

## 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> Technology/Cherokee County School District
<b>Field Experience/Assignment:</b> Unstructured 1 hour	<b>Course:</b> ITEC 7460 PL and Tech Innovation	<b>Professor/Semester:</b> Dr. Booker/Fall, 2011

### Part I: Log

Date(s)	Activity/Time	PSC Standard
8/12/11	Completed training on QUIA with classroom teachers. QUIA is an online subscription site to create and assign activities and quizzes to students that support the standards and curriculum in the classroom. We setup classes and created and assigned tests. (1 hour)	PSC 2.1, 2.3, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3
	Total Hours: [ 1 hour ]	

<b>DIVERSITY</b>								
(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
<b>Race/Ethnicity:</b>								
Asian	X	X	X					
Black	X	X	X					
Hispanic	X	X	X					
Native American/Alaskan Native								
White	X	X	X					
Multiracial	X	X	X					
<b>Subgroups:</b>								
Students with Disabilities	X	X	X					
Limited English Proficiency	X	X	X					
Eligible for Free/Reduced Meals	X	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? This field experience included logging into QUIA with the teacher's individual login. They explored during the first hour of training many shared activities and quizzes available for use with their students that are already created by other teachers. During the second hour, they setup and enrolled their students in classes. They also created and assigned a test to their class. A follow-up training was scheduled for viewing their graded quizzes. This field experience gave me insight into the many different learning types you encounter with adults, which is very similar to students. Some teachers needed handouts to follow, some teachers learned better by taking notes and some learned best by actually participating. I also learned that teachers need follow-up sessions to reinforce what they have learned and apply it to their curriculum.**

**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.) For this experience, candidates' implementation of technology enhanced learning experiences aligned with student content standards and student technology standards. Authentic learning is taking place when teachers model and facilitate the use of these digital tools and resources to engage students in authentic learning experiences, as well as higher order thinking skills and making appropriate use of differentiation. The teachers' dispositions were changed because they felt more confident to use this software with their students and felt like it was meaningful in supporting 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 field experience impacted school improvement and faculty development in utilizing the technology that is available to the teachers, students and parents to improve reading, writing, and math school improvement goals. Student learning will be improved through the use of these technologies when used to support, enhance and assess their learning.**

