

September 1, 2010

Christine B. McCormick, Dean
School of Education
University of Massachusetts Amherst

Dear Dean McCormick:

As required by the Sabbatical Leave Policy of the University of Massachusetts Amherst, I have returned to duty for the academic year immediately following the expiration of my Spring 2010 semester leave (1/17/10 – 8/31/10). Also, as required by policy, a report has been prepared and is being submitted with this communication, which details my sabbatical activities and accomplishments.

Given the fact that my sabbatical was spent learning to infuse emerging Web 2.0 technologies into my teaching, research, and service activities, I have elected to prepare and submit my Sabbatical Leave Report in a digital format [*Should a paper copy of this report be necessary, I will be able to supply readers with hard copies of all materials included in this report*] as a way of to “walk the talk” of transformative learning using emerging technologies. By digitizing the contents of this report, I believe I have created a document that is “shaped to its purpose” -- that purpose being -- to demonstrate my facility at infusing Web 2.0 technologies into the study of the discipline of mathematics education. This digital report was created with *RapidWeaver* software and utilizes “blogging” techniques being piloted by colleagues at Ball State University with each student teaching portfolio submitted in their education licensure programs.

I ask that my sabbatical activities be examined in relation to the **National Educational Technology Standards for Teachers (NETS-T) 2008** set forth by the International Society for Technology Education (ISTE). These standards have the support of the National Council for Accreditation of Teacher Education (NCATE) and circumscribe the reflections I offer on what I accomplished during this semester-long leave.

According to the NETS-T document:

Teachers are expected to inspire students learning and creativity while designing digital-age learning experiences, modeling digital-age work, promoting digital citizenship, and engaging in professional development and leadership in schools.

This expectation for teachers coincides with my sabbatical leave goals so, it seemed only fitting that I use the NETS-T standards as criteria against which my leave activities can be viewed and judged.

The artifacts produced during this sabbatical leave were created to either model for students what it means to be a life-long learner or to help students think creatively, communicate and work collaboratively while learning necessary content and skills to be successful early childhood and elementary mathematics teachers in 21st century classrooms.

The materials prepared for use in my revitalized mathematics methodology courses were designed to adhere to the nine elements of the “emerging learning landscape” advanced by ISTE. These elements include:

1. Student-centered, performance focused learning;
2. Media-rich, multisensory stimulations;
3. Flexible progressions with multi-paths options to meet objectives;
4. Learner-constructed knowledge from multiple information sources and experiences;
5. Collaborative work on authentic real-world projects;
6. Student engagement in definition, design and management of projects;
7. Creative thinking for innovation and original solutions;
8. Digital literacies and communication skills; and
9. Integrated assessment and learning. (Maloy, et.al. (2011, p. 19)

The NETS-T project officials remind us that:

*The world is different . . .
Kids are different . . . Learning is different . . .
and teachers must be different too.*

Thank you for supporting my leave request and for being a constant support of faculty learning to grow and develop in the midst of what is “different” in our local and global “distributed-learning” communities.

To access my **Sabbatical Leave Digital Report** use the following web address:

<http://people.umass.edu/pelliott>

Respectfully yours,

Portia C. Elliott, Professor
Mathematics Education
Division of TECS