Field Experience Log &Reflection
Instructional Technology Department

Candidate: Chris Carlisle	Mentor/Title: Tom Burks / ITS	School/District: Lakeside / Forsyth
Field Experience/Assignment: Technology Workshop	Course: ITEC 7460	Professor/Semester: Dr. James P. Chiavacci / Fall 2014

Part I: Log

Date(s)	Activity/Time	PSC Standard, Element & BOR Strand, Element & NETS-A Standard, Element
9/17/14	Initial work on Technology Workshop to determine what type of workshop to deliver. (1 hour)	PSC 5.1, 5.2
9/24/14	Personal Development activities to be able to develop my technology workshop. Learn how to use the TKES electronic platform (3 hours)	PSC 6.1
10/20-29/14	Workshop creation including website and collateral materials. (13 hours)	PSC 1.4, 2.6,3.3, 5.1, 5.2, 5.3
	Total Hours: [17 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	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				
Subgroups:								
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

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?

In this field experience I created and delivered a one hour technology workshop to assist faculty members at my school with the new Georgia Department of Education Teacher Keys Effectiveness System Electronic Platform. To be able to create and deliver this workshop, I had to first learn how to navigate the electronic platform myself. Through this process I gained valuable knowledge about overarching accountability measures and their purpose. This new knowledge will allow me to provide background information and rationale for my colleagues – two key areas of leadership.

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.)**

Technology coaches need the ability to create and deliver professional learning that is needs based and effective. They need to be able to deliver this learning in both face to face settings and in an online environment. Adult learning best practices are a primary consideration for technology coaches in developing and delivering professional staff development. Each of these components were carefully considered in the creation and delivery of my TKES workshop.

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

This workshop helped the majority of the faculty in my school learn how to upload documentation to their portfolio page in the TKES platform. Our school administrators insisted that each core content teacher upload at least one artifact to address each one of the ten TAPS (Teacher Assessment of Performance Standards) standards before the end of the first semester. The workshop and website assisted all faculty members in the achievement of this directive. School improvement has been directly affected. Teachers are now able to devote less time to proving their effectiveness, thereby freeing up more of their busy schedule to devote to their students. This technology workshop is online and can be used as a resource for all public school teachers in Georgia in all grade levels and content areas.