

**Sam Houston State University**  
**College of Education**  
**Master of Education in Instructional Technology**  
**Field and Employment Experiences Program Expectations**

As a graduate student in the College of Education Master of Education in Instructional Technology program, it is expected that candidates will have experiences with PK-16 faculty and technology leaders in diverse settings, and will work with technology support personnel to maximize the use of technology resources by administrators, teachers, and students to improve student learning. These experiences may or may not be directly related to specific course work, and should be a product of the various settings where candidates are employed or sought additional knowledge. In order to demonstrate proficiency in serving as a technology facilitator, candidates are required to:

1. Maintain a log and checklist, documenting multiple and varied (diverse) field experiences connected to the Technology Facilitation Standards at the letter and number level (i.e. TF-I.A.1)
2. Maintain anecdotal notes, documenting observation of each technology facilitation standard at the letter level (i.e. TF-I.A)
3. Complete written reflections highlighting field and work experiences as they relate to each technology facilitation standard TF-I through TF-VIII

Anecdotal Notes for Observation of Technology Facilitation Standards, along with Field and Employment Experiences Documentation Log, will be submitted through the MIST Portfolio in TK20 before the end of each semester in the Master of Education in Instructional Technology program. Candidates are expected to document observation of approximately 25% of the Technology Facilitation Standards each semester in the Program. Final submission of the Field and Employment Experiences Documentation Log and the Technology Facilitation Standards TF-I through TF-VIII Reflections will be completed as part of the Comprehensive Examination requirements toward the end of the Program.

### **Overview**

While interacting with PK-16 faculty and technology leaders when addressing the objectives of the Master of Education in Instructional Technology program (in other words, while completing assignments throughout the Program), candidate should be aware of and specifically look for examples of each Technology Facilitation Standard (at the letter and number level; i.e. TF-I.A.1) in action. Observe how faculty and technology support personnel exhibit knowledge, skills, and dispositions equipping them to teach technology applications; demonstrate effective use of technology to support student learning of content; and provide professional development, mentoring, and basic technical assistance for other teachers. Candidates should track the observation of each Technology Facilitation Standard, as well as the completion of Anecdotal Notes and Reflections, using the MIST Portfolio in TK20.

### **Field and Employment Experiences (FEE) Documentation Log**

Candidates are expected to seek multiple and varied field and employment experiences working with faculty and technology support personnel to maximize the use of technology resources by administrators, teachers, and students to improve student learning. Although the number of observation hours is unstipulated, candidates are expected to document observation of approximately 25% of the Technology Facilitation Standards each semester in the Program, with all standards (at the letter and number level; i.e. TF-I.A.1) having been documented as part of the Comprehensive Examination requirements.

### **Field and Employment Experiences (FEE) Anecdotal Notes**

During focused field and employment experiences, candidates should use the Anecdotal Notes form to take observation notes tied to each Technology Facilitation Standard (at the letter level; i.e. TF-I.A) that describe what is seen, heard, and thought.

### **Field and Employment Experiences (FEE) Technology Facilitation Standards Reflections**

Using the Observation Protocol and Technology Facilitation Standards Reflection rubric, the candidate will write eight reflections that provide evidence of mastery of each of the Technology Facilitation Standards TF-I through TF-VIII. The candidate is expected to:

- Examine how these experiences could impact professional behavior and enhance development as a technology facilitator
- Identify future actions related to course readings and objectives for improved teaching practice and professional growth
- Reflect on performance of faculty and technology support personnel in these experiences and link experiences to student learning.

### **Field and Employment Experiences (FEE) Observation Protocol**

Write a narrative reflection (Limit 1000 words) for each of the Technology Facilitation Standards TF-I through TF-VII.

**Describe** the teaching/learning experiences or practices and relate those experiences to technology facilitation practices effective for maximizing the use of technology resources by administrators, teachers, and students to improve student learning based on educational research and the Technology Facilitation Standard.

**Analyze** the extent to which the experiences/practices met the Technology Facilitation Standard, focusing specifically on key areas of strength and weakness.

**Plan** what could have been done differently to maximize the use of technology resources by administrators, teachers, and students to improve student learning. Identify what professional knowledge, skills, or dispositions would improve the performance of the faculty and/or technology support personnel in specific teaching/learning experiences. Discuss the most significant learning insight from this teaching/learning experience.