


(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete one field experience totaling 5 hours! If you have fewer field experiences, just delete the extra pages. Thank you!)

Date(s)	1 st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
January 2017 – March 2017	Piloted Discovery Education Techbooks for possible implementation in Social Studies classes at AMS for the 2017-2018 school year. Created professional development to introduce the techbooks to social studies teachers during department meetings.	2.3, 2.6, 3.1, 3.2, 3.5, 3.6, 6.1, 6.3	3b, 2f, 3a, 3b, 3e, 3f, 6a, 6b

First Name/Last Name/Title of an individual who can verify this experience: Summer Smith/SS Teacher	Signature of the individual who can verify this experience: 
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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								
Hispanic								
Native American/Alaskan Native								
White			X					
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

Reflection
(Minimum of 3-4 sentences per question)

1. Briefly describe the field experience. What did you learn about technology coaching and technology leadership from completing this field experience?

AMS has a multitude of tools, software, and other technology resources for most subject areas. However, social studies rarely gets any type of content specific tool. With the introduction of Discovery Education Techbooks in science classes, I noticed that they might be a good fit for social studies classes as well. I was able to secure a free trial of the techbook and began to investigate what it had to offer students and teachers regarding social studies topics addressed in 6-8 grade. I created short professional development sessions to introduce the techbooks to my social studies department, and show them the readings, discussions, and online activities that these books have to offer. I have learned that short, concise trainings were the best approach to introducing the tool and showing that it would be a valuable asset to our curriculum. Our school's goal of increasing engagement through technology use can definitely be accomplished with the use of this program.

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 above. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

Knowledge – I must have a basic understanding of what tools and programs will work best with the teachers I am coaching. As Social Studies department chair, I am aware of the standards that must be addressed and what is being presented in social studies classes. I also need to know the best methods with which to approach teachers that I coach and how to best make a positive impact not only on them, but on their students as well.

Skills – As a technology coach, I must be able to find and learn about new programs and tools that teachers could use effectively within their classrooms. I need to be knowledgeable about training others on how to use these tools as simply as possible. When training teachers, I will need to be prepared for problems or issues that may arise, and have the knowledge to find solutions so teachers get as much useful information from the trainings as possible.

Dispositions – I must be able to collaborate and communicate a positive attitude when working with other teachers. Having patience and understanding while conducting trainings with my coworkers about the tools I am showing them is essential if I want them to have a pleasant experience and learn something useful in the process. The partnership approach is most likely the best method to use because it allows teachers to have a say in their training and helps ensure equality.

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 will impact school improvement positively. Social Studies teachers will hopefully be excited to gain a new, valuable resource that relates specifically to their content. Students will hopefully be more engaged with an interactive textbook compared to old, outdated physical textbooks. The impact of this field experience will be assessed by giving teachers a brief survey after the professional development sessions, which will gauge their overall attitude for adopting this tool. A student survey can also be given after the techbook adoption to assess engagement and learning.