**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chrissia Haughton | **Mentor/Title:** Suzanne Martin/ Computer Specialist | **School/District:** Riverside Primary/Cobb County |
| **Field Experience/Assignment:** Workshop | **Course:** ITEC 7460 PL & Tech Innovation Section W07 | **Professor/Semester:** Dr. Anissa Vega/ Spring 2017 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 32/17 -3/9/17 | Model digital Web tools [4 hours] | PSC 1.1, 1.2 | ISTE 1a, 1b |
| 3/9/17- 3/13/17 | Implement and observe the use of the digital Web Tools [4 hours] | PSC 2.1, 2.2, 2.3 | ISTE 2a, 2b, 2c |
| 3/16/17-3/23/17 | Facilitate the use of assessment of the digital Web Tool [7 hours] | PSC 2.5, 2.6, 2.7 | ISTE 2e, 2f, 2g |
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|  | Total Hours: [15 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 |  |  |  |  |  |  |  |  |
| Black | X |  |  |  |  | X |  |  |
| Hispanic | X |  |  |  |  | X |  |  |
| Native American/Alaskan Native | X |  |  |  |  | X |  |  |
| White | X |  |  |  |  |  |  |  |
| Multiracial | X |  |  |  |  | X |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  | X |  |  |
| 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?**  This field experience was great! I really enjoyed my time preparing to coach and facilitate a workshop for the first time. I was happy to know that my time planning and creating a website, was able to teach my colleagues more about the non-negotiable tools at our school. |
| **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.)**  While coaching and facilitating the workshop, I had to know a lot about the web tools I was presenting. I had to know my way around the site in order to implement the skills I wanted to teach to my colleagues. I had to know how to create an account for both ConnectED and Splash Math. I had to know how to create lesson plans through the ConnectED site and assign lessons from both ConnectEd and Splash Math. I learned that having a positive attitude works best when coaching a fellow team mate. I learned that we shared different beliefs on how to use technology but also, we were both open to trying to new things. As for the workshop, I learned that having all your materials and knowing how to troubleshoot is very important when conducting a workshop. |
| **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 school improvement by showing that other teachers have the ability to teach others a new way of teaching. The impact was great because it maximized teachers abilities to use new tools. It enhanced the confidence to using a web tool that can be challenging and time consuming. The coaching helped monitor progress while the workshop helped implement the progress. This impact can be assessed by the outcome teachers had of the coaching and the workshop. |