**2.2 Research-Based Learner-Centered Strategies**

Candidates model and facilitate the use of research-based, learner-centered strategies addressing the diversity of all students.

Reflection

The Internet Lesson Plan Template (ILP Template) was completed to showcase my ability to incorporate internet tools in a lesson plan by completing a lesson plan template. Ideally, candidates were encouraged to implement the lesson during the following fall semester after the lesson was developed. The ILP Template artifact demonstrates the International Society for Technology in Education’s (ISTE) Essential Condition of Student-Centered Learning- “Use of technology to facilitate engaging approaches to learning” (Williamson and Redish, 2009, p.13). I completed the four-paged lesson plan designed for implementing the National Education Technology Standards for Students (NETS-S) according to the expectations and guidelines. This artifact was created for a multi-grade Science Unit lesson for a group if students with learning disabilities in kindergarten, first, and second grades.

Standard 2.2 Research-Based Learner-Centered Strategies outlines the criteria to model and facilitate the use of research-based, learner-centered strategies addressing the diversity of all students. This artifact demonstrates my ability to complete a lesson plan template designed to incorporate the NETS-S. The information, strategies, activities, assessments, and standards are included to address the diversity of all students through learner-centered strategies and research-based activities aligned to the Georgia Standards of Excellence for Science. The first section of the template is where I entered background information about the teacher, school, students, grade level, and timeline. Using the According the Science framework from the GaDOE, I designed this lesson to take place over four to six weeks of class instruction. The next section included an Overview of the expectations, Enduring understanding, and the culminating activity. The section next section on the template addresses Essential Questions, Prior Knowledge, Assessments- including both pre and posttests and Resources. Two resources that I included were blogs and using Flickr. The instructional Plan and Management are followed by the Instructional Strategies and Learning Activities. I chose to incorporate explicit teaching, comparing and contrasting, brainstorming, corporative groups, concept maps, questioning, and digital technology, and web-based tools to name several. I completed the lesson by outlining the differentiation strategies and reflection questions before listing the closing activities. The expectations were clear and easy to follow and implement.

Completing this Internet Lesson Plan was meaningful in my learning how to design a research-based, lesson that included learner-centered strategies addressing the diversity of all students. At the time that this lesson was created, I only had one ELL student in addition to the other students on my caseload identified as students with disabilities (SWD). Learning how to plan web-based instruction for diverse students is a skill that all educators can benefit from knowing. Now that I have learned how to plan for diverse student populations of students, I can teach others how to effective for ELL and SWD as well. If I could do this activity again, I would challenge myself to implement more digital tools likes Wikiss and Podcasts in addition to the Blogs I incorporated in the initial lesson plan artifact. Richardson (2010) reminds us to notify students and parents about accessing the blog site(s) after a course has ended. We need to allow students to retrieve their work before ending a blog site or inform parents and students about how to continue blogging when the class ends (p.47).

Internet Lesson Plans are important artifacts that educators should learn to create. The impact on student achievement is measured by enduring understanding and increased test scores. Additionally, professional development is positively impacted based on teacher technology use inventories. This is a great opportunity for cross-curricular collaboration and for creating grade or content specific technology-rich authentic experiences that will go far in improving student engagement and ideally impact student achievement across grades, and content building-wide. My small group of students was exposed to some elements of the internet lesson plan, and I have shared this resource with a few special education teachers with diverse student populations like mine.