3.1 Classroom Management and Collaborative Learning

Candidates model and facilitate effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources.

Reflection

The Engaged Learning Project (ELP) was completed to highlight and showcase my ability to maximize my use of digital tools within the context of facilitating effective classroom management and collaborative learning strategies. Although, implementation was not required at the time the artifact was created, we were encouraged implement it at some point. Some members of the cohort chose to collaborate on this project, but I chose to complete it individually. The Engaged Learning Project demonstrates International Society for Technology in Education's (ISTE) Essential Condition of Student-Centered Learning- "Use technology to facilitate engaging approaches to learning" (Williamson and Redish, 2009, p.13).

3.1 Authentic Learning outlines the criteria candidates need to model and facilitate the use of digital tools and resources to engage students in authentic learning experiences. The artifact I chose, showcases my ability to use a variety of digital tools to create authentic learning opportunities for students. I was tasked with creating an experience for ten students or more, link the project to one or more content standards supported by my district and or state, link the project to technology standards, include an assessment, and I had to include or address a diverse students population, such as English Language Learners (ELL) or Students with Disabilities (SWD) to name several major expectations. I chose to create a multi-grade lesson for kindergarten, first, and second grade students where they would distinguish between solid figures or three-dimensional shapes and plane shapes or two-dimensional shapes. The project included Math, ELA, and Writing content standards. I incorporated the following five Georgia NET-S Technology Standards: 1) Creativity and Innovation, 3) Research and Information Fluency, 4) Critical Thinking, Problem solving, and Decision Making, 5) Digital Citizenship, and 6) Technology Operations and Concepts. I included the following engaged learning indicators: 1) Authentic/Meaningful, and 2) Student as Explorer. I evaluated this lesson at a LoTi level 3 for instructional model, and a 4 for authenticity. This project was challenging for me because this lesson plan did not reflect the way I would normally create a lesson or unit plan.

References
Roblyer, M., D., & Doering, A., H. (2013). *Integrating educational technology into teaching.* (6th ed.). Upper Saddle River, NJ: Pearson Education.
Williamson, J., & Redish, T. (2009). *ISTE's technology facilitation and leadership standards : what every K-12 leader should know and be able to do.* Eugene, Or.: International Society for Technology in Education.

Creating this technology ELP was a challenge. I learned how to incorporate engaged learning indicators and LoTi levels into my lesson in addition to addressing specific technology standards. I sought the collaborative feedback from peers and I learned how to give constructive feedback through peer coaching. I was glad that the lesson was required to address the needs of students with special needs like ELLs and SWD. Robler and Doering (2013) reminds us "that instructional design that is deliberately created for individuals with disabilities often provides significant benefits to all students" (p. 55). One way that would improve the quality of this artifact, is to include more engaged learning indicators like Challenging, Multi-disciplinary, and Performance-Based for examples. Doing so, would maximize the students' use of digital tools because I would make the changes in such a way that the technology is more effective for both students and adults. I would also increase the LoTi level for both Instructional Model and Authenticity. Making this lesson more authentic and relevant for my current students will enhance the learning experiences for all participants.

The work that went into creating this artifact impacts school improvement because I learned skills that I can use currently as a teacher or later as an instructional coach. Implementing skills, I learned will impact student achievement eventually as I transform into a better teacher. The impact I make is measured in increased rigor as assessed on TKES walk-throughs, observations, student data and student surveys. If I were to teach others what I have learned, I can improve faculty development and student learning for students outside of my class.

References
Roblyer, M., D., & Doering, A., H. (2013). *Integrating educational technology into teaching.* (6th ed.). Upper Saddle River, NJ: Pearson Education.
Williamson, J., & Redish, T. (2009). *ISTE's technology facilitation and leadership standards : what every K-12 leader should know and be able to do.* Eugene, Or.: International Society for Technology in Education.