

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Jessica Reed	Mentor/Title: Mrs.Durham/Media Specialist	School/District: Dade Middle School/Dade County Schools
Field Experience/Assignment: Multimedia Design	Course: ITEC 7455 Multimedia & Web Design	Professor/Semester: Dr. N./Spring 2019

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
1/14/19	Mini-Work Session- Intro to Google Classroom @ Elem. School (K-2 GRade teachers)- 2 hours	PSC 1.4, 2.2, 3.1	ISTE 1a, 2c
1/21/19	Work Mini-Conference (3 different teachers)- 1.5 hours	PSC 1.4, 2.2, 3.1	ISTE 3a
2/5/19	Observation & Discussion 1.5 hours	PSC 2.7	ISTE 3a
	Total Hours: [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								
Hispanic	X				X			
Native American/Alaskan Native								
White	X				X			
Multiracial					X			
Subgroups:								
Students with Disabilities								
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?

The field experience for this structure was to complete a workshop for grades K-2 and explain how to use Google Classroom with the lower primary grades. The activity was split in three different occasions between the initial workshop, conference opportunity, and observation and wrap-up of the activity. I learned about technology facilitation that each teacher is completely different therefore requiring and modifying your lessons/activities are a must to meet the needs of the teachers, similar to our students.

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.)

Based on what we know about changed (PSC 1.4), the classroom is constantly evolving which includes activities beyond typical paper and pencil. As a potential technology coach, I need to be able to model and collaborate with different strategies (ISTE 3a) Google Classroom for these teachers and this was accomplished based on the Google Workshop several using attended in the lower grades. Therefore the skills and dispositions of a technology leader has to be able to provide engaging and fun activities that would be similar to the classroom so the teachers can experience how excited the students should be in their classroom.

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 school improvement and faculty development because it allows the teachers to be able to personalize and manage their classrooms more effectively. One way to be able to personalize learning will be to provide different assignments and resources based on the students' current levels. The impact can be assessed by observing and understanding the frustration and achievements by using Google Classroom.