**UNSTRUCTURED Field Experience Log & Reflection**

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

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| **Candidate:  Jamey Bearden** | **Mentor/Title:  Neil Harrison/System Technology Coordinator** | **School/District:**  **Dawson County High School/Dawson** |
| **Course: ITEC 7460 Professional Learning and Technology** | | **Professor/Semester: Dr. Anissa Vega/Spring 2016** |

**(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)** |
| 1-4, 1-8, 2-1  3-11  4-11  4-18, 4-19  4-25  5-2 | Reviewed multiple publisher’s online textbooks for foreign language textbook adoption, met with colleagues, discussed pro’s and cons, narrowed selection down to 3 publishers (4 hours)  Observed 3 presentations from the final 3 publishers, explored technology features of these companies (3.5 hours)  Met with colleagues to research more in-depth and discuss options (1 hour)  Held Department meeting to evaluate technology aspects 3 remaining Publishers, designed and created screencast to present our decision, presented textbook decision to Governance Council (3 hours)  Had live conference with the Publisher selected, Assistant Principal of Curriculum, Technology Director, and Assistant Superintendent of Curriculum (1 hour)  Attended Board of Ed. Work Session to present findings and decision (1 hour)  **13.5 hours total** | 1.4, 5.1, 5.2, 5.3, 6.2 | 2a, b, c;3a, b, c, d; 5a, b, c, d |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:**  **Brody Hughes (Assistant Principal of Curriculum, DCHS)** | **Signature of the individual who can verify this experience:** |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 | X | X | X |  | X | X | X | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White | X | X | X | X |  | X | X | X | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  | X | | Limited English Proficiency |  |  |  |  |  |  |  | X | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  | X | | | | |
| **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?**  My department and I were in charge of selecting the Foreign Language textbooks for the current adoption year. This was a very important process and decision as we are moving to a 1-1 student-device ratio and we only get to make this decision every 7 years (if there is funding). It was important that we carefully reviewed all publishers and the technology that they offered for our programs. We also considered the effectiveness, appropriateness and availability of resources for K-12 language learners in our system. As the Foreign Language Department Head, I learned several things about technology leadership. When discussing compatibility and other technologies regarding the online systems with our system’s technology coordinator, there were several things that I did not even realize that we needed to consider – like compatibility of these resources with our current LMS.  **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 researched, recommended, and implemented strategies for initiating and sustaining technology innovations and for managing the change process in schools regarding our new online textbooks.  **Skills –** I conducted needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses to inform the content and delivery of technology-based professional learning programs.  I developed and implemented technology-based professional learning that aligns to state and national professional learning standards, integrated technology to support face-to-face and online components, modeled principles of adult learning, and promoted best practices in teaching, learning, and assessment.  I designed and implemented program evaluations to determine the overall effectiveness of professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.  **Dispositions -** I regularly evaluated and reflected on my professional practice and dispositions to improve and strengthen my ability to effectively model and facilitate technology-enhanced learning experiences.  **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 greatly impacted school improvement and student learning. Because of our decisions regarding which textbook publisher we selected, our students will benefit greatly from these new online resources that we have not had the opportunity to have before. Students, beginning next year will be able to access their Spanish classes and curriculum in a new online platform that s compatible with our new LMS. They will have fewer log-ins and everything will be more user friendly, allowing for more focus on learning.** | | | |