# STRUCTURED
# Field Experience Log & Reflection
## Instructional Technology Department

| Candidate:<br>Chris Stephenson | Mentor/Title:<br>Mr. Alan Preis | School/District:<br>Atlanta International School |
|---|---|---|
| Field Experience/Assignment:<br>Coaching Journal / One Hour Technology Workshop | Course:<br>ITEC 7460 PL and Tech Integration | Professor/Semester:<br>Ms. Jamie Pearson /Summer 2013 |

## Part I: Log

| Date(s) | Activity/Time | STATE Standards<br>PSC | NATIONAL Standards<br>ISTE NETS-C |
|---|---|---|---|
| SAMPLE<br>07/08/13 | SAMPLE<br>Completed the Unit Planner for One Hour Workshop in Google Sites | SAMPLE<br>PSC 2.3, 5.2 | SAMPLE<br>ISTE 2c, 4b |
| 07/10/13 | Taught One Hour Workshop Introducing Google Sites | PSC 5.2 | ISTE 2c, |
| | Total Hours: [15 hours ] | | |

| DIVERSITY<br>(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 | | | | | |
| Hispanic | | | | | | | | |
| Native American/Alaskan Native | | | | | | | | |
| White | | | x | x | | | | |
| Multiracial | | | | | | | | |
| **Subgroups:** | | | | | | | | |
| Students with Disabilities | | | | | | | | |
| Limited English Proficiency | | | | | | | | |
| Eligible for Free/Reduced Meals | | | | | | | | |

## 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?**

This experience was to create a one-hour technology workshop to deliver to colleagues.  As it was the summer, the best opportunity I had to ring fence a group of teachers was at a CAT 2 Humanities Conference in Austin, TX.  I advertised the opportunity by email and during the sessions and six people attended during the change over day on Wednesday 10th July.  This was the only free time that teachers attending the conference would have.  Attendance was low as

many of these teachers were traveling to the venue and had their travel pre-booked. Those who elected to participate were all local Austin teachers. Therefore, in offering a workshop to educators, the objectives need to be sound, planned out and scheduled well in advance with a specific time, date and duration to attract the maximum number of participants.

**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.)**

During this workshop, I modeled my Google Site for my 8th Grade (https://sites.google.com/site/8thgradehumanitiesstephenson/), which assisted the participants to engage in authentic learning. The workshop allowed them to create and add essential elements, like a page, image and file, to the website for use in the classroom. This would lend to professional implementation of technology-based professional learning to support state and national standards in their schools by creating a Google site to support student learning.

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

This experience did not affect my school as delivery was onsite at a remote workshop but would anticipate that there would be impacts on the participating teacher schools. Due to the rules of IB Workshops, participants could not be assessed in their participation.