Jennifer,

I have completed a review of your paper and I have to say that it is a great resource that demonstrates your professional growth as you progressed through this program and in your life. Your artifacts were very interesting to dig through and I found myself spending a bit too much time looking through them, there are some very impressive things there that I would like to share with my elementary teachers if it is not a problem with you. I found a few minor typos and made the corrections where I could (using track changes in Word) and added comments where I felt appropriate. I think that this paper is very well polished and is very near completion for the portfolio, the only recommendation that I can really offer at this time is to identify some areas where you can link to learning theory/professional research in the paper. What is currently there is excellent and will be a great place to build on.

Video notes:

Your video is well produced. Your choice of music and images are perfect for the content. I especially enjoy the images and videos of your classroom. Your video did an amazing job of explaining your professional growth and how this program has impacted your life. The artifacts that you highlighted were significant and helped tell your story. I could hear you perfectly throughout the whole video and you did a great job of presenting.

Great Job!

-Gilbert Apodaca

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| Boise State University edtech master’s program |
| **EDTECH Portfolio Rationale Paper** |
| A Cumulative Learning Activity |
|  |
| **Jennifer Meeker** |
| **3/10/2014** |

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# INTRODUCTION

I am Jennifer Meeker. I live in Rio Rico, Arizona. I moved here about three years ago to begin my career as a teacher. I am originally from Portland, Oregon. I was born and raised there. Unfortunately at the time I was about to graduate from my teaching program no districts were hiring in Oregon. That is when I made the leap of faith and moved down here to a town I had never heard of before. I started my first year as a Kindergarten teacher. My second year I taught third grade. This year I have had the amazing opportunity to be the districts first ever Technology Integration Specialist for the high school. These past three years have been very hectic between living far from home, college, and my work. I have loved every minute of the EDTECH program. It has open up possibilities in my life that I never even dreamed of. I am excited to be on the last leg of the program and I am ready to see what is in store for me next. This Portfolio Rational paper will show many samples of work that I have completed not only in the EDTECH program but also in recent job as a Technology Integration Specialist. I have listed all of the standards and attached one or more artifacts to these standards. For each artifact I will tell you why I selected it, how it reflects master of that standard, how it connects to theory and practice, and how it has impacted my teaching or work as a technology integration specialist.

# ARTIFACTS

## STANDARD 1 DESIGN

Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics.

### 1.1 Instructional Systems Design.

I picked the artifact [EDTECH503: READING QUIZ](http://jennifermeeker.wordpress.com/2012/09/09/edtech503-reading-quiz/) because it was one of the first assignments that helped me start to understand the design process. I was able for the first time step back as both a teacher and a technologist and see lesson design in a new light. This assignment met AECT Standard 1.1 because it taught me how to create different lessons using theory of design and implement my designs using technology.

We have seen that in certain respects operant reinforcement resembles the natural selection of evolutionary theory. Just as genetic characteristics which arise as mutations are selected or discarded by their consequences, so novel forms of behavior are selected or discarded through reinforcement (Skinner, 1953).

Skinner has shown us that we learn through small achievable steps with positive reinforcement. After completing this assignment I was able to see that when I am designing my lessons, units, or professional developments I need to make that I incorporate these important aspects while designing. Another artifact that also demonstrated my mastery of this standard was [EDTECH541: Relative Advantages of Using Instructional Software](http://jennifermeeker.wordpress.com/2012/06/25/edtech541-relative-advantages-of-using-instructional-software/). I chose this artifact as well because it representing how I can apply this idea of positive reinforcement and small steps to the classroom. The AECT Standard 1.1 Instructional Systems Design (ISD) was met by learning about different instructional software’s and applying them to classroom curriculum to improve student learning. By studying the advantages of the different software out there I was able to see how these programs would benefit my students and help them learn with keeping in mind Skinner’s philosophy of learning.

