# STRUCTURED
# Field Experience Log & Reflection
**Instructional Technology Department**

| Candidate:<br>Sarah Barnett | Mentor/Title:<br>Kathy Thompson/Media Specialist | School/District:<br>Woodland High School/Henry County |
|---|---|---|
| Field Experience/Assignment:<br>Technology Workshop | Course:<br>ITEC 7460  Professional Learning and Technology Integration | Professor/Semester:<br>Dr. Fuller/Spring 2013 |

## Part I: Log

| Date(s) | Activity/Time | STATE Standards PSC | NATIONAL Standards ISTE NETS-C |
|---|---|---|---|
| **3/8/14** | Analyzed results of technology focus team beginning of year survey; researched Henry County's vision for POINT; selected topic for workshop [4 hours] | 1.2, 1.4, 5.1, 5.2, 6.3 | 1b, 1d, 4a, 4b |
| 3/13/14; 3/14/15 | Researched information for workshop; located tutorials; practiced specific processes [5 hours] | 1.2, 2.6, 2.7, 2.8, 3.5, 5.1, 5.2, 6.3 | 1b, 2f, 2g, 2h, 3e, 4a, 4b |
| 3/17/14 | Created lesson plan for workshop [2 hours] | 2.6, 2.7, 2.8, 4.3, 5.1, 5.2, 6.3 | 2f, 2g, 2h, 5c, 4a, 4b |
| 3/17/14, 3/18/14, 3/20/14, 3/21/14, 3/23/14, 3/24/14 | Created screencasts, handouts, workshop agenda [11 hours] | 2.6, 2.7, 2.8, 3.5, 4.3, 5.2, 6.3 | 2f, 2g, 2h, 3e, 5c, 4b |
| 3/26/14 | Created evaluation survey on Google Forms [1 hour] | 5.2, 5.3, 6.3 | 4b, 4c |
| 3/27/14, 3/28/14 | Created website to house all workshop information [3 hours] | 3.3, 3.5, 5.2, 6.3 | 3c, 3e, 4b |
| 4/3/14 | Conducted workshop [2 hours] | 3.5, 5.2, 6.3 | 3e, 4b |
| 4/5/14 | Evaluated survey data [2 hours] | 5.2, 5.3, 6.2, 6.3 | 4b, 4c, 6c |
| | | | |
| | Total Hours: [30] | | |

| DIVERSITY<br>(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 | | | | X | | | | |
| Hispanic | | | | X | | | | |
| Native American/Alaskan Native | | | | X | | | | |
| White | | | | X | | | | |
| Multiracial | | | | X | | | | |
| **Subgroups:** | | | | | | | | |
| Students with Disabilities | | | | | | | | |
| Limited English Proficiency | | | | | | | | |
| Eligible for Free/Reduced Meals | | | | | | | | |

## Part II: Reflection

**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 prepared, conducted, and evaluated a workshop for POINT, my school system's data management program. This program is part of the school system's vision for technology integration and personalized learning, so understanding its features is important. I used a needs assessment from the beginning of the school year to justify the need for the workshop, and then used many of my own resources and experiences to create a workshop demonstrating some of the basic features of the program. Extra screencasts and handouts were included in a website, along with all materials from the workshop, so that participants could visit the website for support and extension of learning. Finally, I conducted a post-workshop evaluation, and analyzed this data to determine the effectiveness of the workshop and to make plans for future professional development.

**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 field experience was helpful in expanding my knowledge of the school system's strategic vision for technology integration and personalized learning. POINT, the topic for the workshop, is part of the school system's improvement plan, and it is vital that all teachers understand how to use the program in order to meet school improvement goals. The field experience was also especially helpful in meeting the professional learning standards. The experience allowed me to conduct a needs assessment, to design effective professional learning, and to evaluate this professional learning to determine how it improved teacher knowledge. As a technology coach, I must know how to do each of these tasks, so the workshop was especially beneficial in improving these skills. Finally, this field experience reminded me of the dispositions needed when working with adults, dispositions that are different than those required when working with students. An instructional technology coach must not only be knowledgeable and skilled, but must also be understanding of the knowledge and skills teachers already possess, allow for these teachers to have a shared voice in the learning process, and be responsive to the way adults learn.

**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 can improve faculty knowledge of how to use the POINT program to collect student assessment data. Teachers can use POINT to collect various types of data that is standard-aligned and analyze how students are progressing toward mastery of the standards. This data can then be used to differentiate and personalize learning for each student, which should improve student achievement and student learning.