STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Amy Calley	**Mentor/Title:** Sandra Lake/ITS	**School/District:** Brumby Elementary School/Cobb County
Field Experience/Assignment: One Hour Technology Workshop	**Course:** ITEC 7460 – PL & Tech Innovation	**Professor/Semester:** Anissa Vega/Fall 2018

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
10/29/18	Initial planning meeting including development of needs assessment survey to address M.I.E concerns [1.5 hours]	PSC 1.1, 2.1, 2.6	ISTE 1a, 2a, 2f
11/5/18	Analyzation of survey results to determine focus of workshop, creation of workshop plan including who is responsible for specific aspects and how we can collaborate on workshop as a whole. Development of lesson plan and agenda. [2 hours]	PSC 2.1, 2.2, 2.6, 3.6	ISTE 2a, 2b, 2f, 3f
11/8/18	Work session involving development of PowerPoint presentations and handouts, and initial development of Weebly platform. [2 hours]	PSC 2.1, 2.3 2.6, 3.2	ISTE 2a, 2c, 2f, 3b
11/12/18	Work session involving development of videos and description of Core X cohort [2 hours]	PSC 3.2, 3.3, 3.5, 3.6	ISTE 3b, 3c, 3e, 3f
11/15/18	Implementation of M.I.E. Workshop [2 hours]	PSC 2.2, 2.3, 3.2, 3.3, 3.6, 5.2	ISTE 2b, 2c, 3b, 3c, 3f, 4b
11/28/18	Final revision of Weebly platform, including addition of Evaluation and Screencast supporting how our workshop meets rubric requirements, as well as uploading of Reflection statements from each cohort member [2 hours]	PSC 2.4, 5.2, 6.1, 6.2, 6.3	ISTE 2d, 4b, 6a, 6b, 6c
	Total Hours: [11.5 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	x	x						
White	x	x						
Multiracial	x	x						
Subgroups:								

Students with Disabilities									
Limited English Proficiency									
Eligible for Free/Reduced Meals									

Part II: Reflection

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CANDIDATE REFLECTIONS:
(Minimum of 3-4 sentences per question)

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1. **Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**

    This field experience involved designing and implementing a one hour technology workshop that supported Microsoft Innovative Educator training at our school. The activities included a needs assessment survey, developing a plan for the workshop trainings, making decisions about which parts our team members were responsible for and how we could collaborate, designing workshop materials such as handouts, videos, and PowerPoints, conducting the actual workshop, analyzing feedback, and reflecting upon our experience. I learned how to be the presenter of information as opposed to being the absorber of information, and how to use multiple forms of technology to create presentations that would be interesting and appealing to my colleagues. We used the partnership approach throughout not only the design portion but also the delivery, as we worked with each other and our colleagues to make it a positive experience for all.

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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.)**

    Knowledge: In order to complete this workshop design, it was necessary to understand digital tools and resources that would benefit our colleagues, as well as how to use other tools and resources to actually design and implement our plan. We needed to know how to troubleshoot and select and evaluate the digital tools as well.

    Skills: In choosing and implementing digital tools and resources, skills were developed in evaluating the effective use in order to create an authentic digital learning experience. I needed to use instructional design strategies to model and facilitate what the teachers needed to know and understand. I needed to be able to use blended and online learning, as the presentation was mostly online but also involved handouts and instruction about using OneNote to support blended learning across grade levels and subject matter.

    Dispositions: Through the experience of creating a one hour technology workshop, I participated in continuous learning, as it was necessary to use prior knowledge of digital tools and resources and expand upon what I already knew how to do. This type of professional learning provided for much reflection, in which I now feel more confident being the presenter instead of just a participant. It was necessary to be able to work well

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with a team, and to have the belief that anyone can learn to incorporate technology if they have the right information, support, and attitude.

3. **Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**

    This workshop supported M.I.E. training, which is currently required of all staff at our school. Being in a brand new building with newer and more technology available, the expectations are that we are learning to use the technology for instruction and collaboration, with a goal of increased student engagement. The presentations in this workshop (involving Office 365, OneNote, and Forms) were designed to support staff in areas they had already received training in, but that were lacking in deeper understanding. A goal of the workshop was to help teachers complete M.I.E. homework, and our survey concluded that teachers felt much more confident in doing so. The impact can be assessed further by classroom visits in which we can observe OneNote and Forms being put into practice, and by possibly surveying students on their level of engagement prior to and during implementation of these digital tools in their classrooms.