**Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Adam Rich | **Mentor/Title:** Ben Corley / AP | **School/District: Chestatee HS / Hall Cty** |
| **Field Experience/Assignment:**Interview Principal / Prepare PLU | **Course:**21st Century Teaching & Learning | **Professor/Semester:**Matthews / Spring 2015 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 3/17 | Interview with Principal over LoTi in classroom1 hr | 1.1, 1.2, 2.6, 2.7, 2.8, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3 |
| 3/17-3/21 | Meet with Librarian over Tech Tuesdays 4 hr | 1.1, 1.2, 2.6, 2.7, 2.8, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3 |
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|  | Total Hours: [30 hours ] | 5 hours |

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| **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 |  |  |  |  |  |  |  | X |
|  White |  |  |  | X |  |  |  | X |
|  Multiracial |  |  |  |  |  |  |  | X |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  |  | X |
|  Limited English Proficiency |  |  |  |  |  |  |  | X |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  |  | X |

**Part II: Reflection**

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| **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 my field experience I first discussed with my Principal what her feelings of the LoTi level were in the current classroom settings, in which she said would be mainly a level 2 or 3 and mainly teacher led and researched based. She then asked if I would head up a Tech Tuesday PLU next school year, where we would have a different teacher every day discuss various types of technology and how other teachers can use it. So working with my school librarian I have learned how to facilitate building a Tech PLU and how to lead a group of teachers into improving their technology use in their classrooms. |
| **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.)** This experience required that I have knowledge of various technology that teachers can implement in their classrooms. I must be able to know how they work and how teachers can use them effectively in order to enhance their classrooms. I also must be able to show them how using this technology can increase enthusiasm of their students to motivate them to succeed at the lesson at hand. These skills will allow me to prepare a proper and valuable technology lesson that the faculty can use to enhance the rigor and technology use in their classroom. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** This experience first allows my school to impact the school improvement plan directly by expanding on PLU opportunities as stated in our goals. It also is specifically designed to help develop faculty use of technology to help increase student scores and to help improve our communication with our students and our community. By enhancing our technology we can enhance the rigor in the classroom and allow the student the ability to learn at their pace and correlate it with prior knowledge. We can assess the impact through improved test scores and administrative observation of improved technological use in the classroom. |