

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Jennifer Burke	Mentor/Title: Karin Searls/teacher	School/District: Centennial Place Elementary / Atlanta Public Schools
Field Experience/Assignment: Technology Workshop	Course: ITEC 7460 Professional Learning and Technology Innovation	Professor/Semester: Julia Fuller/Spring 2014

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
3-18-14	Completed the Pre-Plan for the Workshop. [3 hours] – started collecting ideas and materials for the workshop.	PSC 2.6	ISTE 2f
3-20-14	Completed the Analysis for the Workshop [3 hours] – informal discussions and surveys of teachers to learn what they were most interested in.	PSC 2.3, 4.3, 5.1	ISTE 2a, 2e, 2f, 3d, 4a
3-23-14	Designed the lesson plan and activities for the Workshop. [10 hours]. Developed a PowerPoint presentation to use for handouts supporting discussion during the workshop. Identified and linked to supporting video that engaged teachers.	PSC 2.1, 2.3, 2.5, 2.7, 2.6, 3.6, 5.2	ISTE 2a, 2c, 2f, 3f, 4b
3-24-14	Developed the website that supports and explains the workshop. [4 hours]	PSC 3.3, 3.5, 3.7, 6.1	ISTE 3c, 3e, 3g, 6a, 6b
3-25-14	Implemented the Workshop with 8 classroom teachers [1 hour]	PSC 2.5, 3.1, 3.2, 3.5, 4.1, 6.1, 6.3	ISTE 2e, 3a, 3b, 3e, 5a, 6a, 6b
3-27-14	Analyzed teachers' evaluations of the Workshop [2 hours]	PSC 2.6, 2.7	2f, 2g
	Total Hours: [23 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								
Black		X						
Hispanic								
Native American/Alaskan Native								
White		X		X				
Multiracial		X						
Subgroups:								
Students with Disabilities		X		X				
Limited English Proficiency								
Eligible for Free/Reduced Meals								

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?

I delivered a one-hour hands-on technology workshop focusing on how teachers can get started using *Edmodo* with their classes. Eight teachers attended the workshop representing 1st-5th grades, music and special education. The workshop allowed them plenty of hands-on practice using *Edmodo*. Although I have conducted technology professional learning sessions before, frankly, this was the first time that I planned the session with teacher input, and included an evaluation component. Previous workshops have been traditional “sit and get” sessions showing teachers how to use some tool. By consulting with teachers before planning and identifying specific skills I hoped that teachers would gain, the workshop was much more successful and more likely to lead to implementation in several classrooms. As a technology leader, I need to focus on finding out what my teachers need and how best to get that information to them. I can make sure they are successful by applying coaching strategies.

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.)

A technology facilitator needs to know as much as possible about technology resources in order to be able to coach others in using them, and also be willing to learn from other teachers who have different strengths. To be an effective technology coach and leader it is critical to develop relationships with teachers as well as strengthening my own technology and instructional skills. I need to be able to effectively model use of the strategy or tool so that teachers can learn and also feel confident in my ability and understanding of their needs. I have to model not only technical skill but also enthusiasm for the tools as well as excitement about sharing new tools that will energize student learners.

I conducted a needs assessment (PSC 5.1) to determine faculty and subject area strengths and weaknesses to inform my development of the technology-based professional learning that aligns to state and national professional learning standards (PSC 5.2). The workshop focused on using digital tools and resources to engage students in authentic learning (PSC 2.3). Not only was I sharing information with teachers, but learning from them as well, demonstrating continual growth in my own knowledge (PSC 6.1) as we exchanged tips and tried new features together. My evaluation tool not only informs my professional learning workshop but also served as a model of effective summative assessment (PSC 2.7) to measure student learning and technology literacy. Allowing teachers sufficient time to play with Edmodo and ask questions at their own rate effectively differentiated their instruction, adjusting content, process, product and learning environment based on their characteristics as learners (PSC 2.5).

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

Several CPE teachers who were not able to attend the workshop were already using *Edmodo*, so they have been sharing their experiences and encouraging others. However, they have also asked that I reprise the workshop specifically to focus on some new features they haven't used. The 3rd, 4th and 5th grade teachers who attended have set up their class groups and have introduced students to basic discussion and quizzes. The 5th grade teacher who attended also jumped into *Edmodo* "apps" and has been assigning mathematics apps to small groups, effectively differentiating instruction and enhancing classroom learning. To further assess this learning experience, I plan an informal needs assessment as we wind up the school year to see how many other teachers are ready to try *Edmodo*. I also plan to survey students to find out to what extent they have been exposed to *Edmodo* in different classes – a number of students have already been using *Edmodo* for clubs and gifted activities. Observation and word-of-mouth are also effective tools of assessment, so I will pay attention to the "buzz" in the halls and break room.