

**ISTE Standard: 2. Leader Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.**

**Educators: c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.**

This project allowed collaboration with partners to create a lesson involving technology and then teach it to our class, thus the name “Mock Teaching.” I worked with Shannon which was helpful because we are in first grade placements. Being placed in the same age group of students allowed us to create a lesson around what the students in our practicum classroom are learning. Creating a lesson incorporating technology was interesting, and it allowed us to explore a new website. Effectiveness with technology is very important in today’s society because students must be able to create, evaluate, and effectively utilize information, media, and technology (Partnership for 21st Century Skills, 2009). Teachers have to be well educated with technology in order to demonstrate to their students how to use the different resources and technologies. Bloom’s Taxonomy wheel is a tool that ensures teachers are able to select appropriate applications in regards to what criteria they desire to be teaching to the students (Carrington, 2015).

Shannon and I chose to teach the commutative property. We had our lesson shaped to teach first grade, however, when I shared this lesson with my host teacher, I learned that the actual lesson of the commutative property is a third grade unit. This caused me to change the lesson and make it regular addition and subtraction, allowing students to solve for the parts and whole. The integration of technology “should be creatively designed for particular subject matter,” which applies to how we created our worksheet for the lesson (Koehler & Mishra, 2009, p. 62). While technology is a great thing to use in the classroom, it is also important to have backup plans. When Shannon and I found coloritbynumbers.com, it worked well, but the day of the presentation it stopped allowing us to color in the full picture. Shannon and I had to improvise and bring in colored pencils to allow our classmates to color in the image with the use of the ELMO projector, instead of using the SmartBoard. It’s important to be prepared for the worst, between technology and also social factors that may complicate teaching, which will make us prepared for anything that may pop up in a classroom (Koehler & Mishra, 2009). We were able to adapt our lesson the day of, which is a great quality to have because it makes the lesson flow smoothly.

Google Slides allowed for us to, “communicate relevant information and ideas effectively to students, parents, and peers,” because it can be taught through a presentation and uploaded on our websites (ISTE, 2009, p. 2). This project allowed for Shannon and I to better understand how to adjust to adverse situations, such as technology not working. As teachers we will have to be quick on our feet and adjust to inconveniences and this presentation was great practice.

**References:**

- Carrington, A. (2015). The Pedagogy Wheel V4.1. Retrieved from [https://designingoutcomes.com/assets/PadWheelV4/PadWheel\\_Poster\\_V4\\_HighRez.pdf](https://designingoutcomes.com/assets/PadWheelV4/PadWheel_Poster_V4_HighRez.pdf)
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- Koehler, M. & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.
- Partnership for 21st Century Skills. (2009). *P21 framework definitions*. Retrieved from <http://www.p21.org/our-work/p21-framework>