ACADEMIC LIFE EXPERIENCE REQUEST: Ed Leadership 325 – Instructional Technology

Teaching Positions that support Ed Leadership 325 Course Concepts:

- 3 years teaching ESL to students in grades k-5; 2 years teaching ESL to 4k students
- 9 week student teaching in 1st grade classroom; 9 week student teaching in ESL classroom

Explanation Supporting Acquisition and Application of the Course Content Knowledge, Skills and Dispositions

Course Concept #1: The use of electronic communication, word processing, draw, hypermedia, multimedia, digital imaging, spreadsheets, and web searching

Acquisition [see evidence #6]
- Training in Microsoft programs (Word, Excel, PowerPoint, Outlook)
- Daily use of web searching for both professional and student use (Google, World Book Online, Kids Britannica, 50 States, Fact Monster)
- SMART Board training through NEA [see evidence #7]
- Mobi training in 2010
- Flip Video training in 2011
- Beginning and Advanced Movie Maker Training in 2011
- Video converting training in 2011
- STAR training (Online reading assessment) in 2013 [see evidence #2, #8]
- iPad training in 2013
- Google trainings in 2013 and 2014
- Chromebook training

Application
- Use word processing (Microsoft Word) on a daily basis to write lesson plans, create learning tools, organize data, create charts and tables, print pictures, etc.
- Use of spreadsheets (Microsoft Excel) to record student data
- Use of PowerPoint to present information to students and engage student learning [see evidence #1]
- Communicate with co-workers via Microsoft Office
- Active Google Drives to share documents with staff at school, students and teachers throughout the school district [see evidence #2]
- Google Earth - used for geography, show impact of erosion, show impact of natural disasters, learn about communities and building in our community, map lessons, etc.
- SkyView – view constellations and planets and their exact location in the sky (virtual telescope)
- Wordle.net – generates word clouds from text – excellent website for ELL students to reinforce new vocabulary of a specific topic [see evidence #3]
- Evernote – used for progress monitoring students (used on iPad or computer) [see evidence #2]
- LaunchPad – personal cloud desktop for accessing school programs anywhere
- iPad and 3 Google Nexus tablets in classroom - use of apps (eBooks, Backyard Phonics, BrainPop, Educreations, SimpleMinds graphic organizers, Zooburst, Don’t Let the Pigeon Run This App, video, camera etc.) [see evidence #2,#5]
- YouTube videos – introduce and reinforce course concepts (School House Rock, [see evidence #5]
- FaceTime – distance learning project with Somoli students
- Daily use of SMARTboard during student teaching – math and word work
- DonorsChoose.org – provide resources for students and communicate with donors throughout the country to help my students receive over $2500 in resources from books to 3 Google Nexus tablets [see evidence #4]
Course Concept #2: Participation in technology related committees, decision making bodies, interactive workshops, etc.

Acquisition
- Training in STEM
- Active member on school committees (School Improvement Team and Intervention Team)
- SMART Board training via interactive workshop [see evidence #7]

Application
- Work at a school in the beginning stages of becoming a STEM (Science Technology Engineering and Manufacturing) school
- Member of Intervention Team - use of electronic progress monitoring to track student progress and determine next steps [see evidence #9]
- Member of School Improvement Team - making school-wide decisions, technology budget, Title 1 plan, use of Indistar for data, PBIS data through Infinite Campus [see letter of endorsement]

Course Concept #3: Evaluation of commercial and/or teacher produced media products, programs, or tools.

Acquisition/Application
- Our district has a process for evaluating and approving applications prior to adding them to student iPads; on our teacher iPads, the individual teacher completes this process. I have found it helpful to use a form created by Kathleen Schrock to assist in this process. [see evidence #10]
- I also test each application for its appropriateness for student use.

Course Concept #4: Creation of a unit that utilizes a variety of media and other resources to promote authentic student learning.

Acquisition [see evidence #6]
- Training in multiple technology resources (see Course Concept #1).

Application [see evidence #5]
- Imbedding technology into curriculum
- Use of a variety of technology throughout grade levels and units (i.e. iPad apps, Google Nexus Tablets for web searching and apps, Chromebooks, etc.)
- Unit Plan:
  - 4K- Camera, iPad, Flashcard Pro App. – Students took pictures of shapes, inserted them into a flashcard app on the iPad, used the microphone to name the shapes; the finished product became a wonderful teaching resource.
  - 1st Grade- PebbleGo and SimpleMinds

Course Concept #5: Defining of distance education in terms of the process, teaching requirements and relationship to student learning.

Acquisition [see evidence #5]
- One aspect of distance learning is not only providing students the opportunity to learn from others around the world right from their classroom through the means of an electronic device. (see Course Concept #1) but also training them in the proper process and etiquette when using a device to communicate with someone in another location.

Application [see evidence #5]
- In my classroom, we used FaceTime to interact with students from another school in the district - My students, from Thailand, Laos, and Mexico, wrote about their family’s journey to the USA and then used FaceTime to connect with students who journeyed from Somalia. Journeys, visuals of their homeland and families as well as other artifacts were shared. This connection continued throughout the year while learning about different cultures/life styles around the world and U.S. immigration.