

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Cheryl Usher	<b>Mentor/Title:</b> Debbie Childress, Supervisor of Instructional Technology	<b>School/District:</b> Cherokee county School District
<b>Field Experience/Assignment:</b> Current Reality Report & GAPSS Analysis	<b>Course:</b> 7460 PL and Tech Innovation	<b>Professor/Semester:</b> Sherri Booker Fall, 2011

### Part I: Log

Date(s)	Activity/Time	PSC Standard, Element & BOR Strand, Element & NETS-A Standard, Element
<b>9-14-2011</b>  <b>A1</b>	(A) Conducted an interview with principal concerning the professional learning current reality report and evaluated GAPSS Analysis-(5 hours)	<p>Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p> <p>Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p> <p>Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p> <p>Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p> <p>Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p> <p>Implementation: Professional learning that increases educator</p>

		<p>effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.</p> <p>Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>
<p>11-3-11</p> <p>A4</p>	<p>(B) Prepared professional learning session for faculty. Created Promotional flyer, handouts, evaluation survey. Created videos of handouts. Develop an online component to accompany the professional learning course. (25 hours)</p>	<p>Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p> <p>Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p> <p>Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p> <p>Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p> <p>Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p> <p>Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.</p> <p>Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>

	Total Hours: [30 hours ]	
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<b>DIVERSITY</b>								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
<b>Ethnicity</b>	<b>P-12 Faculty/Staff</b>				<b>P-12 Students</b>			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
<b>Race/Ethnicity:</b>								
Asian	X	X			X	X		
Black	X	X			X	X		
Hispanic	X	X			X	X		
Native American/Alaskan Native	X	X			X	X		
White	X	X			X	X		
Multiracial	X	X			X	X		
<b>Subgroups:</b>								
Students with Disabilities	X	X			X	X		
Limited English Proficiency	X	X			X	X		
Eligible for Free/Reduced Meals	X	X			X	X		

## Part II: Reflection

<b>CANDIDATE REFLECTIONS:</b> (Minimum of 3-4 sentences per question)
<p><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b></p> <p>(A) This field experience involved interviewing the principal about the professional learning needs of the staff to support teacher learning, student learning, and student engagement. I learned from this field experience that teachers were receiving lots of opportunities for professional learning, but not many opportunities for evaluating what they were going to be implementing from the professional learning.</p> <p>(B) This field experience involved designing a professional learning session for the online reading Pearson SuccessNet program and a review of ActivInspire for the teachers based on the Needs Assessment. I learned from this field experience that teachers need more time to prepare and collaborate lessons to support student achievement.</p>
<p><b>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.)</b></p> <p>(A) and (B) This information is very important for knowing what I need to provide for teachers to support their learning for student learning and achievement. I need to be able to create evaluation tools to evaluate implementation of the teacher learning instructional strategies learned from various professional learning. A good attitude and enthusiasm is key to being an awesome technology leader because teachers have so much information they are trying to absorb and implement in their classroom. Since all professional learning standards are included in this interview activity, I will</p>

**need to cover them all.**

- 3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**
- (A) and (B) This field experience will impact school improvement by supporting it better. Faculty development will be improved through more professional learning that will support our school improvement plan and the needs of the teachers. The student learning will be improved by the various professional learning and evaluation tools developed.**