

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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Course: ITEC 7410 Instructional Technology Leadership		Professor/Semester: J. Morrison/Summer 2014

Part I: Log

(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete one field experience totaling 5 hours!
If you have fewer field experiences, just delete the extra rows. Thank you!)

Date(s)	1 st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>
June 16 June 19	Design and develop a BOYT professional learning workshop for teachers in K-8 in Barrow County Schools. 2 days/ 3hours each	1.4/1d, 2.1/2a 2.3/2c 2.6/2c 2.7/2g 3.1/3a 3.6/3f 3.7/3g 4.3/5c 5.2/4b 6.3	1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? I was invited to deliver a BYOT professional learning workshop for teachers in K-8 in Barrow County Schools. A 7-hours workshop was focused on learning about strategies and applications to implement BYOT in a classroom. The content of the workshop was developed and published in a wiki and a Google Doc to share resources with the teachers.
June 23	Facilitation of the BYOT professional development workshop for teachers in K-8 in Barrow County Schools. 7 hours		In addition to addressing needs of elementary school teachers, the content targeted middle school audience as well. I researched strategies and specific tools appropriate for students in grades 6-8. During the workshop, teachers worked on developing specific learning activities to impact student learning in grades K-5 and 6-8.
Total: 13 hours			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?

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

(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.)

By sharing my expertise about BYOT implementation with another county, I supported the initiation of technology innovations in their schools. Teachers in K-5 and 6-8 were introduced to effective ways to enhance standard-based learning experiences of their students with technology, specifically personal devices that students bring to school. The teachers also developed a deep understanding of the 4 Cs and ways to make learning authentic. They explored different strategies to design and develop lessons that provide technology-enhanced experiences for students.

One of the learning targets of the workshop was to learn about integrating technology tools in the assessment process in a classroom for diagnostic, formative, and summative evaluations. Performance-based assessment and its role in the BYOT implementation were discussed as well.

Most teachers wanted to learn about classroom management and collaborative learning strategies to maximize use of digital resources in a classroom. Elementary and Middle school teachers developed separate banks of strategies to implement in their classrooms at the beginning of the next school year.

A large amount of time was spent selecting and evaluating digital tools and resources to make sure they were comparable with the school technology infrastructure and addressed needs of the teachers. Caroline Bucky, the instructional technology specialist for Barrow County Schools, collaborated with me and helped eliminate those resources that would be blocked or not comparable with their hardware and/or internet settings.

During the workshop, diverse ways to use BYOT resources and tools to support student cultural understanding and increase global awareness were modeled. This topic was relevant to teachers in grades 6-8, and many chose to create activities to address these areas.

This field experience integrated technology to support face-to-face components and principles of adult learning and promoted best practices in teaching, learning, and assessment.

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

Sharing expertise about BYOT with educators in a county where BYOT implementation is at its beginning stages was an exciting opportunity to support the change in teaching and learning. Barrow County Schools provides a multitude of opportunities for teachers to become knowledgeable about the initiative and develop skills needed for a successful implementation in their classroom. I hope that the impact of the workshop was big and helped teachers feel more comfortable and confident about testing new strategies at the beginning of the school year. Staying in touch with the leaders at the county will be helpful to learn about the process of implementation and assess its success in the future.