**Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Maggie Phillips | **Mentor/Title:**  Loretta Tennison- Academic Coach | **School/District:** Hollydale Elementary/Cobb County |
| **Field Experience/Assignment:** Students with Disabilities Log: Using ActivInspire to Increase Engagement of Diverse Learners | **Course:** Data Analysis and School Improvement | **Professor/Semester:** Dr. Padgett Harrison |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 3/5/2013 | Facilitated Interactive Strategies training for ActivInspire to small group of staff at Hollydale Elementary (3.5 Hours for planning and implementation) | PSC 2.1, 2.6, 5.2, 6.2, 6.3 |
| 3/19/2013 | Facilitate Using ActivInspire to Increase Engagement of diverse learners to small group of staff at Hollydale Elementary (3.5 Hours for implementation and planning) | PSC 2.1, 2.2, 2.6, 5.2, 6.2, 6.3 |
| 3/21/2013 | Working with small group of teachers on enhancing lessons using a variety of internet tools with a variety of diverse students (ToonDoo, VoiceThread, etc. (3 Hours) | PSC 1.4, 2.8, 5.2, 6.2, 6.3 |
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|  | Total Hours: [10 hours ] |  |

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| **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 | X |  |  | X | X |  |  |
| Black | X | X |  |  | X | X |  |  |
| Hispanic | X | X |  |  | X | X |  |  |
| Native American/Alaskan Native | X | X |  |  | X | X |  |  |
| White | X | X |  |  | X | X |  |  |
| Multiracial |  |  |  |  | X | X |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities | X | X |  |  | X | X |  |  |
| Limited English Proficiency | X | X |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals | X | X |  |  | X | X |  |  |

**Part II: Reflection**

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| **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?**  For unstructured field experience this semester, I continued working with the staff at Hollydale Elementary on implementation of technology based resources. In this situation, I focused on preparing teachers to more effectively engage students with disabilities. Since the beginning of the year, I have been working with a small group of teachers to take technology beyond teacher usage, with the ultimate goal of technology usage being student driven. Over the course of the semester, i conducted three more trainings aimed at increasing teacher comfort level with technology, and student usage of technology. Each of these trainings took place after school and participation was purely voluntary. Two of the sessions focused on utilizing ActivInspire (software for interactive white board) to increase engagement of students with disabilities while the other training focused on using internet tools to increase engagement and motivation. From this experience, I learned that the most effective way to facilitate technological change in the classroom is with constant application and reinforcement. By sharing information with these teachers, then meeting additional times to follow-up with them and support their application, the implementation was far more effective than if the information had been presented in isolation and never addressed again. |
| **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.)**  Essentially, facilitating professional development sessions requires a fusion of knowledge, skills, and dispositions. In order to complete these trainings, I had to have an understanding of how the technology resources worked and were utilized in the classroom. I had to have knowledge about the interactive strategies and tools in order to share with others as well as knowledge about the internet tools being utilized. In addition, I had to understand how technology can be utilized to enhance the engagement and learning of students with disabilities. Knowledge is the foundation for all learning experiences related to technology, but it is especially important when teaching others. With technology, knowing how the resources operate is important, but equally so, is how to work with these resources (the skills). Technology leaders must know how to troubleshoot, how to communicate information, how to facilitate learning experiences, and how to maximize the usage of resources. The skill set is vital. Finally, the attitudes and beliefs impact the reception of the information as well as the effectiveness of the delivery. The willingness to change, grow, and learn new things is a vital part of being a technology facilitator or leader. Through my experiences this summer, I have continued to notice the influence of my attitude and beliefs as it relates to technology integration. The more excitement I share seems to trickle down, and people become more and more interested in the learning that is taking place. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  Because this field experience was targeted at a small group of teachers, the impact on student learning is still to be determined as the teachers have not had a chance to implement learning in the classroom. Ideally, teachers will have gained insight, information, and skills that they will use in the classroom, enhancing student learning opportunities. Several teachers did explain that they implemented several strategies with their small group, special education students and found them to be effective. A motivation survey or observational data might be an effective way to determine effectiveness of these trainings. Based on the session feedback and participant comments, it was clear that these sessions were beneficial to the professional learning and development of participating teachers. It is my hope that these teachers will take what they have learned and use it to enhance their instructional methods and resources. |