

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Ariel Flinn	Mentor/Title: Heather Rogers/Teacher	School/District: Findley Oaks Elementary/Fulton County
Field Experience/Assignment: Technology Planning Project	Course: ITEC 7305: Data Analysis and School Improvement	Professor/Semester: Judith Jones/Spring 2014

Part I: Log

Date(s)	Activity/Time	PSC Standard
2/11/2014	Completed and rehearsed the first draft for the Elevator Speech [1 hour]	PSC 1.2, 1.3, 1.4, 2.8 3.6, 6.1, 6.2, 6.3
2/11/2014	Listened to classmates' speeches on VoiceThread [½ hour]	PSC 3.7, 6.1, 6.2
2/11/12	Explored, designed, and recorded the Elevator Speech on VoiceThread [½hour]	PSC 3.5, 3.7, 6.1
	Total Hours: [2 hours]	

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	x						
Black	x	x						
Hispanic	x	x						
Native American/Alaskan Native								
White	x	x						
Multiracial	x	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?

This field experience allowed me to practice two firsts – first time creating an “elevator speech” and first time creating my own VoiceThread. In creating my elevator speech, I learned how to succinctly recommend a policy/procedure (UDP) to support the use of data to improve teaching and learning. In using VoiceThread, I was able to gain experience with using digital communication and collaboration tools to communicate this idea with others (my classmates). I now know how to lead others in the use of this communication tool, and how to lead others in getting “on board” with a new procedure quickly and concisely.

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.

As a technology facilitator, I should know about various digital communication and collaboration tools like VoiceThread and how to efficiently recommend policies and processes such as the UDP to systematically collect and analyze student achievement data, interpret results, communicate findings, and implement appropriate interventions to improve instructional practice and maximize student learning. I should be able to troubleshoot basic software common in digital learning environments, such as Voicethread so that I can help others use this tool as well. I should also be able to continual growth in knowledge and skills of current and emerging technologies and apply them to improve personal productivity and professional practice, such as contributing to and reflecting on others’ VoiceThread recordings for the elevator speech.

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 will ultimately help our faculty and our students in that I will be able to recommend a new policy to systematically collect and analyze student achievement data, interpret results, communicate findings, and implement appropriate interventions to improve instructional practice and maximize student learning. This impact can be assessed a) by seeing if the Elevator Speech helps excite and involve teachers and administrators in adopting the UDP, and b) by observing student growth as a result of adopting this new data procedure. I plan to “pitch” the Elevator Speech to my school’s faculty soon.