

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Shari Amonett	Mentor/Title: Kit Carpenter / DHS Math Coach	School/District: Dalton Middle School / Dalton Public Schools
Field Experience/Assignment: Blended Learning Technology Workshop	Course: ITEC 7460 Professional Learning & Technology Innovation	Professor/Semester: Dr. Angela Bacon / Fall 2015

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
11/23-25/15	Created Materials and online component – Canvas & prepared for Technology workshop [6 hours]	PSC 1.1 PSC 1.4 PSC 2.1 PSC 2.2 PSC 3.3 PSC 5.2	ISTE 1a ISTE 1d ISTE 2a ISTE 2b ISTE 3c ISTE 4b
11/30/15	Professional Development on Blended Learning [1 hour]	PSC 1.1 PSC 2.1 PSC 2.2 PSC 3.3 PSC 5.2	ISTE 1a ISTE 2a ISTE 2b ISTE 3c ISTE 4b
12/1/15	Evaluation and Reflection [3 hours]	PSC 2.1 PSC 5.2 PSC 6.1 PSC 6.2	ISTE 2a ISTE 4b ISTE 6a, 6b ISTE 6c
	Total Hours: [10 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								
Black			X					
Hispanic			X					
Native American/Alaskan Native								
White			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?

For this course we were asked to design and implement a one-hour technology based workshop for teachers. After speaking with my administration, it was determined that there was a strong need for more training on blended learning with our teachers who are currently using 1:1 devices. I created a Canvas course on our LMS to house all of our materials and then met with the fifteen teachers for one hour for the training workshop. I reflected on the thoughts of the teachers and plan to meet with them again in January to continue the learning process.

I continued to learn through the designing and implementation of this workshop that even those teachers in your building who are innovative and strive to use more technology in their classroom need professional development opportunities. When I mentioned to the teachers that I would be conducting this workshop they seemed shocked and relieved because they typically are left to figure things out on their own and then share what they have learned with others. They enjoyed being able to sit back and be a participant in a workshop that directly impacted their classroom and instructional strategies they practice.

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.)

From this field experience, I was able to work with my peers to share my knowledge about blended learning and they were able to see me as an expert on the topic due to the research that I conducted in my class this semester on blended learning. The skills of this workshop focused on working to develop, model, and facilitate an online and blended learning environment to support and extend student learning. The creation and implementation of this technology workshop helped me to facilitate a shared vision and goal within not only our group, but one that could be spread throughout the entire school. As a continuous learner, this field experience provided myself and others with an opportunity to extend our knowledge of blended learning beyond its current state.

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

Although there are currently only fifteen teachers that are truly using 1:1 devices in our school, the goal of the school and district is to increase this number dramatically next year. Before we begin asking teachers to use technology, and more specifically blended learning, it is important that we decide as a school what that means and how we think it should look in our classrooms. By working with this core group of teachers, a model will be developed and strengthened so that they can go out and continue spreading this change throughout the building. The impact will be measured through observations and conversations with teachers as the training on blended learning continues.