**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chrissia Haughton | **Mentor/Title:** Thomas Roland/ IT | **School/District:** KIPP STRIVE Primary |
| **Field Experience/Assignment:** Implementing the App Plan Board | **Course:** ITEC 7410 Technology Leadership & Vision in Schools | **Professor/Semester:** Dr. Julia Fuller/ Fall 2017 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 10/19/17 | Completed the Pre-Plan for Professional Development of using Plan Board [4 hours] | PSC 2.6 | ISTE 2f |
| 10/20/17 | Completed the Analysis for Professional Development by surveys for using Plan Board [4 hours] | PSC 2.1, 2.4, 2.5, 2.6, 3.4, 4.3 | ISTE 2a, 2e, 2f, 3d, 5c |
| 10/23/17 | Designed the activities for using Plan Board. [4 hours] | PSC 1.2 2.1, 2.3, 2.6, 3.6, 4.2, 4.3 | ISTE 2a, 2c, 2f, 3f, 5b, 5c |
| 10/24/17 | Developed the Examples and tutorial videos for Plan Board online. [7 hours] | PSC 3.3, 3.5, 6.1 | ISTE 3c, 3e, 6a, 6b |
| 10/25/17 | Implemented the Plan Board with Teachers and other staff members [8 hours] | PSC 3.1, 3.2, 3.5, 3.7, 4.1, 6.3 | ISTE 3a, 3b, 3e, 3g, 5a |
| 10/27/17 | Evaluated the use of Plan Board through surveys[3 hours] | PSC 2.6, 2.7 | 2f, 2g |
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|  | Total Hours: [30 hours ] |  |  |

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

**Part II: Reflection**

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| **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?**  During this field experience I wanted to introduce the app Plan Board and allow teachers to become familiar using this app to make creating lesson plans more easy and to have a better access for other teachers to view. I learned that when facilitating technology and leadership, time was a concerned. With the amount of Professional Development already in place, I had to consider the amount of time needed to conduct additional PD’s for the second grade team. I learned that all members would not want to try something new, and would need more one on one to gain a better understanding of the application. |
| **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.)**  This learning related to my knowledge of knowing how to use the app Plan Board. I needed to know how to create a video to be shown to users as a guide to using Plan Board. I had to know all parts of the application and know how to troubleshoot any issues that may arise. Having a positive attitude when facilitating, helps others feel comfortable. This helps enhance the learning experience aligned with teacher’s technology standards. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This field experience impacted faculty development by showing a different way to incorporate a different way of planning lesson plans. Technology was introduced and now faculty members have the opportunity to be tech savvy with new tools. Faculty members have developed a more professional learning skill that can be used to create, store and collaborate lesson plans for other teachers. Lesson Plans can now be reused and located in one location for easier access. |