**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Heather Brown | **Mentor/Title:** C. Walsh/ Instructional Technology | **School/District:** W.J. Williams Middle School/ Colquitt County |
| **Course:** ITEC 7640 PL & Tech Innovation | | **Professor/Semester:** Dr. Fuller/ Spring 2014 |

**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) |
| 3/24/14- 4/10/14 | Completed 5 coaching dates of a teacher  [5 hours] | 3.2/3b, 3.4/3d, 3.6/3f, 3.7/3g | **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 worked with a special education teacher. We met 5 times during this time. During these meetings, we discussed how the teacher incorporates technology into their classroom and what new tools they would like to use. Through technology facilitation and leadership, I learned coaching other coworkers can teach teachers new tools to use in their classroom and help the coach to also see new ways to present content.  **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 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 coach’s disposition would be the belief in the effective use of adaptive and assistive technologies that supports the learning needs of a individual student.  **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 teacher’s learning by allowing the teacher to use new forms of technology in their classroom. The coaching’s also allowed the teacher to see how the lesson can be modeled by another teacher. The impact will be assessed how the teachers uses technology in the future. The teacher is more confident after the coaching in her use of technology. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | | |