?
I would like for the teachers in my building, including myself, to create our own multi-disciplinary lessons infused with meaningful technology that is aligned with NETS-S and NETS-T. I want to see my Kindergarten, first, and second graders using technology in ways

that they never have before. I want to see me leading this initiative, in the role as a leader in technology integration.

2. Which Indicators of Engaged Learning did you feel were especially strong in each of the following videos? (You do not have to list all the strong indicators, just a few.)

Videos:	**Engaged Learning Indicators:**
Mabry Film Festival "Stem Cell" Movie, Marietta, GA	Content and Learning Goals: Challenging Learning Tasks: Authentic/ Meaningful Student-Directed, Multi-disciplinary Culturally responsive Student Roles: Explorer, Teacher, Producer Teacher Role: Guide Social Interactive: collaborative
Technology Empowers Toad Tracking Fieldwork, Waterville, WA	Content and Learning Goals: Challenging Learning Tasks: Authentic/ Meaningful Multi-disciplinary Culturally responsive Student Roles: Explorer, Producer Teacher Role: Facilitator, Co-learner Social Interactive: collaborative
Kids Invest in Future, Chicago, IL	Content and Learning Goals: Standards-based Challenging Learning Tasks: Authentic/ Meaningful, Student-directed Multi-disciplinary Student Roles: Explorer, Teacher Teacher Role: Facilitator, Guide Social Interactive: collaborative

3. Are there any Indicators of Engaged Learning that you didn't see or that you thought were a little weak in any of the following videos?

Videos:	**Engaged Learning Indicators:**
Mabry Film Festival "Stem Cell" Movie, Marietta, GA	Content and Learning Goals: Standards-based Assessments: (assumed, but not evident in video)
Technology Empowers Toad Tracking Fieldwork, Waterville, WA	Content and Learning Goals: Standards-based Learning Tasks: Student-directed Assessments: (assumed, but not evident in video)
Kids Invest in Future, Chicago, IL	Learning Tasks: Culturally responsive Student Roles: Producer Assessments: (assumed, but not evident in video)

4. How was technology used in each of the following video examples? What Engaged Learning indicators did technology support? Can you think of other ways technologies could have been used to strengthen the learning experience?

Videos:	**How technology was used:**	**Engaged Learning Indicators:**	**Other ways to use technology:**
Mabry Film Festival "Stem Cell" Movie, Marietta, GA	<u>LoTi Level 3: Infusion</u> Students created/	Challenging Authentic/ Meaningful	- internet research -type up reports -voicethread to collaborate

	produced a multimedia video/ movie presentation of their Stem Cell research	Student-Directed, Multi-disciplinary Culturally responsive collaborative <u>Student Roles:</u> Explorer, Teacher, Producer	with team/ group -google survey for feedback -interactive SMART boards
Technology Empowers Toad Tracking Fieldwork, Waterville, WA	<u>Level 3: Infusion</u> Students used scientific databases, mapping resources, graphing tools, scientific inquiry, and decision-making. They also used GPS devices to locate/ track the toads.	Challenging Authentic/ Meaningful Multi-disciplinary Culturally responsive, collaborative (w/ farmers) Student Roles: Explorer, Producer	-type up reports -internet research -email to communication w/ farmers -webpage or blog to communicate with students and community -video recordings or web cams attached to the students' hats for further analysis and to bring the field experience to students in the classroom synthesizing the information in real time -calculator for math computation
Kids Invest in Future, Chicago, IL	<u>Level 3: Infusion</u> Teacher used SMART board Students used laptops to run spreadsheets, graph, track investments through specific databases, to write business plans and to conduct market research and to run marketing and economic programs	Standards-based Challenging Authentic/ Meaningful, Student-directed Multi-disciplinary, collaborative Student Roles: Explorer, Teacher Teacher Role: Facilitator, Guide	- internet research -type up reports -voicethread to collaborate with team/ group -google survey for feedback -video record outing to McDonald's Headquarters

5. What LoTi best describes the learning experiences shown in each of the following video examples?

Videos:	**LoTi**
Mabry Film Festival "Stem Cell" Movie, Marietta, GA	Level **3**: Infusion (multimedia applications) According to the LoTi Decision Chart: Instructional Model=4; Authenticity = 4; Higher Order Thinking= **3**; Tech Use/ Curriculum Standards= 4
Technology Empowers Toad Tracking Fieldwork, Waterville, WA	Level **3**: Infusion (databases, graphing, scientific inquiry, decision-making)

	According to the LoTi Decision Chart: Instructional Model= **3**; Authenticity = 5; Higher Order Thinking= **3**; Tech Use/ Curriculum Standards= 4
Kids Invest in Future, Chicago, IL	LoTi **3**: Infusion (spreadsheets, graphing, decision-making) According to the LoTi Decision Chart: Instructional Model=**3**; Authenticity= 4; Higher Order Thinking= 4; Tech Use/ Curriculum Standards= 4

6. What questions do you have about the tutorial content, the Engaged Learning Indicators, and/or Levels of Technology Implementation?
   I assume that the more I use these, the more familiar they will become, but am I expected to have these all memorized?

7. Do you find the TPACK framework useful?
   Yes, as a student new to technology, I found the framework interesting- something to add to my instructional toolbox.
   Why or why not?
   The YouTube videos I watched explained the concepts in an easy to understand manner. I know that the T for technology is the "how to <u>support</u>" students or the partner; the C for content is the "<u>what</u> to teach" students, and the P for pedagogy is the "<u>how</u> to teach" students or the delivery method

8. What individualized learning experiences did you choose and how were they helpful?
   I decided to read the article *Motivation, Engagement, and Student Voice.* I used the opportunity to use the online library. At some point, I predict that knowing how to conduct a proper search will prove useful to me as I advance in the program. I plan to join the ISTE organization and sign up for the Technology magazine at the student rate. Additionally, I added the website from the list of activities in my favorites so that I may explore them at a later time.