**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department – *Updated Summer 2015***

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| **Candidate:** Tabitha Edmondson-Goodman | **Mentor/Title:** Ms. Wallace/Tech Coach | **School/District:**  A L Burruss Elem/Marietta City Schools |
| **Course:** ITEC 7400 21st Century Teaching & Learning | | **Professor/Semester:** Dr. Jo Williamson |

**(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 pages. Thank you!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
| 06/08/15  06/09/15 | First and Second grade summer planning | 2.1, 2.3, 2.4, and 5.2 | 2a, 2c, 2d, and 4b |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience: Jaclyn Bell/Second Grade Team Member** | **Signature of the individual who can verify this experience:**  ***Jaclyn Bell*** |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 | X |  |  |  |  |  |  |  | | Hispanic |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White | X |  |  |  |  |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | | |
| **Reflection**  (Minimum of 3-4 sentences per question) | | | |
| **1. Briefly describe the field experience. What did you learn about technology coaching and technology leadership from completing this field experience?**  During these two days, I met with the upcoming grade levels and worked with them on their upcoming IB units. I helped incorporate both technology tools and gifted extension tasks. While working with these grade levels I was able to identify which personnel would be eager to try new technology tools and which teachers I would have to coax into it. I believe that some of them are apprehensive due to time restraints and just not being sure of what this new tool will look like in their orderly classrooms. I believe that many of them are aware of the benefits of integrating technology into their units. I know once they see their teammates jumping on board and having success they will be easier to persuade. From just working with my teammates I was able to offer some great resources to my teachers. I tried not to overload them, but I tried to share resources that I thought would be the most beneficial to their units. I have to remember to try two to four new technology tools a year and not them all at once.  **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 above. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)**  As I reviewed the PSC and ISTE NETS-C standards, while working with these teams, I noticed that I focused on the content standards and student technology standards, authentic learning, higher order thinking skills, and professional learning. It was important to have a firm understanding of the grade level IB units and state standards. This helped me decide which technology resources to share with these teams and how they will benefit our students. While doing this I must have a full understanding of the technology resources before I can share it with my teachers. This will enable me to be able to answer any questions that arise and help them understand how to use and how it will benefit their students. I also learned that my behavior and disposition  plays an important role with how well my presentations are received. Having worked with these teachers before, I have some prior working knowledge and this can help me understand the dynamic make-ups of each team and what new resources that they may want to try. Also, having a positive idea and a belief in what I am sharing does have several uses. For example, a positive attitude can set several minds at ease and it can encourage others to look beyond their comfort zone.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  I am hoping that my teachers will feel more confident using more technology in their classrooms. I would like to see them move further from the basic productivity tools. Also, I am hoping this year that more teachers ask for assistance. In the past it is usually just a few that are willing to reach out for assistance. I’ve noticed that when others see how easy and beneficial it can be then others are willing to listen. I am hoping that they will not see this as another thing to do, but as a tool to enhance their lessons. I will be able to assess their progress during our weekly collaborative planning meetings. During this time I can offer support and praise. | | | |