

## Field Experience Log & Reflection

### Instructional Technology Department

|  |  |   |
|--|--|---|
| <b>Candidate:</b><br>Lisa Mozer, Ed.S                    | <b>Mentor/Title:</b>   | <b>School/District:</b><br>International Student Center/DeKalb County |
| <b>Field Experience/Assignment:</b><br>Internet Overview | <b>Course:</b><br>ITEC 7305 Data Analysis and School Improvement | <b>Professor/Semester:</b><br>Dr. Wright/Spring 2014                  |

#### Part I: Log

| Date(s)              | Activity/Time  | STATE Standards<br>PSC          | NATIONAL Standards<br>ISTE NETS-C |
|----------------------|--|---------------------------------|-----------------------------------|
| 2/5- 2/12,<br>2014   | Researched and Posted Cyber Safety and Netiquette information for school community | PSC<br>2.2, 2.3, 2.4, 2.5, 4.2, | ISTE<br>2b, 2c, 2d, 2e, 5b        |
| 3/05 – 3/10,<br>2014 | Developed and presented digital presentations on Internet safety                   | 2.2, 2.3, 2.6, 3.3              | 2b, 2c, 2f, 3c,                   |
|                      |  |                                 |                                   |
|                      |  |                                 |                                   |
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|                      |  |                                 |                                   |
|                      |  |                                 |                                   |
|                      |  |                                 |                                   |
|                      |  |                                 |                                   |
| Total Hours = 24     |  |                                 |                                   |

| <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   |      |
| Black  |                    |     | X   |      |               |     | X   |      |
| Hispanic   |                    |     | X   |      |               |     | X   |      |
| Native American/Alaskan Native   |                    |     | X   |      |               |     | X   |      |
| White  |                    |     | X   |      |               |     | X   |      |
| Multiracial  |                    |     | X   |      |               |     | X   |      |
| <b>Subgroups:</b>  |                    |     |     |      |               |     |     |      |
| Students with Disabilities   |                    |     |     |      |               |     | 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?**

This field experience was a useful as a professional development task. I became familiar with online content that supports Internet safety. The safety of students, parents and teachers is protected by state legislation and the consequences of ill behavior are not well discussed until a problem arises. Internet bully like experiences for students can have a lasting impact inside and outside the school. As a provider of virtual content, I went outside my classroom practice to inform the school community of the examples of digital *good* and digital *bad* behaviors and what we should expect of our students participating online. There are examples that everyone, teachers, students, and parent, can learn from and take steps to guard against.

**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.)**

This field experience covered development PSC standards and practices of what I must know, be able to do, and dispositions. In this field experience I became familiar with bullying polices, education legislation, and current events pertaining to online bullying. I found that the discussions on this topic can be difficult but with care can be addressed in an effective manner.

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

This project influenced efforts for school improvement by encouraging technology interaction and the use of digital tools and online resources in a positive manner - that is considerate to all. Higher learning and authentic student leaning will be implemented with the use of online participation in a positive manner.