**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chris Rogers | **Mentor/Title:** Kathy Schmidt / Media Specialist | **School/District:** Harbins Elementary / Gwinnett County |
| **Course:**ITEC 7400 – 21st Century Teaching & Learning | **Professor/Semester:**Kate Matthews / Fall 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) |
| 11/1011/1111/1211/1411/1711/18 | Pre-conference (0.75 hr), 5- 45-min small group coaching/model lesson sessions with a 3rd grade Math class (3.75 hr), and a post-conference with teacher (0.5 hr). Students learned about arrays, created digital products (Explain Everything screencasts on Nexus 7 tablets and personally-owned devices), shared through Google Drive, and reflected on their work as part of a digital portfolio using Weebly. | 2.1 – 2.7, 3.1 – 3.4, 4.1, 6.2, 6.3 | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  I learned that teaching in a small-group really helps to dig in to both content knowledge and the technology skills necessary for students to complete a successful digital product. The teacher was able to observe me in several sessions and generated lots of ideas for next steps that were discussed in our post-conference. I learned that instructional coaching is based on building relationships, and a sustained time in one teacher’s classroom can strengthen those relationships. **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.)** Technology coaches need to show that they can facilitate content-driven lessons based on rigorous grade-level standards. This lesson helped me to uncover student misunderstandings and to differentiate learning through an engaging digital tool. It helped to reinforce my belief that students can learn and are well-served with a small group model of instruction.**3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** This experience helped 1 teacher to have a model moving forward for how to infuse technology into her math curriculum. Students became more proficient with a versatile digital tool that can help them in other curriculum areas and learned skills that will transfer to other digital tools. The impact can be assessed by comparing the student reflections later in the year to the initial reflections after this project. The impact of this work on the teacher will be measured through a school-developed technology continuum based on the ISTE-T standards, specifically the communication and collaboration category. Teachers mark themselves on a continuum (Advanced, Proficient, Developing, Beginning) at the beginning, middle, and end of the school year. I hope to see a growth of 1 category or more for this teacher in the Communication & Collaboration category. |
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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 |  |  |
|  Black |  |  |  |  |  | x |  |  |
|  Hispanic |  |  |  |  |  | x |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  | x |  |  |  | x |  |  |
|  Multiracial |  |  |  |  |  | x |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  | x |  |  |
|  Limited English Proficiency |  |  |  |  |  |  |  |  |
|  Eligible for Free/Reduced Meals |  |  |  |  |  | x |  |  |

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