**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Julia Hotchkiss | **Mentor/Title:** Kathie Craven/Media Specialist | **School/District:** Thomas County Middle School/ Thomas County Schools |
| **Field Experience/Assignment:** One Hour Technology Workshop | **Course:** ITEC 7460 | **Professor/Semester:** Dr. Grove/ Fall 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 10/3/16 | Questionnaire- Technology Areas of Need  [2.5 hours] | 5.1, 5.2 | 4a, 4b |
| 10/5/16 | Creating Evaluation Form [1 hours] | 2.7, 5.1, 5.2, 5.3 | 2a, 2d, 4b, 4c |
| 10/5/16 | Creating Handouts [3 hours] | 2.7, 5.1, 5.2, 5.3 | 2a, 2d, 4b |
| 10/10/16 | Workshop [1.5 hours] | 2.7, 5.1, 5.2, 5.3 | 2g, 2h, 4b |
| 10/14/16 | Review Data from Evaluation Form [1 hour] | 5.3, 6.1 | 4c |
| 11/4/16 | Workshop webpage [5 hours] | 2.7, 5.1, 5.2, 5.3 | 3b |
| 11/28/16 | Creating Engage & Learn Video [1 hour] | 5.2 | 3b |
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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 |  |  |  |  |  |  |  |  |
| White |  | x | x |  |  |  |  |  |
| Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

**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 involved creating a technology workshop for teachers based on a need. I created a workshop based Engage & Learn online assessments. This was a fairly recent initiative in our system so it was highly requested. I learned that technology facilitation and leadership goes beyond teaching peers something that you always enjoy. Being a technology coach means that you are helping someone with a program, app, or device that may not always be your favorite item to use. |
| **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 experience related to the knowledge, skills, and dispositions required of a technology facilitator by understanding that working on new initiatives may mean dealing with ruffled feathers and dragging feet. It is important not to take it personal when teachers and some administrators disagree with the initiative. The technology facilitator’s job is to teach the technology and not to make the initiative decisions. It is also important to portray a disposition of positivity, if I act excited about something new, my participants will too. Finally it is vital to model using the technology for assessment data to show the importance of data in the classroom to drive instruction. |
| **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 effected faculty development. My participants attended my workshop as part of a school-wide expo of professional learning. The impact can be assessed with a survey that evaluates the effectiveness and future use of Engage & Learn |