**Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Maggie Phillips | **Mentor/Title:** Mrs. Tawana Phillips-Taylor | **School/District:** Hollydale Elementary/Cobb County |
| **Field Experience:** Using Internet Tools in the High School Setting | **Course:** ITEC 7400: 21st Century Teaching and Learning | **Professor/Semester:** Dr. Williamson/Fall 2011 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 10/7/11 | Using internet tools to help develop authentic assessments for math (digital resources) (2 Hours) | 2.1, 2.2, 2.4, 2.6, 2.7 |
| 10/11/11 | Using internet tools on an interactive white board  (1 Hour) | 3.5, 4.1, 6.3 |
| 10/24/11 | Assisting 3 high school teachers in developing increasingly complex flip charts (Engagement strategies for ActivInspire) (2 Hours) | 2.1, 2.2, 2.6 |
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|  | Total Hours: [13 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 |
| Black |  |  |  | X |  |  |  | X |
| Hispanic |  |  |  | X |  |  |  | X |
| Native American/Alaskan Native |  |  |  |  |  |  |  | X |
| White |  |  |  | X |  |  |  | X |
| Multiracial |  |  |  | X |  |  |  | X |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  | X |  |  |  | X |
| Limited English Proficiency |  |  |  | X |  |  |  | X |
| Eligible for Free/Reduced Meals |  |  |  | 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 the field experiences, I worked with a group of high school teachers to infuse technology into their instruction. I began by working with these teachers on utilizing internet tools to help develop authentic assessments and performance tasks for students. Then, we explored ways to utilize internet tools on an interactive white board to increase levels of engagement. I was also able to facilitate an unofficial professional development session as a follow up to a course taught this summer. It was designed to share interactive strategies with teachers (putting the pen in the hands of our students.) I learned so much from these experiences. From technical knowledge (about iRespond, ActivInspire, etc.) to troubleshooting a variety of problems, I feel that these were great learning experiences. |
| **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.)**  In order to complete these experiences, I had to have a strong understanding of digital tools and resources available and ways in which these could be incorporated into the high school setting to increase student learning and engagement. I had to have knowledge about using technology-based resources to develop and enhance assessment of student of learning at the high school level. And, to be able to share interactive strategies for the Promethean Board, I had to have a solid understanding of these strategies and of the resources available through ActivInspire. Knowledge is the foundation for all learning experiences related to technology. 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 semester, I have become even more aware of 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?**  By facilitating an unofficial professional development session for teachers (that attended the summer ActivInspire class), I helped others in their usage of interactive tools and resources available in ActivInspire to increase the engagement level. I supported high school teachers as they learned new ways to infuse technology into their instruction and assessment. Ultimately, this follow up class was designed to increase the amount of time that the stylus was in the hands of children. Every teacher left with something new that they could experiment with, and hopefully something that they can use on a daily basis. The impact of this could be assessed by evaluating the usage of the interactive white boards by teachers who participated in the follow up class. As a result of facilitating professional development experiences, student learning, by default, would be impacted. Teachers now have the ability to utilize the new tools and resources (Promethean Boards, iResponds, etc.) that have been shown to increase student achievement. Many of these teachers are increasing their use of interactive strategies (ActivInspire), which increases engagement, and ultimately impacts student learning and achievement. |