### 1.2 Message Design

[EDTECH504:Emerging Theories and Their Connection to Technology in the Classroom](http://jennifermeeker.wordpress.com/2014/03/08/edtech504emerging-theories-and-their-connection-to-technology-in-the-classroom/) helped me demonstrate my mastery of the AECT standard 1.2 Message Design in several ways. I learned how to identify, define, compare, and contrasts different epistemological principles and major theoretical schools of thought.  It did this by giving me the opportunity to read about different epistemological principles and major theoretical schools of thoughts, synthesize the information, and not only report on them, but to form my own thoughts and opinions on them. I was able to use multiple resources in order to gain all of my information throughout the creation of this artifact. I learned about Connectivism and its Connection to Technology. In the digital age connectivism is becoming more and more important. “Connectivism aspires to redefine learning within the diverse contexts...to deliver a learning theory for the digital age” (Bell, 2011). Technology gives students the ability to make more of these important connections and to acquire knowledge faster and faster. The message that a teacher is trying to convey to their students can become more clear and effective through the use of technology. In my classroom I now make sure I use all the tools available to me, including online groups so students and interact with not only me but their peers as well.

### 1.3 Instructional Strategies

The artifact [EDTECH502:Fact or Opinion WebQuest](http://jennifermeeker.wordpress.com/2014/03/08/192/) was chosen because it is a higher-order thinking activity that integrates online resources, multiple web pages and a CSS menu. AECT Standard 1.3 is met by using a WebQuest as a mode of instruction. Weinstein (2000) developed a critical thinking frame work and found that, “WebQuests provide students with reliable web sources to enhance their critical thinking skills…WebQuests can expose students to primary sources, so they can form their own ideas from information presented (Leung 2013). I was able to use this WebQuest in my third grade classroom. The students enjoyed it and by the end they fully understood the concept of fact and opinion.Another artifact that help demonstre instructonal striages is [EDTECH502:Jigsaw Internet search activity](http://jennifermeeker.wordpress.com/2014/03/08/edtech502jigsaw-internet-search-activity/) this site was made for 3rd graders who were studying different types of expository writing. This assignment allows students to work in group to become experts of their topic. This artifact meets AECT Standard 1.3 Instructional Strategies because jigsaw is types of instructional strategy that can help learners understand new information. A jigsaw is another proven effective instructional strategy in the classroom. I was also able to use this in my classroom and the students ask if we could do more assignments like this because they enjoyed it so much. I also choose [EDTECH502:Copyright scavenger hunt](http://jennifermeeker.wordpress.com/2014/03/08/edtech502copyright-scavenger-hunt/) to help reflect my mastery of this standard. This artifact meets AECT Standard 1.3 Instructional Strategies because it demonstrates an instructional strategy that students can use to help them learn in the classroom. The strategy can be used in many different ways in instruction.

### 1.4 Learner Characteristics

[EDTECH541: Using the Internet for Instruction Project](http://jennifermeeker.wordpress.com/2012/07/29/edtech541-using-the-internet-for-instruction-project/) was choose to reflect AECT Standard 1.4 Learner Characteristics because by learning about different internet resources and integrating them into a classroom curriculum. This lesson took students on a full experience that helped them build their background and fully understand the lesson from multiple aspects. In this lesson that I designed students read information, watched videos, heard the sounds, and read a story about a platypus through different internet resources. They also actively participate in group discussions and activities which allowed them to have a greater understanding of the text that they were reading. After teaching this lesson I began finding these types of resources to introduce every book that my students read in my classroom. Building their background this way proved to increase their overall comprehension of the story and success in reading it. I also choose [EDTECH502:Netiquette](http://jennifermeeker.wordpress.com/2014/03/08/edtech502netiquette/) because this lesson taught student about the rules of etiquette for online communications. This assignment meets ACET standard 1.4 Learner Characteristics because by learning about netiquette students can be more successful while doing internet projects. Once students understood the rules of etiquette for online communications their success in online activities increased.

## STANDARD 2 DEVELOPMENT

Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.

### 2.1 Print Technologies

I choose [EDTECH501:Bumper Sticker](http://jennifermeeker.wordpress.com/2014/03/09/edtech501bumper-sticker/) to demonstrate my understanding of AECT Standard 2.1 Print Technologies because it shows my ability to create something that can be used to communicate information via print. This project taught me how to manipulate graphics and text to communicate a message. This is an important skill in the classroom because using visuals that can be printed out will help serve learners as a reminder. It also helps them retain information. I have uses different print technologies in my classroom to help introduce key vocabulary and concepts.

### 2.2 Audiovisual Technologies

[EDTECH541: Video Integration Lesson Plan & Video Library](http://jennifermeeker.wordpress.com/2012/07/29/edtech541-video-integration-lesson-plan-video-library/) demonstrates my mastery of the AECT Standard 2.2 Audiovisual Technologies by researching videos and applying their use to classroom curriculum to help engage and activate prior knowledge of students. A projector and speakers were used to help aid in the success in this lesson. When student are able to both see and hear what are learning they are much more successful in the classroom. Every Monday in my classroom I would use a lesson similar to this to help build my students background and engage them in the week’s upcoming topics. I also chose [EDTECH541:Using Videos in the Classroom to Enhance Learning](http://jennifermeeker.wordpress.com/2012/07/04/using-videos-in-the-classroom-to-enhance-learning/) to demonstrate my mastery of AECT Standards 2.2 Audiovisual Technologies because it not only required me to use audiovisual technologies to deliver information but it also talks about why you should do it in the classroom.

### 2.3 Computer-Based Technologies

The AECT Standard 2.3 Computer-Based Technologies was met through the artifact [EDTECH541: Spreadsheet or Database Project](http://jennifermeeker.wordpress.com/2012/07/29/edtech541-spreadsheet-or-database-project/) by creating a lesson that requires students to deepen their understanding of graphing by using a spreadsheet. When students graph on a computer they are able to manipulate the data quicker and more efficiently. They are also able to have a greater understanding of the graph. Sometimes when students graph by hand they get caught up on making it look pretty and not why we were graphing the data. Using a computer to do this takes away these issues. I also chose [EDTECH541: Network Administrator Presentation](http://jennifermeeker.wordpress.com/2012/07/29/edtech541-network-administrator-presentation/) to reflect the AECT Standard 2.3 Computer-Based Technologies because it was a presentation about what is means to be a network administrator. This presentation used computer based technologies to be created. But it also shows what it takes in the cooperate world or educational world to maintain these computer based technologies.

### 2.4 Integrated Technologies

The AECT Standard 2.4 Integrated Technologies was met with artifact [EDTECH541: Content Area Presentation](http://jennifermeeker.wordpress.com/2012/07/29/edtech541-content-area-presentation/) this is because it implemented several technologies and technology resources to aid with different content area learning. This artifact shows teachers across content areas many different technology tools that are available to them. It explains the expected outcome of using the tools as well as the advantages to using it. [EDTECH502:Virtual field trip](http://jennifermeeker.wordpress.com/2014/03/08/189/) was also chosen to reflect AECT Standard 2.4 Integrated Technologies. This site was created for third grade students in Arizona to interact with the world around them virtually.  It meets 2.4 because this project uses multiple forms of media and technology that are integrated together on a website that I created. Finally I also chose [EDTECH502: Accessibility hot links page](http://jennifermeeker.wordpress.com/2014/03/08/edtech502-accessibility-hot-links-page/). This is a site that I create to help people with disabilities find resources to help them. This artifact reflects AECT Standard 2.4 because it shows how I created a webpage to communicate information to students or others by using multiple types of media.

## STANDARD 3 UTILIZATION

Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making.

### 3.1 Media Utilization

The [EDTECH 541: Relative Advantage Chart](http://jennifermeeker.wordpress.com/2012/07/29/edtech-541-relative-advantage-chart/) shows the 3.1 Media Utilization AECT Standards was met because I got to learn about many different types of technologies/media and I also created a list of ideas of how to use them in the classroom. I also researched why these ways would be advantageous for the students. By focusing on the advantages to using a certain type of technology or media in a classroom one is better able to understand its impact. Instead of using a media just for the sake of using it, one needs to reflect on why this form of media is more beneficial then other type of media. My [EDTECH502:Fact or Opinion WebQuest](http://jennifermeeker.wordpress.com/2014/03/08/192/) artifact also reflect 3.1 because there are several types of media that is used throughout the WebQuest. All of these forms of media were strategically picked to help students better comprehend a usually confusing and boring concept. Finally, the [EDTECH502:M-learning activity](http://jennifermeeker.wordpress.com/2014/03/08/edtech502m-learning-activity/) is a mobile activity that was designed for third graders that live in southern Arizona. It meets AECT Standard 3.1 Media Utilization because this activity uses multiple forms a media to help students learn and comprehend as well. I have learned that when I choose to use media in my classroom it is important to step back and think about how the activity is going to benefit my students and is there another way that may not take as much time that would work just as well. If I can see the benefit of using the media then I implement it into my lesson plan. I have found that doing this has created a richer learning environment in my classroom.

### 3.2 Diffusion of Innovations

The AECT standard 3.2 Diffusion of Innovations was met in [EDTECH541: Community Building & Social Networking Project](http://jennifermeeker.wordpress.com/2012/07/29/edtech541-community-building-social-networking-project/) by creating a lesson plan that uses many social networking sites and infusing them in to a classroom curriculum. By planning out a lesson that allowed my student to connect with peers across the country students become excited and engaged in the learning process. I found that they stay on task better when they knew their work was going to be published on the internet for their pen pals to see. Allowing students to publish their work has been proven to be very beneficial. “Students will need this knowledge and understanding as their lives (personal and professional) become more entwined in and dependent on social media. Just don’t dismiss its role in their lives and its potential as a learning tool” (Wigg, 2013). I have began teaching teachers at my site the importance of using social media and how we can use it as a form of communication in the classroom between peers, students, teachers, and parents. The artifact [EDTECH541: Adaptive/Assistive Technology](http://jennifermeeker.wordpress.com/2012/07/29/edtech541-adaptiveassistive-technology/) also meets the AECT Standard 3.2 Diffusion of Innovations by addressed learning about different technologies and strategies that can better students with disabilities and by applying them to classroom use. These different types of technologies can connect students with disabilities to the classroom and curriculum in ways that were never possible before. It allows students to break down barriers that once stood in their way. On a side note, I just started laughing because I have dyslexia and for the life of me I could not type the word “barriers”. So without even thinking I just picked up my phone said “ok Google, barriers” and presto it read the word to me, told me the definition, and I could see it so I could type it into this paper! I heart technology! This type of technology and teaching students how to use it as a tool teaches them they can go through life without obstacles holding them back.

### 3.3 Implementation and Institutionalization

I used [EDTECH502:Interactive concept map](http://jennifermeeker.wordpress.com/2014/03/08/edtech502/) in my classroom of third graders. This is a site that I designed to help teach them how to write a well-structured paragraph. This artifact meets AECT Standard 3.3 Implementation and Institutionalization because it gives students a way to access information on a daily basis in order to complete a writing project correctly. We used this as an intro to writing a paragraph. We then continued to use this site throughout the year as a resource to help the student remember how to write the paragraph. [EDTECH541 Acceptable Use Policies: What are they?](http://jennifermeeker.wordpress.com/2012/06/10/edtech541acceptable-use-policies-what-are-they/) is a also an artifact that meets AECT Standard 3.3 Implementation and Institutionalization because it goes over strategies one can use in the classroom setting and school wide to create a safe routine while on the internet. Once an Acceptable use policy is created is must be communicated and taught to both students and teachers. This will help make sure the use of equipment on school grounds and the use of the internet is done in an appropriate way. This helps teachers save time later on while using technology in the classroom.

### 3.4 Policies and Regulations

The artifact [EDTECH541: Internet Safety](http://jennifermeeker.wordpress.com/2012/07/15/edtech541-internet-safety/) meets AECT Standard 3.4 Policies and Regulations because it goes into details of how students can stay safe on the internet. By setting these policies and regulations students are able to better understand what is expected of them while they are using the internet. There is a ton of great information available to them online. However it can become a very distracting place if these rules and regulations are not first established. I used these safety rules in my classroom and it was the first time the students had ever heard of any of them. Teachers need to always lead with teaching these expectations and not assume that someone already has taught them. The [EDTECH541 Acceptable Use Policies: What are they?](http://jennifermeeker.wordpress.com/2012/06/10/edtech541acceptable-use-policies-what-are-they/) artifact meets AECT Standard  3.4 Policies and Regulations because it shows how one can create Policies and Regulation school wide to make sure students are acting appropriately on the computers. This is another example of how schools can protect themselves and students from the dangers that come from allowing both staff and students to technology. Once these dangers are addressed then the technology becomes a valuable tool instead of a dangerous one.

