**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:  Christa Evans Heath** | **Mentor/Title:  Ellen Reagin/Media Specialist** | **School/District:  Holcomb Bridge Middle School/Fulton County** |
| **Course:** ITEC 7305 | | **Professor/Semester: Wright/Fall 2014** |

**Part I: Log**

**(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete one field experience totaling 5 hours!  
If you have fewer field experiences, just delete the extra rows. Thank you!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| 8/14/14  8/24/14 | Develop procedures and policies for Bring Your Own Technology (BYOT) and iPad Cart Checkout. (1 hour)  Brown Bags with teachers (3 30 min sessions) | |  | | --- | | 1.3 ***Policies, Procedures, Programs, and Funding*** – Candidates research, recommend, and implement policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school, district, state, and federal technology plans and guidelines. Funding strategies may include the development, submission, and evaluation of formal grant proposals. (PSC 1.3/ISTE 1c) | | **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 had to create polices and procedures which fall align with the school leadership and school polices in regards to technology. At the same time while creating this policies I had to be mindful of those using the new procedures and also have their buy in to ensure they would follow the procedures.  **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?**  In this experience, I must be aware of current national and educational policies in place in regards to BYOT. As a technology leader in my school, I must ensure our procedures and policies in which I create meet the strategic technology plan and shared vision of our school and district.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This plan directly impacts the school improvement, faculty development and student learning in various forms. Teachers are now aware what our school is and district policies in regards to BYOT. Teachers have received professional development to ensure these policies are followed. The school improvement plan and student learning is impact by greater access to technology during instruction with the use of the iPad carts and BYOT. This impact can be assessed through the number of students using technology in the classroom each day. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  | | Black |  |  | X |  |  |  | X |  | | Hispanic |  |  | X |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  | X |  |  |  | X |  | | Multiracial |  |  | X |  |  |  | X |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  | X |  | | Limited English Proficiency |  |  |  |  |  |  | X |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  | X |  | | | |
| **Date(s)** | **2nd Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| 9/3/14  9/4/14 | Develop and created Digital Citizenship lessons and website for school staff to utilized during school learning lab time over 5 days.(2 hour) | 1.1 ***Shared Vision*** *–* Candidates facilitate the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership. (PSC 1.1/ISTE 1a)  1.2 ***Strategic Planning*** – Candidates facilitate the design, development, implementation, communication, and evaluation of technology-infused strategic plans. (PSC 1.2/ISTE 1b)  **3.6Selecting & Evaluating Digital Tools & Resources -** Candidates collaborate with teachers and administrators to select and evaluate digital tools and resources for accuracy, suitability, and compatibility with the school technology infrastructure. (PSC 3.6/ISTE 3f) | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  In this experience, I developed and crated digital citizenship lessons to be deliver during our school daily learning lab time. These lessons are part of our school Positive Behavior Intervention Strategies program. I created a weebly website for all staff to easily access the information to deliver the lessons to their students. This experience allowed me to facilitate learning through the use of technology easily for the whole school staff and is a reflection of being a technology leader at my 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.)**  In developing these lessons and website, I had to know what proper digital citizenship is and how to relay and provide instruction to students in regards to this topic. Through my coursework I have gained the knowledge regarding digital citizenship and what are the proper usages which is age appropriate for my students. As a technology leader at my school, I must display the proper attitude and enthusiasm about the importance of digital citizenship. Through my coursework, I gained the knowledge to design lessons and a website for this material to be delivered at my school. I must have the knowledge and disposition to select the proper digital tools and resources in design this program.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  As our school and district moves slowing to a 1:1 community, we must develop in our community the dispositions and knowledge for proper technology use in our classrooms and from our staff and students. In the development and delivering these lessons the community will develop the skills needed as we move to a 1:1 technology usage. This impacts our school improvement , faculty development and students where as technology is a major focus in our strategic plan. Teachers must understand and exhibit proper digital citizenship in their instruction so this proper usage will be passed along to students. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  | | Black |  |  | X |  |  |  | x |  | | Hispanic |  |  | X |  |  |  | x |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  | X |  |  |  | x |  | | Multiracial |  |  | X |  |  |  | x |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  | x |  | | Limited English Proficiency |  |  |  |  |  |  | x |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  | x |  | | | |