**STRUCTURED
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Adam Rich | **Mentor/Title:** Ben Corley / Assistant Principal | **School/District:** Chestatee High School / Hall County |
| **Field Experience/Assignment:**Coaching Journal / 1 Hour Workshop | **Course:**ITEC 7460 PL & Tech Innovation | **Professor/Semester:**Dr. Grove / Summer 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE StandardsPSC** | **NATIONAL StandardsISTE NETS-C** |
| 6/27/16 | Completed GAPSS Review and surveys (5 hours) | PSC 5.1 | ISTE 5c |
| 7/15/16 | Completed Coaching Journal and Coaching (15 hours) | PSC 5.2 | ISTE 2a, 2b, 2c, 2d, 5a, 5b, 5c, 5d |
| 7/17/16 | Completed 1 hour Technology Workshop (10 hours) | PSC 2.6 | ISTE 2a, 2b, 2c, 2d, 5a, 5b, 5c, 5d |
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|  | Total Hours: [30 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 |
|  Hispanic |  |  |  |  |  |  |  | X |
|  Native American/Alaskan Native |  |  |  |  |  |  |  | X |
|  White |  |  |  |  |  |  |  | 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?**During this experience I was able to learn how to complete a GAPSS review and survey to help better understand my school’s needs and teacher survey and questionnaire. Using this I was able to find strategies to help create a 1 hour technology workshop that benefited all of the teachers and help fix areas of weaknesses of the school. I was also able to create strategies to assist a teacher during a one on one experience and help him build upon his current educational prowess. Using these experience I know that I can help guide a faculty toward strong technology as a group and one on one. |
| **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.)**First you must have a strong base in technology strategies that you can impart on your faculty. Second you must have learn listening strategies as well as survey or review principals that can help you understand the strengths and weaknesses of the school or individual. From there you need understand the concepts of being a true partner in education but also be able to take leadership through organized instruction. With these skills you will be able to truly impact teacher’s technology skills and impact the education of every student in the school. |
| **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 allowed me to help teachers understand how to use the counties new LMS, Canvas. Using the tools I have given my teachers, they will be able to help provide their students rigorous content in the classroom and at home using the online platform. They will also be able to create student centered projects that allow the student to take a leadership role into what they are learning. This impact will be evident specifically in how many teachers use Canvas, as well as how well our lower end students score. |