

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Whitney Beem	Mentor/Title: J. Hart/8 th AP	School/District: RTMS/Fulton
Field Experience/Assignment: Unstructured	Course: 7470 Educational Research	Professor/Semester: Douglas Herrington

Part I: Log

Date(s)	Activity/Time	PSC Standard, Element & BOR Strand, Element & NETS-A Standard, Element
1/11/12, 2/16/12, 4/25/12	Participated in Fulton County's Technology Leadership Forum by attending meetings and presenting final capstone project [25 hours]	PSC 1.1, 1.2, 2, 3.7, 4.2, 5.2, 6.1 BOR 2a, b, d, e, 9a, 10a NETS-A 2b, c, d, e, 3b, d
	Total Hours: [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							X	
Black	X	X					X	
Hispanic							X	
Native American/Alaskan Native								
White	X	X	X	X			X	
Multiracial							X	
Subgroups:								
Students with Disabilities							X	
Limited English Proficiency							X	
Eligible for Free/Reduced Meals							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?

During this field experience, I was a member of the 2011-2012 Fulton County Technology Leadership Forum. We would meet once a month where guest speakers would come to teach us new and engaging technology, give us time to development lessons for the use of the technology in our classrooms with the help of the other members, and then we would go back to our school's to demonstrate the new technology to our students and faculty. In this field experience, I learned that even if something was developed for a younger audience, it does not mean it can be altered for older students. This important for technology facilitators because everyone's needs are different and having the ability to alter technology for the different needs is a necessary tool for a successful technology facilitator.

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.)

Through this field experience, my knowledge deepened about how to implement technology-enhanced learning experiences through the guest speakers lectures. My communication skills increased through my collaboration with other professionals, which has helped me learn how to effectively exchange ideas and theories with people from varying backgrounds and educational positions. My disposition towards professional learning has deepened through this program, by allowing me to expand my knowledge of technology and how to effectively implement technology infused lessons in my classrooms and others.

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 impacted faculty development and student learning. With faculty development, I strengthened my knowledge and skills about technology and by bringing that knowledge back to my co-workers, I have strengthened theirs as well. The newfound knowledge my co-workers gained lead to increased student achievement through the implementation of the new technology skills.