**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/Assignment:** Unstructured Field Experience Logs | **Course:** ITEC 7410: Instructional Technology Leadership | **Professor/Semester:** Dr. Williamson/Fall 2011 |

**\*\*Field Experience from Summer 2011 ActivInspire Class through TQP Grant at Hollydale Elementary\*\***

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 6/13/11- 6/16/11 | Preparing for Interactive Whiteboard Class (Hollydale) – Assessing Needs, Planning, and Creating Guiding Flipchart for Professional Development Session (8 Hours) | PSC 1.4, 3.6, 5.1, 5.2, 6.1, 6.3 |
| 6/21/11 | Facilitating Professional Development Session: Interactive White Board (at Hollydale) 9:00-3:00 (6 Hours) | PSC 2.6, 3.2, 4.2, 5.2, 6.3 |
| 6/28/11 | Facilitating Professional Development Session: Interactive White Board (at Hollydale) 9:00-12:00 (3 Hours) | PSC 2.6, 3.2, 4.2, 5.2, 6.3 |
| 6/29/11 | Review of class evaluation forms, reflections, and revisions to Guiding Flipchart (2 Hours) | PSC 3.6, 5.2, 5.3, 6.1, 6.2, 6.3 |
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|  | Total Hours: [19 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 |  |  |  |  |  |  |  |  |
| Black | X | X |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White | X | X |  |  |  |  |  |  |
| Multiracial |  | X |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities | X | X |  |  |  |  |  |  |
| Limited English Proficiency | X | X |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

**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 experience recorded on this log, I am focusing on the professional development session that I facilitated this summer for teachers at Hollydale Elementary as well as several professors from Kennesaw State University. The theme of the course was, “It’s More Than a White Board” and it was designed to introduce and familiarize participants with the ActivInspire software (used with Promethean Boards.) This was the beginners class, targeted at teachers with very little experience and/or comfort level with ActivInspire software. The content was taught over the course of 2 classes (the first session was 6 hours and the second session was 3 hours.) We addressed concepts from hooking up the board, locating resources, to basic authoring of flipcharts. This was an incredibly powerful learning experience for me. First, in preparing for this experience, I studied and researched adult learning theories to familiarize myself with how to more effectively teach adults. That learning has become even more powerful throughout this semester in working with my peers. I learned that integrating technology can seem threatening to many people, but that by modeling, guiding, and supporting, you can help others become more confident and comfortable with utilizing these resources. Through this experience, I also learned of the importance of follow through and support. Effective technology leaders do not just model how to do something, and then walk away. They facilitate meaningful learning experiences and provide support, encouragement, and coaching long after the initial learning experience. |
| **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.)**  This learning experience definitively required a blend of knowledge, skills, and disposition. First, I had to have a deep and vast understanding of the information that I was going to teach. I had a very strong understanding of the ActivInspire software, but continued researching, studying, and experimenting with the software to further increase my knowledge and comfort level and to ensure that I was adequately prepared to share this knowledge. I also knew that strategic planning was a vital part of making this an effective learning experience. The skill set is what I felt least prepared for in this learning experience. While I feel incredibly confident and comfortable with teaching children, I have limited experience with teaching adults. When considering what I needed to be able to do (skills), I decided to research adult learning theories and use that information to design the sessions. I feel that I learned a lot about how teaching adults, which has been beneficial in many course related learning experiences. I also knew that I had to be able to effectively communicate and present the information. Through practice and reflections, I became more confident with the presentation component. Furthermore, in order to get participants to “buy in” to the idea of using the interactive white board as a tool to increase student achievement, I had to present the information with a positive attitude and a true enthusiasm. I had to communicate the vision of what technology integration would look like in our classrooms and within our school. While not everyone is there yet, we definitely took several steps in the right direction. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  The goal of this professional development session was to get teachers more comfortable with and using the interactive white board to enhance student learning. Due to a variety of barriers, many teachers were not using their Promethean Boards as anything more than a screen on which to project an image. By teaching class participants about the basics of ActivInspire and providing them opportunities to practice in a supported environment, all teachers walked away with a greater comfort level with this resource (IWB.) All class evaluations (completed by participants) indicated a significant increase in comfort level with the interactive white board, substantial increase in knowledge related to the software, and a much greater level of motivation to implement the resource. This class provided targeted and relevant professional development to the participating staff. In addition, by helping teachers use this resource, student learning, by default would be impacted. The long term impact could be assessed by evaluating the use of the interactive whiteboard by participants in the class. Further, and more complex data analysis could be done to assess the impact by comparing class participant data (student and teacher variables) to non-participants. |