**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Heather Brown | **Mentor/Title:** C. Walsh/ Media Specialist | **School/District:** W.J. Williams Middle School/ Colquitt County |
| **Course:** ITEC 7400 21st Century Teaching and Learning | | **Professor/Semester:** Ms. J. Roberts/ Summer 2013 |

**Part I: Log**

**(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 rows. Thank you!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| 7/17/13 | Presented the Engaged Learning Project to a group of math teachers and discussed how to implement the project during the school year  [2.5 hours] | 3.1/3a, 3.5/3e, 3.6/3f, 6.2/ 6c | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  For this field experience, I presented the Engaged Learning project I created in ITEC 7400. The presentation was made to a group of math teachers from my school. During the presentation, the group participated in a demonstration of the technological tools used in the project. After the demonstration, the group discussed how the project would be implemented in the units. From this field experience, I learned that coaching peer teachers in a group is more difficult than one-on-one. There were many times when I had to repeat the actions and steps in the software and programs.  **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.)**  The learning is related to the knowledge of the technology leader. The coach must know how to use the online and software learning tools and be able to demonstrate how this tool would support student learning. The teacher needs to act as the facilitator in this task by using effective classroom management. The coach must also relate to the skills and be able to navigate the software and assess common software or program issues that could arise during the completion of the project. The disposition of a coach requires the reflection of their work. The coach must collaborate with other teachers and evaluate the technological tools for compatibility and decide if changes need to be made.  **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 impacted the development of the faculty by allowing the teachers implementing the task to explore the technology. The teachers are able to witness what steps the students will be taking when completing the task. The impact will be assessed when the teachers present the task to their students and each teacher is able to navigate and explain how the software or program works. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | | |
| **Date(s)** | **2nd Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| 7/18/13 | Presented Web Quest to a group of math teachers and discussed how to implement the Web Quest during the school year [2.5 hours] | 3.5/3e, 3.6/3f, 6.2/ 6c | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  For this field experience, I presented the Web Quest I created for ITEC 7445. The presentation was made to a group of math teachers from my school. During the presentation, the group participated in a demonstration on how to navigate the Web Quest program and I made sure to point out when there was links that had to be included. After the demonstration, the group discussed how the Web Quest would be implemented in the units. From this field experience, I learned that presenting content standards based activity through technology allows many different ideas for that content. The teachers were able to help me reflect on my activity to make it better.  **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.)**  The learning is related to the knowledge of the technology leader. The coach must know how to use the Web Quest program and be able to demonstrate how this tool would support student learning. The operation of each link should also be known along with where the link takes the student. The coach must also relate to the skills and be able to navigate the program and fix program issues that could arise during the completion of the activity. The disposition of a coach requires the reflection of their work. The coach must collaborate with other teachers and evaluate the technological tools for compatibility and decide if changes need to be made.  **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 impacted the development of the faculty by allowing the teachers implementing the task to explore the Web Quest. The teachers are able to witness what steps the students will be taking when completing the activity. The impact will be assessed when the teacher’s present the activity to their students and each teacher is able to navigate and explain how to complete the WebQuest. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | | |