1. Facilitate and Inspire Student Learning and Creativity

Using Microsoft Word, I created an interactive and informative newsletter that communicates the expectation of the class and facilitates student's thinking in terms of collaborative learning and addresses the function of technology in the student's education. Using the tables feature of Microsoft Word, I was able to create a masthead and apply a visually appealing heading. I framed the title using Word Art, which allowed me to customize the appearance of my newsletter. With custom formatting I creating multiple columns for my content, and was also able to insert and customize an original picture of my own by scanning and using the "insert" option in Word. This newsletter promotes creativity by demonstrating the various ways to customize and individualize a Word document. The ability to insert and utilize original or custom pictures and works of art supports innovative thinking and inventiveness. Creating a newsletter models collaborative knowledge by incorporating student's opinions and answering their questions in a way that involves the entire class.

Using Blogger, Google's free blog creation tool, I created a blog (personalized website) to share information with classmates and learn how to embed different types of information/images onto my page. The web-based, public nature of a blog allowed others to access my posted information, as well as leave comments on my work. On my blog, I posted informative and analytical weekly journals about numerous educational topics, experimented with font color and layout designs, and creatively customized the blog format in order to create a more visually pleasing web-page. I embedded examples of my work onto the blog, integrating various types of technology into one location, such as uploading scanned images, taking digital desktop pictures, copying HTML codes to show my presentations, documents, and surveys from other websites. I generated personalized tabs at the top of the page to allow people who visit the page to access my technology examples quickly or be sent to an external website to see my work directly. This blog promotes planning, thinking, and creative processes by allowing me to try different layouts and designs to share information with those who visit my page in a more interesting and clear way. The comment sections on my blog provide visitors with an opportunity to give feedback about my work below every post, allowing me to engage in digital dialogue with classmates and therefore reflect on my work in a more collaborative way. I will develop personalized blogs in my classroom to promote collaborative knowledge construction and engage students in learning with others in a virtual environment by instructing students to create and experiment with their own blog, as well as visit and comment on each others' blogs.

2. Design and Develop Digital-Age Learning Experiences and Assessments

Using Microsoft Excel, I was able to develop a digital-age learning activity in the form of a

crossword puzzle. Using the "format" option in Excel I customized and personalized the puzzle by editing cell sizes, background color, and font color, and the "conditional formating" tab in Excel allowed me to set conditions in specific cells, resulting in an incorrect letter inserted turning red and a correct letter inserted turning green. The "notes" tool in Excel allowed add notes to cells in which the first letter of a word will go, so that as the mouse rolls over that cell, a clue to that word appears. The crossword puzzle promotes student learning and creativity by allowing students to work with a digital tool while challenging their knowledge and critical thinking as they use the clues to figure out the answers. This learning activity applies to student's diverse learning styles, as it serves as an alternative to more traditional question and answer quizzes or lessons, allowing students to utilize working strategies.

Using Google Docs, a free, online tool used to create various kinds of multimedia, I created an online assessment through which I can quiz students on lessons and other activities. The assessment can be set to self-grade and therefore instantly give results to test-takers. By choosing one of the provided themes I was able to customize the assessment, and the various types of questions provided allowed me to personalize the content. By using multiple choice, fill-in-the-blank, check boxes, and short answer questions I can assess different levels of learning and knowledge. This tool provides students with varied assessments that incorporate digital-age tools and knowledge, and allows students to be active participants in their own learning. The immediate scoring of the assessment allows students to manage their own learning and progress, and set educational goals for themselves.

3. Model Digital-Age Work and Learning

In order to demonstrate fluency in technology systems I utilized iMovie, a video editing program by Apple, to edit and customize a video of the Cal State San Marcos Campus. The video features faces and statistics about the school, and is meant to appeal to students and their

families who are interested in CSUSM. With reel editing tool in iMovie I was able to choose which parts of the original video to feature in my end product, as well as put various transition in place between clips of video. By cutting out the original audio of some clips, and recording my own voice into the microphone, I added a voice cameo to specific parts of the movie. Creating a movie that incorporates information about a local and prominent university allows me to collaborate with students, parents, and other community members about relevant information for my students. With this movie I am also modeling and facilitating effective use of digital tools to analyze information I have gained from other electronic sources.

By researching and writing a journal article about Augmentative and Alternative Communication (AAC) tools on Blogger, a public forum, I was able to learn and share relevant information to the educational community. Through various search forums I researched different AAC tools, including low- and high-tech tools, and shared in my blog how they are used in the classroom. By using the picture and link insert tools in Blogger I was able to add visuals and direct links to the information I had found online for the reader to research themselves. By researching a topic on various engines and databases I demonstrated the use of information resources to support research and learning. By sharing my findings on a publicly accessible medium I was able to effectively communicate relevant information and ideas to the educational community, including students, parents, and peers.

4. Promote and Model Digital Citizenship and Responsibility

Using Google Docs I collaborated with other educators to create and share a site dedicated to cyber-safety and responsibility. Each educator contributed to a different aspect of the subject and created individual pages for each subtopic (plaigarism, cyber-predators, cyberbullying, ect.). After researching the topic of cyber-safety I used the formatting tool to arrange the way in which information would be presented. With the insert tool I inserted a video displaying a personal story of a victim of cyber-predators, and images to add visual aids to the content. By

addressing various topics related to cyber-safety I am advocating, modeling, and teaching safe, legal, and ethical use of digital information and technology. I addressed the needs of diverse learners by using learner-centered strategies such as lists of realistic tips for students, parents, and teachers to help them engage in cyber-safe behaviors.

I created my Personal Learning Network (PLN) using several different social networking tools such as Diigo and Twitter. I "followed" many users who frequently share educational resources and engage in educational discussions.   After creating Twitter and Diigo accounts I searched for other users who are educators, future educators, or interested in education and began interacting with these users and utilizing the resources they shared. On Twitter, I participated in a "chat" where users congregated online at a specific time and posted about a specific topic by using a hash tag such as #EdChat. By interacting with other educators on a public forum I modeled and promoted digital etiquette. By engaging with educators and students of other backgrounds and cultures I modeled cultural understanding and global awareness.

5. Engage in Professional Growth and Leadership

Using Diigo, a free online social bookmarking tool, I have created a profile, saved many online educational resources, shared these resources with other Diigo users, and followed other educators within the Diigo network. With the free toolbar download, I have downloaded the Diigo toolbar, which allows me to search within the Diigo community and my Diigo library without having to go into Diiog, and it also gives me the tools to bookmark, highlight, save, or send any webpage I come across and saves it to my online library, allowing me to access it from any computer. With the Diigo search engine I can search for specific topics within Diigo, bookmark what I find, and follow the user who shared it, so I can see what he or she has posted in the past or posts in the future. By consistently searching for resources and adding them to my

library I am reflecting on current research and making effective use of digital tools. By sharing information and resources with other educators and interacting with them within the social networking world I am exhibiting leadership and demonstrating a vision of technology infusion

School 2.0 is a web resource that provides information and tools for educators. One of these tools is a Self-Assessment exercise that gauges how well a teacher incoporates technology in their classroom, based on the 2008 NETS-T . After taking this Self-Assessment quiz and receiving my score I was provided with resources that would help me improve in the areas I was deficient in. With these provided resources I researched ways of bringing technology into the classroom that are appropriate for the grade level I want to teach. By taking this quiz and seeing how I can improve my technological competency and researching tools that will help me I am making myself a better educator, and therefore I am contributing to the effectiveness of the teaching profession. I am also participating in global learning communities by utilizing resources and tools that are shared and provided by people and organizations all over the world.