Name :Kimberly Ward   Program (IT or SLM): IT (EdS)

Field Experience/ Impact on Learning Environment & Student Achievement Log

Identify at least five technology related projects that you created and implemented in the field (i.e., your teaching/work environment or another professional arena) as a result of something you learned in the Ed.S. program. These could be projects that you did specifically for an Ed.S. course you have taken, or they could be projects that you did independently (not as part of a course) that required you to use skills that you acquired or improved through your work in the Ed.S. program.   Complete the following table based on these projects. An in-progress example is provided on pages 2-3.

Project Name & Link (hyperlink the name to the project itself)	MEDT Connection (course that you did this for or that gave you the idea/tools to do the project)	Project Date	Project Description (WHO the project was done with or for, WHAT the project was, WHERE it was done, WHY the project was done, and HOW you did it)	Project Impact (What was the outcome of the project? How did you measure or assess this? If this was an instructional project, be sure to include learner impact.)
Americans Expanding Rights and Freedoms or http://stu.westga.edu/~kward5/MEDT7467/Americans/default.html	MEDT 7467	July 2009	I created this website with Microsoft Expression Web for third grade students learning about Americans who expanded our rights and freedoms. The website correlates with Georgia Performance Standard (GPS) **SS3H2 The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy.** a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women's rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and César Chávez (workers' rights). I created the website on my home computer, uploaded to Dr. Bray's server	I used the website with approximately 46 third grade students in my school. The students enjoyed using the activities, watching videos, and finding information about the American Heroes. I used the Quia quiz to measure student learning. Out of 46 students, 40 students scored 75% or higher on the quiz. I also used a "ticket out the door " to determine the students perception of the activities as compared to

				and linked to my Ikeepbookmarks website.	paper/pencil activities. All students stated they would rather use the website than paper/pencil activities.
Trackstar (screenshot) or http://trackstar.4teachers.org/trackstar/ts/viewTrackMembersText.do?org.apache.struts.taglib.html.TOKEN=3074ef190c08a0b5132d82fbac0f83ab&number=391944&password=	MEDT 6401	Fall 2009	I created the Trackstar assignment for a third grade GPS dealing with 5 major rivers of the United States. I created most of the resources on the Trackstar exercise because very little data was available. I created a simple movie using Windows Movie Maker after creating maps of the 5 major rivers. I used the maps to create flashcards and online games for map information and identification.	I used the website with approximately 47 third grade students in my school. The students enjoyed using the activities during a 45 minute class period. I used the Quia quiz as a formative assessment to measure student learning. Only 10 of the students scored 75% or above. It is evident from the formative assessment the students need more practice or more activities to become proficient with the GPS. I also used a "ticket out the door " to determine the student perception of the activities as compared to paper/pencil activities. All students stated they would rather use the website than paper/pencil activities.
AR Home Connect instruction video, Home Connect Survey (screenshot), Survey Results (screenshot) or http://www.screencast.com/users/KSWar	MEDT 8461	April 2009	Our school uses AR Home Connect to communicate with students and parents concerning student Accelerated Reader goals and progress. Many of our users were unfamiliar with the program and needed	I asked teachers to watch the tutorial and complete an online survey as to the usefulness of the

d/folders/Default/media/3d5bf9b2-d660-40f1-b79a-760ae886fce9			guidance. I created the tutorial with a free trial of Camtasia explaining log in procedures and use of several features of the program. Students, teachers, and parents can all use the tutorial to access AR Home Connect.	tutorial. Teachers, parents, and students can use the tutorial for Home Connect information. Teachers had a positive response to the tutorial. They felt like it was easy to access and would be very useful with students and parents.
StoryJumper [Story Jumper video](#) [(screenshot)](#) and [Story Jumper Assure lesson](#)	MEDT 7462	April 2010	I created a storyjumper tutorial video for Atkinson Elementary students. Often times students need to hear the directions to a tool several times while other students are ready to progress forward. The StoryJumper tutorial allows student to progress at their own rate of learning in beginning a StoryJumper book.	The students all successfully logged into StoryJumper and created a story of their own. The students were able to watch the video each class if needed in order to remind them how to log in and use StoryJumper.
Google Forms for Parent Involvement [Parent Email Form](#) [(screenshot)](#) [Parent Email with Spanish](#) [Parent Survey](#)	MEDT 7462	April 2010 September 2010	As part of our school improvement plan, our school hopes to involve all parents. As part of this process, I created a Friday email newsletter. In order to serve parents who were not in my database from Infinite Campus, I created an online form for parents to receive emails every Friday. In addition to the email form, I created a survey to obtain parent feedback on several parent activities.	I received 41 responses to the parent survey. I had hoped for more responses, but the online survey assisted in saving paper and provided immediate feedback automatically placed into a spreadsheet for easy sorting. I received 20 email newsletter requests on the google form.
[Atkinson Discussion Wiki](#) [(Screenshot)](#) And	MEDT 8480 MEDT 7462	February 2011	I created a wiki for Atkinson Elementary to hold discussions about articles. Typically,	The teachers have really enjoyed used the

[Wiki Survey](#) [(screenshot)](#)			teachers hold the article discussion during grade level meetings and then the grade chairperson writes up minutes as to the topics of the discussion. The wiki allows teachers to post a discussion at their own convenience without attending another meeting. We began the article discussions in preparation for our GAPSS review next year. The wiki provides immediate documentation for the GAPSS review. I piloted the wiki with a small group and we opened it up to the entire faculty.	using rather than having another meeting. I created a survey as to their likes and dislikes of using the wiki. All of teacher surveyed said they would rather use the wiki rather than have an additional meeting.