ETEC 580 FIELD EXPERIENCE OVERVIEW

The purpose of field experience is to give the student an opportunity to apply the knowledge and skills learned in coursework. The broader the sample of experience, and the greater the involvement with students and teachers, the better the field experience will be. At the end of the field experience, students should be able to demonstrate the capability, experience, motivation, intelligence, initiative, and personal qualities necessary for independently developing and administering an educational technology program.

CSULB Field Experience Instructor Expectations:
At the beginning of the semester, the field experience instructor will verify the field experience site.
A total of 90 hours must be completed by the student. The student may divide the hours into two placements at 45 hours each.
An overall plan of action for the field experience is developed with the student, the site supervisor, and the field experience instructor at the first meeting (which may be done by phone or video conferencing), and modified as needed during the first days of the experience.
Regularly throughout the field experience, the field experience instructor will review the student's time log, and make comments on the activities and learning.
The field experience instructor will observe and assess the student's instructional activity.
At the end of the semester, the field experience instructor will verify the student completed the minimum number of hours by approving the student's time log and reviewing the student's field experience e-portfolio.
Based on the student's log and e-portfolio, the field experience supervisor's summative evaluation, and the instructional assessment, the field experience instructor will record and submit the student's earned grade.

Field Experience Site Supervisor Expectations:
By the beginning of the semester, the field experience site supervisor will agree to serve as the student's immediate supervisor.
A total of 90 hours must be completed by the student. The student may divide the hours into two placements at 45 hours each.
An overall plan of action for the field experience is developed with the student, the site supervisor, and the field experience instructor at the first meeting (which may be done by phone or video conferencing), and modified as needed during the first days of the experience.
Throughout the semester, the field experience site supervisor is responsible for providing the student opportunities to implement the plan of action. These activities should address as many of the program standards for candidate competency and performance as possible (see below), and should reflect the student's goals for demonstrating those standards.   Clerical tasks should be kept to a minimum. Time should be scheduled each week for evaluating the student's work, planning and discussion.
At the end of the field experience, the field experience site supervisor will evaluate the student's performance, and submit the evaluation to the field experience instructor. The written evaluation is to be made collaboratively by the field experience site supervisor and the student.

Student Expectations:
An ongoing log must be sent to the field experience instructor with updates on hours and activities at least 3 times during the semester.
Students must

Students should prepare for presentation of instruction, programs or other special activities outside the scheduled site time.

At the end of the semester, the field experience e-portfolio and accompanying documents must be submitted to the field experience instructor no later than finals week.

Site Assignments:

• Teaching and Learning: Work with personnel at the site to develop and implement a learning activity that will extend over two or more sessions (time includes the planning, presentation and follow-up); this may take the form of the same audience for 2 periods (present/start the first day, and follow-up/practice the second day; extended workshop; or the same presentation/learning activity for 2 difference audiences, each one for a session).   Include appropriate handouts for student use, presentation aids, etc. in your educational plan. Include both pre- and post-activity assessment to measure your impact on student learning. Schedule the lesson at a time the field experience coordinator can observe you at the site (or virtually). Include the lesson plan, materials and related information in your portfolio when you submit it.

• Technology-Enhanced Learning Environment: Participate in a technology-enhanced activity that supports information/knowledge and equity/diversity. Typical projects include: selecting digital resources for purchasing or withdrawal; developing instructional aids for using technology; modifying technology so that students with special needs are ensured physical and intellectual access to information and ideas; developing/implementing technology-enhanced access strategies for ELL students.

• Program Administration/Leadership: Participate in an activity that extends beyond the library/tech center itself to identify its role within the institution. Typical projects include: assisting in curriculum development; helping plan schoolwide initiatives that involve the library media program or technology service (e.g., cross-curriculum technology, class-size reduction, reform efforts, reading initiatives, etc.); assessing an aspect of the library or technology program in light of community needs.

• Conduct an ethnographic research activity: Identify one aspect of the workplace setting that addresses technology/media information resources or services, and conduct an ethnographic research investigation; write up your activity and analysis. The area of investigation should address one of the following topics: educational technology processes, administration, managing resources, managing services, collaboration, or the role of educational technology and media information within a specific organization. Sample specific areas of investigation include (but are not limited to): collection development, resource management, student information seeking behaviors, collaboration, supervision/ training of staff or aides (including volunteers), instructional strategies, communication (e.g., website, signage, promotional materials, organizational structure and dynamics, the library's assessment role within the institution). Collect data about the issue (e.g., observation, interviews, content analysis), and analyze the results in terms of your professional domain.

• Daily Log: Maintain a daily log sheet; include your name, the field experience site, the date and hours worked that day, activities list, a paragraph of reflection, and the cumulative totals hours worked at the site as of the end of that day. Key each activity for the day to the Standards for TL or ETEC competence. These notes can be brief, but by the end of the total hours they should indicate that you have had experiences under each Standard. Send the daily log electronically to the field experience instructor at least 3 times during the field experience.

• Portfolio: Keep an e-portfolio of your entire field experience. In addition, you must develop an e-portfolio of evidence (preferably 2-3 examples per standard) demonstrating that you meet all the program standards. You may structure your e-portfolio as a wiki or website. The portfolio will include your: goals and plan of action, daily log, reports on your four projects, plans for all instruction/learning activities, final reflection, and other evidence for meeting your goals. If possible, include photos or a videotape of your site in action. The final page of the "assessment" part of your portfolio should include a re-diagnosis of competencies, with a list of those activities that you did not complete at the site – noting that you discussed the assessment with the site supervisor (summarize comments in a sentence or two). Identify next steps/goals.

ETEC Program Learning Outcomes:
Apply knowledge of multicultural, ethical, and legal issues pertaining to using educational technologies and communication within the global community.
Synthesize leadership principles within the practice of information and educational technology.
 Apply instructional design principles to design and develop instructional materials.
Integrate theoretical perspectives to review, interpret, and apply research in learning technologies.
Demonstrate effective written, electronic, and oral communications that reflect critical thinking and information literacy.
Locate, assess, and apply online resources to create learning experiences.
  Additional outcomes for Teacher Librarians:

- Promote reading for learning, personal growth and enjoyment.
- Organize collections according to standard library cataloging and classification principles.