

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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Course: ITEC 7400 21 st Century Teaching & Learning		Professor/Semester: Professor Kate Matthews / Spring 2015

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!)

Date(s)	1 st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
1/ 2/15	Taught co-workers how to use Gradecam to in their classrooms. [1 hour]	PSC 1.1, 1.2, 1.4, 2.1, 2.7, 2.8 3.5, 6.3 ISTE 1a, 1b, 1d, 2a, 2g, 2h, 3e	*I relocated this section to the bottom of the chart below the table for “DIVERSITY”.
2/19/15 2/27/15	Taught co-workers how to use Schoology (different functions and features) and troubleshoot some issues that some were having. [2 hours]		
3/2/15 3/11/15	Taught co-workers how to use various system functions and Notebook software on Macbooks. Also gave feedback and constructive criticism on how to utilize more functions in SMART software. [3 hours]		
TOTAL: 5 hours			

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								
Hispanic				X				
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 facilitation and leadership from completing this field experience?

In this field experience, I introduced Web 2.0 Tools that I have incorporated in my own classroom and also troubleshot some tools that other teachers were having problems with. I learned that technology facilitation is not difficult as long as teachers understand that it is aiding their lessons and not just “thrown in” to be there. Teachers were happy to listen as long as I showed them how useful the technology (Schoology, Gradecam, SMART software, etc.) is. They especially appreciated these tools once I showed them how useful they are with analyzing data and showing progress of learning. I found that I eased into the leadership role with this field experience because my colleagues trust me and because I had extensive knowledge of these tools.

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.)

This learning related to the knowledge and technology skills and dispositions required of a technology facilitator/leader through because I led the development and implementation of a shared vision for the effective use of technology to promote excellence and supported transformational change throughout DCHS by facilitating the implementation of a shared vision for the use of technology in teaching, learning and leadership (PSC 1.1, 1.2, ISTE 1a, 1b), and by recommending and implementing strategies

for initiating and sustaining technology innovations (PSC 1.4, ISTE 1d).

I demonstrated knowledge, skills, and the appropriate disposition to help others effectively integrate technology into their own teaching practices by modeling and facilitating the implementation of technology-enhanced learning experiences aligned with student content technology standards (PSC 2.1, ISTE 2a).

I facilitated and modeled the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources (PSC 2.7, ISTE 2g).

I facilitated the effective use of digital tools and resources to systematically collect data and analyze student achievement data and to interpret results (PSC 2.8, ISTE 2h)

I troubleshoot basic software and hardware problems common in digital learning environments with my colleagues (SMART board, system tools, SMART Notebook) (PSC 3.5, ISTE 3e)

Through all of these experiences and tutorials, I engaged in appropriate field experiences to synthesize and apply the content and professional knowledge, skills, and dispositions identified in these standards (PSC 6.3)

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 school improvement because I introduced my colleagues to tools that allow them to identify student achievement data more efficiently and use this data to improve student achievement. The data that these tools collect also helps identify “at risk” students and allows the teachers to begin the intervention process to help promote higher student achievement. This impact can be assessed through the data that these tools collect and also monitored through student use of the tools (Schoolology).