**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:** Troubleshooting Log -Capstone Experience | | **Professor/Semester: 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) |
| August 2014- May 2014 | Troubleshooting technical issues in companion with our school’s  technology department/ 30 hour  s | |  | | --- | | PSC 1.1, 1.2, 3.1, 3.2, 3.5,  6.1, 6.3 | | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  Prior to entering into the teaching field, I worked for a technology company for over ten years and I am seen as a technology leader at mu school. Our school technology specialist was out starting on the first day of the 2013-2014 school and did not return until the second semester. In their absence I was seen as the go to person to resolve technology issues. With my trouble shooting skills, I was able to provide leadership in this area at our school when it is need. I facilitated troubleshooting and repairs with software and hardware issues in our digital learning environments. Without me providing this assistance, most of our teachers would of become frustrated and would have given up on the use of technology in their instruction.  **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?**  This learning related to knowledge in  that I needed to have knowledge of how  to solve problems prior to attempting to  help others. My background knowledge  of technology was critical to the success  of this. In being a technology leader, I must have positive disposition and attitude while using my problem solving skills. I must have skills and calm attitude to keep working until I find the correct solution to the problem. It is this calm attitude which will have others see my willingness to help them and in turn they will be willing to incorporate  technology into their lessons or to call on me for assistance.  **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 impacted faculty development, school improvement and student learning through my willingness to take on basic technology problems when the school was lacking a person in this role. At the same time, teachers seeing me being willing to take on these tasks and educating them on simple items they became more comfortable in using technology in their classroom and asking for instruction and assistance. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  | | | |