

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Edith Wood	Mentor/Title: N. Schapley/English Teacher	School/District: North Paulding High School / Paulding County
Field Experience/Assignment: One Hour Technology Workshop	Course: ITEC 7460: Professional Learning & Design Innovation, Section 2	Professor/Semester: Dr. Luscre/Fall 2013

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
10/28/13	Began planning for the One Hour Technology Workshop [2 hours]	PSC 2.2, 2.6, 3.6, 4.1, 4.2, 5.1, 5.2	ISTE 2b, 2f, 3f, 4a, 4b, 5a, 5b
10/29-11/5/13	Researched review games using SMART Board technology, mastered the task of creating one, and began planning my instructional design. [5 hours]	PSC 1.4, 2.1, 2.2, 2.5, 3.6, 4.2, 5.2, 6.1, 6.2, 6.3	ISTE 1d, 2a, 2b, 2e, 3f, 4b, 5b, 6a, 6b, 6c
11/4 – 11/15/13	Created invitation to and handouts for the workshop. Sent invitation to my faculty. [4 hours]	PSC 3.1 3.7, 6.1, 6.2	ISTE 3a, 3g, 6a, 6b
11/11- 11/18/13	Developed the workshop website. [8 hours]	PSC 3.3, 3.5, 6.1, 6.2	ISTE 3c, 3e, 6a, 6b
11/7-11/14/13	Tested activity and began troubleshooting technical issues which led to shopping for and experimentation with various types of balls that might work on the SMART Board. [5.5 hours]	PSC 2.1, 2.2, 2.3, 3.2, 3.5, 4.1, 5.1, 6.3	ISTE 2a, 2b, 2c, 3b, 3e, 4a, 5a, 6c
10/19/13	Implemented the One Hour Technology Workshop with my teachers.[1 hours]	PSC 1.4, 2.1, 2.2, 2.3, 2.4, 4.2, 5.2, 6.3	ISTE 1d, 2a, 2b, 2c, 2d, 4b, 5b, 6c
10/19/13	Evaluated the workshop [.5 hours]	2.8, 4.3, 5.3, 6.2, 6.3	ISTE 2h, 4c, 5c, 6b, 6c
Total Hours: [26 hours]			

DIVERSITY								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
Ethnicity	P-12 Faculty/Staff				P-12 Students			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
Race/Ethnicity:								
Asian								x
Black				x				x
Hispanic				x				x
Native American/Alaskan Native								
White				x				x
Multiracial								
Subgroups:								
Students with Disabilities								x
Limited English Proficiency								
Eligible for Free/Reduced Meals								x

Part II: Reflection

CANDIDATE REFLECTIONS:

(Minimum of 3-4 sentences per question)

1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? It is a difficult time of year to get teachers in a high school to find time for optional professional learning. I had to come up with something that was relevant to the time of year as well as to student learning. I settled on designing a workshop to introduce teachers to the SMART Exchange and to have them create two review games to use with their students: koosh ball and jeopardy. I researched the games and made my own to be sure I knew the procedure thoroughly. Next, I created the invitation and handouts, then moved on to my website which can be viewed at <http://nphssmartreview.weebly.com/>. At this point, I began rehearsing my workshop and was disturbed to find that my koosh ball did not work on the SMART Board. I spent lots of time trying to make it work and finally broke down and bought a variety of balls to test. At last I was successful with a googly ball. After this, things went smoothly. I presented my workshop to my teachers who were all appreciative and excited to put what they had learned to use. In fact, the very next day at least one of them was using her new koosh ball review game. This workshop was stressful for me at times due to the technical issues I faced and the worry that nobody would attend. I learned that if you design your workshops around the needs of the teachers, they will come willingly. It is important to tailor your design to your teachers' individual styles and needs in the classroom. A technology facilitator has to take a leap of faith that busy teachers will make time to learn innovations if they feel they are relevant and engaging for students.

2. How did this learning relate to the knowledge (what must you know), skills (what must you be able to do) and dispositions (attitudes, beliefs, enthusiasm) required of a technology facilitator or technology leader? (Refer to the standards you selected in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

As a technology facilitator, I first had to know what innovations are available and which ones relate to the task at hand (PSC 1.4). I also needed knowledge of the content standards and common classroom practices and instructional strategies that create authentic learning (PSC 2.1, 2.2, 2.5). As I designed my workshop I needed to know appropriate instructional design (PSC 2.6) when creating professional learning experiences (PSC 5.2). I employed my skills in managing the digital tools available to enhance student learning and select appropriate tasks designed to meet the needs of the faculty and students (PSC 3.2, 3.6). As I implemented my workshop, my enthusiasm and attitude generated interest in maximizing classroom use of technology resources (PSC 3.1). I let my teachers know I valued their feedback both verbally and through a formal evaluation survey and analyzed the feedback in order to adjust my future instruction (PSC 5.2, 6.2, 6.3).

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? Professional learning experiences are necessary for any school faculty if they desire to continuously improve instruction. This workshop experience gave teachers the training they need to utilize the digital tools available in their classrooms. The majority of our teachers who have SMART Boards in their classrooms have not received the training they need to use this tool interactively as it is intended to be used. As is often the case, this digital innovation was introduced without proper training and support. When I advertised my workshop, I was greeted with enthusiasm from

teachers who want to do more with their SMART Boards, but do not have time to train themselves or do not have a clear idea of how, exactly, to make it interactive. This workshop impacted school improvement by providing an authentic professional learning experience with immediate value. Student learning has been impacted as evidenced by the comments of some of the teachers I trained who have already implemented the strategy. They have given me positive feedback that the students are engaged in the review sessions using the SMART Board technology. As a result of my workshop, these teachers are asking that I offer more SMART Board workshops to enhance their instructional practices. Assessment of the impact of this workshop is gathered from the formal online survey I conducted in unison with the informal verbal feedback I received from teachers and students.