Field Experience Log &Reflection
Instructional Technology Department

Candidate: **Whitney Beem**	Mentor/Title: **J. Hart/8th AP**	School/District: **RTMS/Fulton**
Field Experience/Assignment: Unstructured	**Course:** ITEC 7480	**Professor/Semester:** Dr. Moore/Summer 2012

Part I: Log

Date(s)	Activity/Time	PSC Standard, Element & BOR Strand, Element & NETS-A Standard, Element
7/3, 7/4, 7/5	Interviewed a teacher to find out her needs for her classroom website, researched different website platforms for the teacher to choose, and helped the teacher build the website and add content as needs arose [10.5 hours]	PSC 3.5, 5.2, 6.2 NETS-A 3.a, 4.a
	Total Hours: [10.5 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	
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

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?

In this field experience, I helped a teacher identify her needs to her classroom website, located options of website hosts for her to choose from, and guided her through building and adding content to her website. As a technology facilitator, I learned how to guide the teacher through an unfamiliar process without taking over or voicing my opinion. It is important to be partial towards the teachers' needs when helping them with something for their classroom because they are the ones who have to use it and if the technology facilitator puts too much pressure on them for the technology facilitator's opinion then the teachers may not use it any 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.)**

This field experience deepened my knowledge on how to read a teacher's body language to understand how he/she is comfortable with using the technology and the help I was giving. My skills were strengthened by performing research to locate a variety of website options instead of just providing one website host. The teacher needs to make his/her own decision, so I needed to find a variety of available hosts. My dispositions changed based on this field experience because my attitude towards helping other's increased in a positive way. Before, I liked helping but since I did most of the work, it felt like work. This time, I only did research and sat back and watched the teacher learn on her own, only voicing any help when it was necessary or asked for. This altered my disposition by showing me that helping others is not always work, but can be a learning experience for me as well.

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. The teacher I helped now has a deeper understanding on the purpose of her website and can now share her new knowledge at her school. Student learning is impacted because her students now have a way to continue learning outside of school. This impact can be assessed by interviewing the teacher to see how her new skills have helped her co-workers and students.