

## EDL 621 Designing School to Support Diverse Learners Needs and Styles

### Final Project Scenario Two

Based on the SAMR model and the Technology Integration Matrix from Arizona, it is vital to provide continuous support for technology integration in the classroom for both teachers and students. Therefore, as teacher on special assignment (TOSA) focusing on technology integration at San Diego Elementary School, in order to successfully integrate technology in the classroom, five interdependent characteristics are built into my proposal plan. The characteristics include active, constructive, goal directed, authentic, and collaborative. By embedding the SAMR model, I will ensure the growth of the professional. The level of technology integration aligned with Arizona's Technology Matrix are entry, adoption, adaptation, infusion and transformation. Therefore, the fourth month proposal plan will implement the SAMR model and Northern Arizona University's website as resources to guide the plan. Through consistent classroom observations and professional development trainings, my goal as a TOSA will be to effectively build the teacher's confidence and monitor progress throughout to process.

#### **Month 1 Plan**

During the first meeting, I will ask various essential questions to build a positive relationship with the teacher. The goal of technology integration will allow her to slowly build the confidence of accessing technology as a resource tool. The questions are the following: *“What can you do on the computer and how do you feel about using computers in the classroom? How much computer time can you and your students get each week? What kind of training for hardware and software can I allow*

*each week?*”<sup>1</sup> These questions will be guiding questions to our four month planning. Also, the SAMR model will be presented to demonstrate meaningful connections throughout the learning and exploration process.

During month one, I will want Mrs. C, grade 5 teacher, to spend an hour each day to gather useful information from Pinterest, which will seem like a collection of innovative ideas. As a result, I will assign her to take a Surface 2 device home because she does not have a device at home, so she must focus on using technology herself before introducing it to her own students. This form of exploration will allow her familiarize herself with the technology device and online resources from Pinterest. In addition, she will need to create a Google account to understand the concepts of Google Docs, Google Spreadsheet and Google Presentation. After mastery, she can create a class email, which will allow students to have access to the same tools. Her exploration will be measured through one word documents, one powerpoint presentation, one spreadsheet saved on Google Drive and two boards with resources of her choice on her Pinterest account. Lastly, in order to motivate her, I will ask her to make an appointment to view another colleague at her campus. By seeing a person in action, can demonstrate the future potential of technology in the classroom. She will complete this task by month three of our professional development process.

### **Month Two Plan**

The goal for month two will be to use technology to “acquire, analyze and evaluate a variety of electronic information.”<sup>2</sup> Therefore, I will encourage her to implement two videos each week. Videos are a tool to integrate curriculum and content in the classroom in a feasible way for a beginner teacher

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<sup>1</sup> A Beginner's Guide to Integrating Technology

<sup>2</sup> A Resource Supporting the Full Integration of Technology in Arizona Schools.

with technology. In the entry level based on the Arizona's Technology Matrix, a teacher uses technology to deliver curriculum content to students<sup>3</sup>, therefore, my second goal for the month is to allow her time to be familiar with the website of Discovery Education after week one. The Discovery Education website provides various useful and student friendly content videos. As a result, I will assign her to take a Surface 2 device home since it is portable to favorite the videos she would like to share with students. The measurement of achievement for the teacher will be evident based on the integration of videos in her class from the Discovery Education website. Students will be engaged in the video and take notes on their thinking maps or graphic organizers then hand-write a summary of their understanding. The students will be allowed to publish their summary by using the 25 Surface 2 devices on Google docs. The small improvement of constructive learning will motivate her that students will try their best in their writing since publishing on technology is an option. This form of technology integration for students is the augmentation level based on SAMR model. Students will be able to add more value to the assignment, and they can carry out learning tasks efficiently by using the spell check on Google Docs.

### **Month Three Plan**

The goal for month three will be to have evidence of student collaboration through Google Presentation. At this point, SAMR model level reached is modification, which technology is used for a new task to transform student learning in the class. I will have a collegial conversation on appropriate researching and collaboration using technology tools, so I will have her create a Symbaloo with student friendly search engines to share with students. The relevant and age appropriate web sites will help moderate the students internet exploration. Afterwards, students synthesize their findings to create a Google presentation in groups to enhance communication and collaboration in the class. The

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<sup>3</sup> A Resource Supporting the Full Integration of Technology in Arizona Schools.

measurement of success will be evident in the Symbaloo link and student collaborative projects. The student presentations will continue to transform Mrs. C's journey. Each month's clear objectives will guide her learning and continue to motivate her integrate technology further in her classroom.

### **Month Four Plan**

The fourth collegiate conversation will be around multiple disciplinary projects with collaboration and app mashing. Mrs. C will be asked to integrate technology to draw appropriately from multiple content areas to redefine problems and reach solutions based on a new understanding of complex situations<sup>4</sup>. Therefore students will be assigned to answer an inquiry project on traveling throughout California. Mrs. C will create a second Symbaloo for appropriate search engines, websites and image search sites. Groups of students will cite findings and use Google Maps to calculate destinations, directions and mileage of travel. Lastly, the use of Google Spreadsheets will be used to graph and summarize expenses from the trip<sup>5</sup>. The graph will be placed on a digital presentation, so students can share their understanding of mathematical and problem solving skills with their peers. Lastly, in order to continue her motivation and support by introducing her to updated online teacher resources from professional organizations like National Education Association (NEA)<sup>6</sup>. NEA website will ensure she has a online support group with ideas and various grade level lessons shared online from educational professionals across the country. The closing suggestion for Mrs. C will have her to expand her personal learning network (PLN) through the use NEA website.

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<sup>4</sup> SAMR model, <https://sites.google.com/a/msad60.org/technology-is-learning/samr-model>

<sup>5</sup> A Resource Supporting the Full Integration of Technology in Arizona Schools.

<sup>6</sup> A Beginner's Guide to Integrating Technology

## References

A Resource Supporting the Full Integration of Technology in Arizona Schools. (n.d.). Retrieved October 19, 2014, from <http://www.azk12.org/tim/>

Jackson, L. (2002, May 8). A Beginner's Guide to Integrating Technology. Retrieved October 19, 2014, from [https://www.educationworld.com/a\\_tech/tech130.shtml](https://www.educationworld.com/a_tech/tech130.shtml)