UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department – *Updated Summer 2015*

Candidate: Alyssa Sills	Mentor/Title: Christy Neal	School/District: **Taylor Elementary School/Gwinnett County Public Schools**
Course: ITEC 7410		Professor/Semester: **Angela Bacon/Spring 2019**

(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete <u>one</u> field experience totaling 5 hours! If you have fewer field experiences, just delete the extra pages. Thank you!)

Date(s)	1st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
March 2	2 hour- Discussion with High School Teacher and planning 3 hours- Creating website for teacher to use 1 hour- follow up meeting with teacher	PSC 1.2 PSC 2.1 PSC 2.3 PSC 2.4 PSC 2.6 PSC 3.1 PSC 3.3	ISTE 1b ISTE 2a ISTE 2c ISTE 2d ISTE 2f ISTE 3a ISTE 3c

First Name/Last Name/Title of an individual who can verify this experience:	Signature of the individual who can verify this experience:

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<tr><td colspan="9" align="center">DIVERSITY
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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?**

During this field experience I was able to talk with a high school math teacher from the county. I was able to talk with her about her needs in her classroom in regards to technology. She discussed the idea that in her classroom she liked to do three act tasks because she thought the students learned through figuring out a real life task but she would like to incorporate technology into those lessons. We also talked about the idea that she would like the students to be able to lead themselves through the process. Some websites have three act tasks but they give away too much information on one page so she would like it to be broken up. I told her about webquests and how students would be able to navigate the page. Together we collaboratively planned the Weebly and how her students would use it in class. I then was able to create the Weebly that she wanted with the three act task that she provided for me. We then met up again to discuss how the lesson should be taught and the goals for the lesson using the webquest.

I learned a lot about technology coaching through this project because I was able to meet with a teacher and coach her through what she wanted. I used what I learned about coaching to help me through the session. We collaborated on the ideas instead of me taking over the session. She was able to tell her ideas and discuss exactly what she was looking for. I was also able to contribute my expertise on the technology end. This project was also aligned to content standards and it was problem based.

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 – This field experience related to what I must know because I need to know about how to work alongside teachers and help them integrate technology into their lessons. This project was something that this teacher already used in class and she wanted to add in technology. PSC 2.3 is all about students using authentic tasks in their learning so this was the perfect project for this. The task that was created on the webquest had students measure an actual countertop and tell the size from what they did with their group. I also taught the teacher to manage the digital tools that we used to create the website for the students to use.

Skills -
This field experience also related to skills or what I must be able to do because based on the PSC standards 3.1 I must be able to facilitate effective classroom management and collaborative learning strategies. When creating this project, I was able to add in roles for the students so that they could work together and collaborate on the assignment. Once way to facilitate collaboration is to create a real life scenario and have specific organized roles for projects and those are built into the weebly.

Dispositions – This also related to attitudes beliefs and enthusiasm or dispositions because I was able to help the teacher create an authentic task to get the students involved in their learning. Students are more excited to learn when they are able to use technology and work with their peers. This assignment got students thinking through the task while the teacher was able to facilitate learning without teaching at the front of the room.

2. **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 student learning because it was an authentic task. The students could apply what they knew about area and perimeter to a real life scenario. Due to the fact that the project was more hands on and the students had to problem solve they will learn the content in a deeper way. This can be assessed through test scores- the teacher can look at the strands on this standard and see if students improved based on authentic learning.

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Reflection
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1. Briefly describe the field experience. What did you learn about technology coaching and technology leadership from completing this field experience?

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 -

Skills -

Dispositions -

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

Date(s)	3rd Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)

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