## STANDARD 4 MANAGEMENT

Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management.

### 4.1 Project Management

[EDTECH501: School Environment Evaluation](http://jennifermeeker.wordpress.com/2012/07/22/edtech501-school-environment-evaluation-5/) artifact meets 4.1 Project Management AECT Standard because this process taught me how many different aspect of technology that a school and district needs to be aware of. This project was to evaluate the technological maturity of a school using the Maturity Model Benchmarks rubric as a guide. The most important thing this project taught me was without staff buy in and good implementation and integration training for technology, it does not matter how much a district spends on technology, it will still be wasted. Therefore, when planning the use of technology at my high school I made sure the things that we purchased were requested by the teachers so they were excited about learning how to use them. I also give several choices on the types of professional developments that I could give about a week before our late start professional developments. That way when the time comes teachers are excited and looking forward to what they are about to learn so I have the buy in from the beginning.

### 4.2 Resource Management

I choose [Technology Integration Specialist: Content Area Resources](http://jennifermeeker.wordpress.com/2014/03/08/technology-integration-specialist-content-area-resources/) to reflect the AECT standards 4.2 Resource Management because it is a platform for teachers to organize and access resources. This is a page that I created on my work website. Here teachers throughout the high school upload links and resources to share with each other. I have a page for each discipline. I trained the instructional leaders in each discipline how to manage the page. They picked the subcategories that they want in the page. Every page has a “to be filed” section. All teachers have access to the “to be filed” section of the page. They can upload links, documents, presentations, and items from their Google drive to the “to be filed” section. The instructional leader is automatically emailed whenever anything is uploaded. It is then their responsibility to see which section the item is most appropriate for. This provides a level of security for the items that are shared. It also helps ensure that things stay organized and all of the items put in the resource sections are appropriate and helpful. These pages will serve as guides and resources for teachers in the future allowing them to be more effective and effective in their teachers. We will also have a quality resource bank as time goes on.

### 4.3 Delivery System Management

[Technology Integration Specialist:Mobile Lab Checkout Procedures](http://jennifermeeker.wordpress.com/2014/03/09/technology-integration-specialistmobile-lab-checkout-procedures/) is a page that I created to set up a first time ever plan for implementation of our new mobile labs at the high school. This artifact meets AECT Standard 4.3 Delivery System Management. This was met because the mobile lab procedures are clearly explained and outlined for the teachers. It also meets this standard because this page provides a way to organize and deliver instructional resources. We have 9 mobile carts. Teachers are able to check out these carts from their Google calendars by simply adding a resource to their events that they create. When they click the resource button a drop down menu of available carts will be listed so the teachers can clearly see which carts are available. This system has proved to be very effective and efficient in the cart checking out procedures. Teachers have found they like it because at any time of the day from any place they can reserve a cart for a lesson that they are planning. I have found the use of the carts has increased from this system, we are able to keep track of the carts on the day to day basis, and it is clear and concise.

### 4.4 Information Management

[Technology Integration Specialist: Professional Development](http://jennifermeeker.wordpress.com/2014/03/09/technology-integration-specialistprofessional-devlopment/) is a page that I created where teachers can access all of the professional development, training and resources that I have created throughout the year. This artifact meets AECT Standards 4.4 Information Management. This is demonstrated by compiling information into one place for people to access. Teachers are able to find resources they were given at a profession development that I led, access the information even if they missed a day of training, and have on demand training from the different tutorials and videos that I have created. By compiling all of the information here teachers can answer their own questions and access the information over and over again as much as they need.

## STANDARD 5 EVALUATION

Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

### 5.1 Problem Analysis

[EDTECH501: Digital Divide](http://jennifermeeker.wordpress.com/2012/07/22/edtech501-digital-divide/) is an artifact that meets AECT Standard 5.1 Problem Analysis because it required me to look at a problem and collect information about the problem to make decisions.  The Digital Divide is a phase that is used to explain the inequities of access to technology across our nation. In this project I worked with a team of fellow students to research what the digital divide was, what issues it creates across our country and how we can address this issues. I learned how to problem solve in a group as well as an individual on real world problems that are facing education today.

