

Field Experience Log & Reflection

Instructional Technology Department

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| Candidate: Cheryl Usher | Mentor/Title: Debbie Childress/Supervisor of Instructional Technology | School/District: Technology/Cherokee County School District |
| Field Experience/Assignment: Unstructured 4 hours | Course: ITEC 7460 PL and Tech Innovation | Professor/Semester: Dr. Booker/Fall, 2011 |

Part I: Log

| Date(s) | Activity/Time | PSC Standard |
|-------------------------|---|---|
| 11-7-11 | Created Cantasia video training series of six videos for classroom teachers on Pearson Reading Street Online program. [4 hours] | PSC 2.1, 2.2, 2.3, 2.7, 2.8, 3.2, 3.3, 5.2, 6.1 |
| | | |
| Total Hours: [4 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 | X | | | | | | |
| Black | X | X | | | | | | |
| Hispanic | X | X | | | | | | |
| Native American/Alaskan Native | | | | | | | | |
| White | 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 field experience, I created a Camtasia video training series of six videos for classroom teachers on the Pearson Reading Street Online program. This program is used in conjunction with our reading series for K-5 students. The online program allows teachers to assign textbooks, leveled readers, and tests to students to access from school or home with their login. It also allows teachers to create their own tests or assign tests from a test bank. I first created a script for each training video. I learned that the instructions need to be very detailed and not very long. Most of the videos only lasted about four-five minutes. This enabled the teacher to complete the series on his/her own time.

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. Candidates also develop and implement technology based professional learning that aligns to state and national professional learning standards, integrating technology to support an online component and promote best practices in teaching learning and assessment.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? I think this field experience impacted school improvement and faculty development in utilizing the technology that is available to the teachers and students to support math, reading and writing school improvement goals. Student learning will be improved through the use of this technology when used to support, enhance and assess their learning.