**UNSTRUCTURED Field Experience Log & Reflection**

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

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| **Candidate:** Gaberielle Miller | **Mentor/Title:** Barbara Lange | **School/District:** Russell Elementary/ Cobb County School District |
| **Course:** ITEC740021st Century Teaching and Learning | | **Professor/Semester:** Dr. Yi Jin/ Summer 2018 |

**(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)** |
| 6-29-18 | 9:00- 12:00  [3 hours] | 3.6, 6.1, 6.2, 6.3 | 2a, b, c, d |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:** Crystal Cox | **Signature of the individual who can verify this experience:**  cid:image001.png@01D41EDF.E14F5500 |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | Black |  |  |  |  |  |  |  |  | | Hispanic |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White | X | 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 coaching and technology leadership from completing this field experience?**  Mrs. Cox is the technology teacher at an elementary school in Powder Springs, Georgia. I wanted to know more about being a technology teacher, so I contacted Mrs. Cox. I had a one on one conference with her, where she shared valuable information about teaching as well as best practices in technology. She informed me that her school was not technology rich. They have one iPad cart, one laptop cart, 3-4 computers in each classroom, and over 700 students that attend the school. We talked about the conversation that was had when her principal approached her about this position; she told her how she wanted all students to have access to computers and know how to utilize technology. Since this was her first year as being the technology teacher, her principal paired her up with a mentor who provided her with lots of insights about implementing critical thinking, problem-solving and authentic learning task into her technology lessons. Next, we have a conversation about learning in the computer lab for “the first week” of school looks. She explained that she does a lesson with all of her students on digital citizenship. Since Cobb County uses Scholastic’s Math Inventory and Reading Inventory for data, she spends the next two weeks assessing students in the computer lab with this program. After that, she is ready to teach the standards (k-2 have specific technology standards to be taught, while she uses the content that 3-5 graders learn about in their homeroom class to create lessons. Next, Mrs. Cox shared a plethora of productivity as well as instructional software, and web-based learning activities, and how to use them in the computer lab. The following are some examples; BBC dance mat (typing program that’s great for students. She suggests not using this program with kindergartens until January.), type to learn (keyboarding practice), makebeliefcomix.com (allows students to make comics about content they are learning in social studies), code.org, (free fun and engaging coding lessons). She also mentioned wix, chatterpix, and how Google is not a good safe search engine and how the county does not want students using Google, Bing which a search engine that is supported by the county.  All in all, this field experience gave me a lot of valuable information that I plan on implementing the next school year. I also learned that it is essential that technology teachers to have a mentor because mentors have a lot of knowledge and skills about a content area that others may not necessarily have. Besides, teachers new to any field need a support system.  **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 learning experience helped relate to the knowledge I must know because provided me with continued growth and knowledge and skills of current and emerging technologies and professional practice.  Skills – This field experience helped me to reflect on my teaching practice and think about what I could do to improve technology-enhanced learning experiences for students.  Dispositions – This field experience made me aware of the importance of having a good coaching other teachers to help them improve on their teaching practices.  **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 will impact my school improvement as well as student learning at my school. Although my school has a lot of technology available to use, we do not use the technology to support student learning. I am interested in becoming a technology coach, and I plan on talking to my principal about my interest and how it will help heighten students’ success. | | | |

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| **Date(s)** | **2nd Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
| 7-14-18 | 3:00-5:00  [2 hours] | 1.1, 2.3, 2.4, 2.6, 6.1, 6.3 | 1c, 1d, 6b, 6d |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:** Ashley Payne | **Signature of the individual who can verify this experience:**  cid:image003.png@01D41EDF.F83DFFA0 |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | Black | X |  |  |  |  |  |  |  | | Hispanic |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  |  |  |  |  |  |  | | 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 had the chance to work with a colleague, giving her an overview of a productivity tool that I will be using next school year. She had always wanted to use the tool, but never had the time to learn about it. She asked me to give her training on it. I was more than happy too. I started by just telling her what the productivity tool primary uses were and the different ways she could utilize it in her classroom. Next, I coached her by helping her set up a teacher account, and then we created a class account (for practice purposes). Next, we went through lessons that would use when introducing Seesaw to her students. After that, we explored Seesaw even more, by browsing through their activity library, posting to student journals, and sending announcements. We even developed three lessons based on state standards that she will use in her classroom, and I showed her how Seesaw could be used for differentiation. I finally showed her how to invite families, and I ended the training by showing her technical support.  **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 learning experience helped relate to the knowledge I must know because it required me to model and facilitate the practical use of research-based best practices in instructional design when utilizing digital tools to enhance learning experiences.  Skills – To model how to use Seesaw, I had to research best practices in instructional design that would enhance students learning experiences from all diversities.  Dispositions – To effectively coach Ms. Payne, I had to learn about current and emerging technologies and apply them to improve personal productivity and my professional practices.  **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 will help impact Ms. Payne’s students by empowering them with a unique tool that will encourage communication, collaboration, critical thinking, creativity, and higher-order thinking skills. |