**Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Maggie Phillips | **Mentor/Title:**  Tawana Phillips-Taylor | **School/District:** Hollydale Elementary/Cobb County |
| **Field Experience/Assignment:** Unstructured Field Experience Log | **Course:** ITEC 7480/04 | **Professor/Semester:** Dr. Williamson/Summer 2012 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 5/31/2012 | Facilitated Interactive Whiteboard Training for TQP Professional Development (LaBelle Elementary) 9:00am – 3:00pm (6 Hours) | 2.1, 2.6, 5.2, 6.2, 6.3 |
| 6/1/2012 | Facilitated Interactive Whiteboard Training (Interactive Strategies) for TQP Professional Development (LaBelle Elementary) 9:00am-3:00pm (6 Hours) | 2.1, 2.2, 2.6, 5.2, 6.2, 6.3 |
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|  | Total Hours: [12 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 |  |  |  |  |  |  |  |  |
| Black | X | X | X |  |  |  |  |  |
| Hispanic |  | X |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White | X | X | X |  |  |  |  |  |
| Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities | X | X | X |  |  |  |  |  |
| Limited English Proficiency | X | X | X |  |  |  |  |  |
| Eligible for Free/Reduced Meals | X | X | 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?**  For my unstructured summer field experience, I worked with Molly Lippert to design and facilitate a technology professional development session. These sessions focused on integration of the Promethean Board (IWB) as a way to increase student engagement and enhance student learning experiences. We taught two sessions (one on Thursday and one on Friday) to participating teachers within the Osborne Cluster. From this experience, I learned about the importance of providing follow up support and coaching after introducing new knowledge or skills. So many of the participating teachers had been to prior trainings in the county, but had been unable to execute what they had learned. With these trainings, we were able to provide instruction in the mornings and we used the afternoon as application and coaching time. The students were given time exclusively for applying what they had learned and we were able to individually support and assist. It showed me just how important this follow through is to the learning process. We will continue working with these teachers through the school year to ensure that they are adequately supported in implementation. |
| **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.)**  Facilitating any professional development opportunity requires a fusion of knowledge, skills, and dispositions. In order to complete these trainings, I had to have an understanding of how the technology resources worked and were utilized in the classroom. I had to have knowledge about the interactive strategies and tools in order to share with others. Knowledge is the foundation for all learning experiences related to technology, but it is especially important when teaching others. With technology, knowing how the resources operate is important, but equally so, is how to work with these resources (the skills). Technology leaders must know how to troubleshoot, how to communicate information, how to facilitate learning experiences, and how to maximize the usage of resources. The skill set is vital. Finally, the attitudes and beliefs impact the reception of the information as well as the effectiveness of the delivery. The willingness to change, grow, and learn new things is a vital part of being a technology facilitator or leader. Through my experiences this summer, I have continued to notice the influence of my attitude and beliefs as it relates to technology integration. The more excitement I share seems to trickle down, and people become more and more interested in the learning that is taking place. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  Because this summer field experience was targeted at teachers, the impact on student learning is still to be determined as the teachers have not had a chance to implement learning in the classroom. Ideally, teachers will have gained insight, information, and skills that they will use in the classroom, enhancing student learning opportunities. Since the sessions were targeted at elementary school teachers within the Osborne cluster, it is unclear how the impact could be measured. Based on the session feedback and participant comments, it was clear that these sessions were beneficial to the professional learning and development of participating teachers. It is my hope that these teachers will take what they have learned and use it to enhance their instructional methods and resources. |