**3.6 Selecting and Evaluating Digital Tools & Resources**

Candidates collaborate with teachers and administrators to select and evaluate digital tools and resources for accuracy, suitability, and compatibility with the school technology infrastructure.

Reflection

The Evaluating Emerging Technology Assessment (EETA) was completed to showcase my ability to research an emerging educational digital tool and to prepare a presentation where the target audience might include the following people from the building (or district) where I work: principal, teachers, district leaders, and school board members. The purpose of the presentation was designed to convince the technology decision makers to fund and adopt the emerging technology presented. I was given a choice of platforms to used including PowerPoint, Prezi, and other web-based presentation tools. The EETA artifact demonstrates the International Society for Technology in Education’s (ISTE) Essential Condition of Assessment and Evaluation- “Continuous assessment, both of learning and for learning, and evaluation of use of technology and digital resources” (Williamson and Redish, 2009, p.13). I chose to evaluate Socrative.

Standard 3.6 Selecting and Evaluation Digital Tools & Resources outlines the criteria for candidates to collaborate with teachers and administrators to select and evaluate digital tools and resources for accuracy, suitability, and compatibility with the school technology infrastructure. The artifact I chose demonstrates my ability to research, model, and demonstrate my ability to implement all of those skills through a PowerPoint presentation of Socrative, a digital tool used for student’s formal and informal assessments. I first learned of Socrative at the 2014 ISTE Conference held here in Atlanta. I sat down for a demonstration and I was hooked. I have shared this resource with colleagues over the years. I have used it a limited number of times, but not as much as I would like. Collaborating with others is sometimes challenging, but Socrative is a digital tool that I found increases student engagement. The program is free and is compatible with school-based technology already in place in my current school. At the time I learned of Socrative, the building where I worked did not have the digital resources available like the building where I work now, have. The few times I did use Socrative, I found it engaging and the students found it fun. Now that the district where I work is a Google district, teacher’s use Google forms to create Quizzes.

Completing this EETA PowerPoint artifact was engaging for me as a learner. I learned that researching, evaluating, and selecting digital tools are valuable skills for not only technology coaches, but are valuable for teacher leaders and well. The artifact I created is a quick overview of Socrative that explains the Who (should use it), What (is it), Why (use it), When (to use it), and How (to use it) for teachers and administrators to understand Socrative. I suppose that were I to update this artifact, I would add audio to this PowerPoint, either as a narration or background music. Honestly, adding audio is one of the challenges that I have found personally, when creating media and multimedia presentations. I would stretch myself and add audio anyway.

I would love to report that Socrative has made an important impact on school improvement and faculty development, but it has not. As mentioned before, there are teachers who use Socrative, but with the implementation of Google in our district, we are leaning toward the using Google tools and resources to educate, collaborate, and to communicate. One could assess the impact of how Socrative impacts school improvement, faculty development, or student learning using a survey, or a questionnaire. Since the district where I work is a “Google” district, either of those two forms of assessment would most likely come in the form of a Google doc- survey or Google doc questionnaire. Socrative is a great resource, but in Clayton County Google tools rule.