

Field Experience Log & Reflection

Instructional Technology Department

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| Candidate: Jena Parish | Mentor/Title: Cindy Coker/Media Specialist | School/District: Austell Intermediate/Cobb |
| Field Experience/Assignment: Professional Learning Current Reality & GAPSS Review | Course: ITEC 7460 | Professor/Semester: Sherry Booker/Fall 2011 |

Part I: Log

| Date(s) | Activity/Time | PSC Standard, Element & BOR Strand, Element & NETS-A Standard, Element |
|---------|--|--|
| 9-16-11 | Interview conducted with Principal to address the current reality of professional learning at the school [2 Hours] | PSC 5.3 NETS-A 1.b |
| 9-22-11 | Reviewed and analyzed the School Strategic Plan [1 Hour] | PSC 5.3 NETS-A 1.b |
| 9-23-11 | Using evidence from interview and analysis of the SSP, current reality narrative is completed [3 Hours] | PSC 5.3 NETS-A 1.b |
| 9-24-11 | GAPPS Review is completed using evidence collected from the school [3 Hours] | PSC 1.3, 5.3 NETS-A 1.b |
| 10-9-11 | Revision and clarifications made in document [1 Hour] | PSC 5.3 NETS-A 1.b |
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| | Total Hours: [10 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 | | | X | X | | |
| Hispanic | | | | | X | X | | |
| Native American/Alaskan Native | | | | | | | | |
| White | X | X | | | X | X | | |
| Multiracial | | | | | X | 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?

For this assignment, I determined the current reality of professional learning in my school. From that point, I also completed a GAPSS review about professional learning using the evidence I collected from interviews and the School Strategic Plan. Analyzing the current reality and completing a GAPSS review is necessary for understanding the job of a technology facilitator. In order to move forward with technology, technology facilitators need to determine what the current environment is like. This field experience gave me the opportunity to do that. This field experience had leadership qualities because I completed tasks that are normally reserved for administration and schools leaders.

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.)

Technology facilitators should be able to implement program evaluation to determine the overall effectiveness of professional learning. I was able to evaluate my school's effectiveness of professional learning by completing the GAPSS review. This requires knowledge about effective professional development and the skill to analyze that professional learning and its effectiveness. This evaluation requires the technology facilitator to support the belief that they can be a change agent because, ultimately, this evaluation will lead to opportunities to get other teachers on board.

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 can impact school improvement. Evaluating the current reality can tell us where we need to go next and, when looking at the current reality of professional development, it can guide what type of faculty development will be completed in the future. The GAPSS review also provides recommendations for school improvement. This impact can be assessed by completing GAPSS reviews in the future to determine how the school has grown.