### 5.2 Criterion-Referenced Measurement

[EDTECH554:A Professional Development Technology Implementation Plan](http://jennifermeeker.wordpress.com/2014/03/08/edtech554a-professional-development-technology-implementation-plan/) was an assignment where I completed a professional development plan. I was able to not only create the plan but I was able to use it in a job interview. After I got the job I was able to implement the plan. This assignment proved to be one of the most beneficial I assignment that I have has in the EdTech program. This artifact meets AECT standards 5.2 Criterion-Referenced Measurement. 5.2 was met through the surveys that I used to help gauge where teachers were at as learners. This assignment also allowed me to create a long term plan that was later executed. In this professional development plan I created a professional development plan where teachers worked on creating a unit that integrated technology. I would teach a show a tech skill in the beginning of the day and then teachers would create a lesson plan that integrated the new tech skill. At the end of the professional development they had a complete unit that they got to teach at some point throughout the year with my assistance. I had to change the plan slightly to work with the time schedule that I was given, but by completing this assignment I was prepared for my interview and I understood how to plan professional developments.

### 5.3 Formative and Summative Evaluation

The artifact [EDTECH505:A Formative Evaluation](http://jennifermeeker.wordpress.com/2014/03/08/edtech505a-formative-evaluation/) demonstrates AECT Standards 5.3 Formative and Summative Evaluation. 5.3 was met because this assignment required me to evaluate a school program using both formative and summative methods. This project also required long range planning. This planning lasted several months to coordinate with others and collect the data that was needed. From this evaluation I learned about our Cima Vista program that we have at our high school. This program gives students an alternative way to earn credits. I found that this program is very successful and students are enjoying the program. Doing an evaluation like this helped my understand how to use formative and summative data to evaluate different projects and programs in my work. I am able to create plans and create surveys to attain the information that I need now in order to accurately evaluate something.

### 5.4 Long-Range Planning

The artifact [EDTECH503:Prezi in the Classroom Instructional Design Project](http://jennifermeeker.wordpress.com/2014/03/09/edtech503prezi-in-the-classroom-instructional-design-project/) is a final project that I created in my 503 class. This assignment met AECT Standard 5.4 Long-Range Planning because it required me to plan my time in order to create the final product. This project also requires one to plan out their lesson and unit well in advance. This is one of the biggest projects that I completed in the EDTECH program. This project was a culmination of all the work that I did the entire semester for EDTECH503. I required me to plan out my time very efficiently and to create an effective plan to complete on time. The activity itself also showed long-range planning because the final product is a design of a complete unit. In order for a teacher to be successful in the classroom they will have to plan out their units to ensure success. I used this project in my classroom of third graders. The unit proved to be very successful because of all the planning and thought that went into it. This has affected my work because I now understand the importance of long-range planning in all aspects of my work in order to ensure its success.

# CONCLUSION

Two years ago I did not know what a Technology Integration Specialist was. Two years ago I thought I would be a classroom teacher for my entire teaching career. Two years ago I didn’t even know there was an Educational Technology program. I started my career enthusiastic about teaching and using technology to be an effective educator because it was what I knew and understood. This made me stand out in the small district that I work for. I didn’t realize that not everyone was teaching the way I was. I began quickly share the knowledge I had about technology as a first year teacher to whoever would listen to me. It was March of 2012 when the computer teacher for the district approached me and told me about technology coaches and how she recommend to the district that they get one soon. She mentioned she recommended me for the job. I was flattered but also confused because I had never heard of a technology coach before. I began researching and within a month later I had applied and enrolled in the EDTECH program at Boise State. Two years later I look back at everything I have learned and I am so overwhelmed. It has been and exciting and thrilling adventure. Leaving the classroom to pursue this new found dream of mine was scary but I am in love with my job. I love what I am doing for the students, teachers, school, district and community. I love that my job allows me to teach everyone and even myself on a daily basis. Thank you Boise State!

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