**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Nkenze Jones | **Mentor/Title:** Logan Evens/ITS | **School/District:** Westside Elementary/Coffee County |
| **Field Experience/Assignment:** One Hour Technology Workshop | **Course:** ITEC 7460 PL & Technology Innovation | **Professor/Semester:** Dr. Vega/Fall 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 10/10/16 | Completed a needs assessment with teacher(s) at the middle school [1 hours] | PSC 5.1 | ISTE 4a |
| 11/22/16 | Completed the shelled for technology workshop using Weebly [3 hours] | PSC 2.6, 3.3 | ISTE 2f, 3c |
| 11/23/16 | Designed the handouts for the technology workshop using Google Doc. [8 hours] | PSC 2.6, 3.2, 3.3 | ISTE 2f, 3b, 3c |
| 11/24/16 | Designed the presentation for the technology workshop. [4 hours] | PSC 2.6, 3.2, 3.3 | ISTE 2f, 3b, 3c |
| 11/25-26/16 | Developed the online components of the technology workshop on Weebly website [8 hours] | PSC 2.6, 3.2, 3.3 | ISTE 2f, 3b, 3c |
| 12/01/16 | Implemented the technology workshop [1 hours] | PSC 2.3 2.6, 2.7, 5.2 | ISTE 2c, 2f, 2g, 4c |
| 12/02/16 | Completed the implementation and evaluation narrative for the technology workshop [2 hours] | PSC 2.7, 6.2 | ISTE 2g, 6c |
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|  | Total Hours: [27 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 |  |  |  | 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?**  The One Hour Technology Workshop was completed to demonstrate how to effective use Google Classroom to engage students and increase student learning. I learned that facilitating a workshop can be very rewarding. The workshop was a complete success and I received positive feedback from the participants. I loved the coaching experience and I am looking forward to having many more. |
| **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.)**  The learning relates to the knowledge coaches need to be effective in helping others implement new technology innovations. Coaches have to be able to reach and connect with the teachers by modeling and facilitating new and emerging technologies IC need to help all stakeholders see the how the new innovation and vision could improve teaching and learning. A technology leader needs to have a positive attitude about helping others through professional development. I want adult learner to feel comfortable approaching me for help with any technology needs. |
| **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 impacts faculty development and student learning. The impact can be assessed for teachers through observations and evaluations. The impact can be assessed for students through the increase of technology usages and increase in student achievement on district and state assessments. |