

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: One-Hour Technology Workshop	Course: ITEC 7460	Professor/Semester: Dr. Chiavacci/Fall 2014

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
11/13/2014 – 11/28/2014	Developed handouts and Findley Ed Tech Wiki as an online platform for the workshop and beyond [10 hours]	1.4, 3.3, 3.6, 3.7, 5.1, 5.2, 5.3	1d, 3b, 3c, 3f, 3g, 4a, 4b, 4c
11/19/2014	Held Technology Workshop [1 hour]	1.4, 3.3, 3.6, 3.7, 5.1, 5.2, 5.3	1d, 3b, 3c, 3f, 3g, 4a, 4b, 4c
	Total Hours: [16 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								
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?

In this field experience, I was able to use Wikispaces to develop an online platform for technology-related professional learning for teachers at my school. I then held a one-hour technology workshop for teachers at my school, using the Wiki as a point of reference and “home base” for the learning. From this field experience, I got to practice working with Wikispaces, which I specifically chose for its collaborative features in order to allow other teachers to contribute to the school’s professional learning as well. I also learned leadership skills such as how to analyze the school’s needs, then design, develop, implement, and evaluate a professional learning workshop based on those needs.

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.)

Through this field experience, I was able to deepen my own personal knowledge about digital content and collaborative learning networks to support expand opportunities and choices for online professional development for teachers and administrators. I was also able to practice my skills for implementing technology-rich professional learning programs that, as a technology leader, I will need to do often to help others. Finally, I was able to reflect on the outcomes of my technology workshop through an evaluation of the results in order to determine the effectiveness of my workshop as well as my overall ability to hold such workshops, which are necessary for any strong technology leader.

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 had a direct impact on faculty development, and, as a result, has or will have an impact on student learning if and when these teachers implement the tools that were discussed at the workshop. Several teachers attended the workshop and most indicated in the post-workshop evaluation survey that they strongly believe they will be able to implement these tools in their teaching. Beyond the post-workshop evaluation, the impact of this workshop may be measured through comparing student achievement data before and after the implementation of the tools the teachers learned about in the workshop.