Sarah Barnett
Video Reflection Transcript
http://sbarne53.weebly.com/video-reflection.html

Hi! My name is Sarah Barnett, and I teach English at Woodland High School in Stockbridge, GA. In 2007, I completed my undergraduate work at Mercer University, and after graduation, found myself teaching in my hometown alongside many of my former high school teachers. During my second year of teaching, I earned a Master's Degree in Educational Technology from another institution, and while I did learn new skills and become acquainted with new technologies in the program, the growth I experienced was nothing compared to that afforded me by Kennesaw State University's Instructional Technology Education Specialist program.

Through my coursework I have not only improved my own technology integration in the classroom, but I have developed the skills necessary to coach other teachers and school leaders in technology usage to improve student learning, facilitate communication and collaboration, and help students develop the twenty-first century skills necessary to be successful after high school.

For example, I have created an Engaged Learning Project that consisted of a multi-genre online writing portfolio that used digital technologies to foster collaboration between peers, professionals, and an online writing community, encourage creativity through various visual depictions of the written word, and achieve technology and writing content standards, all through an authentic project grounded in a real-life scholarship essay contest.

I was also able to re-craft an AP Literature project into an Internet based lesson plan in which students used several internet technologies including blogging, Google Drive, and Padlet to collaboratively discuss the similarities and differences of two literary works, and then craft a scholarly analysis of the two works.

Perhaps, the most engaging lesson I created, and one that required a trip to the county jail for a special video presentation, was a webquest to be completed by all incoming 9th graders at my school warning them of the dangers of plagiarism and using interactive tutorials to guide them through specific techniques to avoid plagiarism. The project culminated in an online Glogster poster used to teach middle school students how to avoid plagiarism.

Yet, while I enjoyed transforming my own lessons in ways that use technology to engage my students and deepen the learning experience beyond the content standards, what I have appreciated even more about the specialist program is the emphasis placed not only on personal technology proficiency, but on developing the interpersonal and organizational skills necessary to assist other educators in exploring, learning, and integrating technology in their own classrooms.   While I definitely enjoy teaching students, I have found my passion working with teachers, and hope to soon work in an official role as an Instructional technology specialist at the school or district level. I have conducted needs assessments at both the individual and school level and provided follow-up professional learning for individuals and large groups based on the needs identified, as well as examined and critiqued my school's vision for technology implementation and conducted current reality reports and GAPPS reviews that mimic those used to evaluate school level leaders. Most of my field experiences focused on leading informal and

formal professional development, ranging from assisting teachers in creating classroom websites, to compiling an EdCanvas portfolio of online resources to be used as professional development for my English department peers. Furthermore, I participated in an action research project for which I examined much of the current research on BYOD (Or Bring Your Own Device), to evaluate my school's first year implementation of a BYOD initiative. The teacher survey used for this project provided the technology focus team at my school with a game plan for further implementation of BYOD, including needed resources, suggestions for professional development, required network and hardware adjustments, and suggestions for further research investigating the impact BYOD has on student achievement.

Each of these projects I have mentioned is highlighted in the electronic portfolio and helps to demonstrate mastery of standards necessary for technology coaches to demonstrate.

As a future instructional technology specialist or technology facilitator, I bring these experiences, as well as countless hours of undocumented and informal technology coaching at my current school. I am personable and creative, able to listen to a teacher's needs and work with him or her to develop technology related solutions that are research-based and offer students engaging and authentic learning experiences. I truly think my experience at Kennesaw, along with my own commitment to life-long learning, has equipped me with the skills needed to facilitate technology integration at any grade level.