**UNSTRUCTURED Field Experience Log & Reflection**

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

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| **Candidate:** Chris Rogers | **Mentor/Title:** Kathy Schmidt / LSTC | **School/District:** Harbins ES / Gwinnett |
| **Course:**ITEC 7480 – Intro to Online Learning | **Professor/Semester:**Castile / Summer 2015 |

**(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)** |
| 6/11 | Gwinnett County Digital Learning Conference – presented 3 sessions, attended 1 session, attended keynote | 1.1, 1.2, 1.4, 3.2, 3.3, 3.6, 3.7, 5.2, 6.1, 6.2, 6.3 |  1a, 1d, 3b, 3c, 3f, 3g, 4b, 6a, 6b |
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| **First Name/Last Name/Title of an individual who can verify this experience:**Dr. Gail Smith, Media Services / Technology Training Director | **Signature of the individual who can verify this experience:** |

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| **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 | X | X |  |  |  |  |  |  |
|  Black | X | X | X | X |  |  |  |  |
|  Hispanic |  |  |  |  |  |  |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White | X | X | X | X |  |  |  |  |
|  Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  |  |  |
|  Limited English Proficiency |  |  |  |  |  |  |  |  |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

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| **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?**  I attended and presented at a Digital Learning conference hosted by our county. I presented sessions on effective formative assessment, personalized professional learning using online platforms like Twitter, and effective technology coaching. I attended a keynote session about the power of the maker movement and another session about using 3D printing in the classroom. I learned that building my network of peers is a key facet to technology leadership. I need to constantly be open to learning from and sharing with others in my field through events such as these.**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.)** **Knowledge -**I learned about the cardboard challenge, a movement started by the video Caine’s Arcade, which challenges students to develop problem-solving and critical thinking skills through cardboard design. This prepares me to lead the initiative at my school level.**Skills -**The 3D Printing workshop gives me the tools to take our 3D printing to the next level, specifically with lots of curriculum connections and design opportunities for students through their grade-level standards.**Dispositions -**The conference gave me lots of experience in networking and using social media to connect and disseminate information among my peers. This is a critical disposition for an effective technology leader.**3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**Our school improvement plan has digital tools as a large part of its implementation. This conference gave me lots of ideas for our school-wide professional learning program and for coaching lessons that I will implement with teachers next year. Although we don’t have a technology-specific assessment for students and teachers, I will assess its impact informally through self-created surveys and through conversations with teachers and students. |