Field Experience Log &Reflection
Instructional Technology Department

Candidate: Ashley Chupp	Mentor/Title: Mrs. Flowers/Team Teacher	School/District: Cartersville Middle School/Cartersville City
Field Experience/Assignment: Professional Learning Current Reality & GAPSS Review and Professional Learning Session	Course: ITEC 7460	Professor/Semester: Brooker/Fall 2011

Part I: Log

Date(s)	Activity/Time	PSC Standard, Element & BOR Strand, Element & NETS-A Standard, Element
09/14/11	Interviewed Assistant Principal on the School Improvement Plan and current reality. (1 hour)	PSC 1.4; TF-V B.6: NETS-A1B, NETS-A3B,C
09/15/11	Analyzed results of Current Reality & completed GAPSS Review based on interview with Assistant Principle. (6 hours)	PSC 1.4, 6.2; TF-I A4; NETS-A 1A, NETS-A 1B, NETS-A 3B,C
09/16/11	Created survey for needs assessment using Google Forms. (2 hours)	PSC 2.8
09/18/11	Analyzed results of survey and identified needs of school. (2 hour)	PSC 5.1
09/19/11- 09/21/11	Meeting with Math coach regarding professional learning session. Approved by Principals. (45 minutes) Created flyer of meeting and informed school of professional learning session. Gathered/created documents and materials for sessions. Created wiki for CMS. Ensured technology was ready for session. (15+ hours)	PSC 3.5, 5.2, 6.3 TF-V.A. 4; TF-VII.C. 7 NETS-A3C; NETS-A5B,C
09/28/11	Professional Learning Session on Homework Hotline and Twitter (1.5 hours)	PSC 1.4, 3.3, 3.5, 5.1, 5.2, 6.3 TF-I B.3; TF-V.A. 4; TF-VII.C. 7 NETS-A 2B,D; NETS-A5B,C
10/11/11- 10/15/11	Created survey for evaluation of professional learning session using Google Forms. Gave survey to those in attendance. Analyzed results of professional learning session and used survey as a guide for next professional learning session. (3 hours)	PSC 5.3, 6.2, 6.3 TF-V.B. 6 NETS-A4B
	Total Hours: [30.25+ 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								
Black			X				X	
Hispanic			X				X	
Native American/Alaskan Native								
White			X				X	
Multiracial							X	
Subgroups:								
Students with Disabilities			X				X	
Limited English Proficiency			X				X	
Eligible for Free/Reduced Meals			X				X	

Part II: Reflection

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?

Creating a professional learning session takes a lot of work and planning. I was able to analyze my school's needs and plan a professional learning session. I decided to do a professional learning session on Homework Hotline (teacher webpage) and Twitter in the classroom. Homework hotline is required by our school system and many teachers did not know how to utilize the site. Many needed direction on creating, updating and managing their site. I used my site as an example and I talked the teachers through the steps on creating theirs. This took much longer than I expected. Some teachers were having problems with their technology while others could not remember their passwords. I had to be patient and positive throughout the session as a few were getting frustrated with the technology. Once everyone had their pages set up, they were able to play with the site more and enjoyed making their webpages their own.

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.)**

A technology facilitator must research, recommend and implement strategies for moving their school forward in this technology rich environment for education. Technology facilitators must assess, analyze, develop, model and facilitate appropriate ways of integrating technology into the everyday classroom. One must have patience and the determination to work through problem situations. A technology facilitator must also work well with others, as there should be on-going communication. A technology facilitator supports professional development at the school level, evaluate what is and is not working and reflect on changes that have been made.

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

Teachers are able to use their webpages to inform parents and students of homework, lessons, notes, events, and other relevant information. Students are now able to go to their teacher's webpage when absent and find make-up work. Based on a survey I gave, teachers are happy with what they learned and are updating their webpages on a daily basis.