

Candidates model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals.

year, I put together a proposal and worked with three of my 8th Grade (MYP Year 3) students to present to a room of 149 educators (and many joining us remotely) to show their portfolios of work using a Google design that I put into place this year for digital teaching and learning

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

This has assisted our school to understand blended learning and as I shift into the role assigned to me as Instructional Technology Coach in the 2014 – 2015 academic year, I will continue to work with faculty and students to continue this deepening of our 1:1 laptop programme for teaching and learning and moving teaching and learning to being paperfree in classrooms using our Google Apps school status.