UNSTRUCTURED Field Experience Log & Reflection

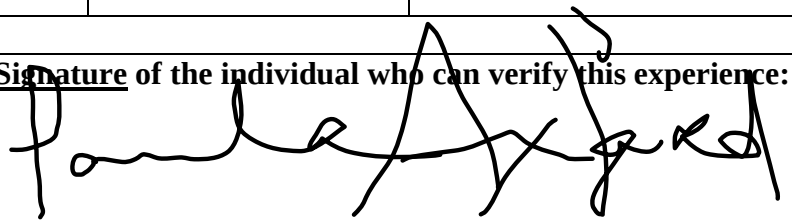
Instructional Technology Department – *Updated Summer 2015*

Candidate:	**Mentor/Title:**	**School/District:**
Daniel Hoeh	Tracey Borup/ Technology Training Integration Specialist	Sprayberry High School/ Cobb County Schools
Course:		**Professor/Semester:**
ITEC 7560: Professional Learning and Technology Innovation		Dr. Sherry Grove/ Spring 2017

(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)
3/6	Meet with the media specialist and create a basic outline for the Sprayberry Tech Fair. Create and send a proposal to the administration staff. Begin construction of a OneNote Notebook to hold all of the training material associated to the fair. (2 hours)	PSC: 1.1, 1.2, 2.2, 2.6, 3.2, 3.7, 4.2,	ISTE: 1a, 1b, 2b, 2f, 3b, 3g, 4b
3/15	Use Canva to create promotional materials for the tech fair including a banner for the school media center website. (1 hour)	PSC: 1.1, 1.2, 4.1, 4.2,	ISTE: 1a, 1b, 4a, 4b
3/20	Meet with media specialist to help evaluate and order instructional technology equipment including MakeyMakey, Little Bits, and Google Cardboard. (1 hour)	PSC: 1.2, 2.1, 2.4, 2.6, 3.2, 3.4, 3.6, 6.1	ISTE: 1a, 2a, 2d, 2f, 3b, 3d, 3f, 6a
3/22	Update the media center blog and promote the fair using email and blog. (1 hour)	PSC: 1.1, 1.2, 4.1, 4.2,	ISTE: 1a, 1b, 4a, 4b

3/24	Create PDF tutorials for both MakeyMakey and Scratch. Update the OneNote to include new training materials. (1 hour)	PSC: 1.1, 1.2, 4.1, 4.2, 4.3	ISTE: 1a, 1b, 4a, 4b, 4c
3/27	Print and setup all training materials for the fair. Layout the media and distribute all materials. Train student helpers to help coach school participants. (1 hour)	PSC: 1.1, 1.2, 4.1, 4.2, 4.3	ISTE: 1a, 1b, 4a, 4b, 4c
3/29	Final setup and preparation for the Sprayberry Technology Fair. Instruct and supervise classes as they move between stations. Answer questions and help coordinate with the participating classes. Clean up materials, inventory resources and discuss with participants. (8 hours).	PSC: 1.1, 1.2, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.5, 4.1, 4.2,	ISTE: 1a, 1b, 2a, 2b, 2c, 2f, 3a, 3b, 3e, 4a, 4b

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

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	X				X
Black			X	X				X
Hispanic			X	X				X
Native American/Alaskan Native			X	X				X
White			X	X				X
Multiracial			X	X				X
Subgroups:								
Students with Disabilities			X	X				X

Limited English Proficiency			X	X				X
Eligible for Free/Reduced Meals			X	X				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?

For this field experience I had the awesome opportunity to coordinate with the media specialist and administration staff to create the first every Sprayberry Technology Fair. The fair was conducted for one day, throughout the entire school day and included technology tools such as; Google Cardboard, Sphero, MakeyMakey, Scratch, LittleBits and Ipads. The teachers used the online Lab Resource Scheduler (Lars) to schedule their class for a session. Each session lasted for 30 minutes and the students were rotated between each station. Each and every station included an opportunity to experiment with each instructional technology tool. Coaches were available at each and every station to help teach and guide the participants through each experience.

The first lesson I learned about technology coaching and technology leadership after completing this field experience is the need to properly work with administration to share, coordinate and design a strategic plan for technology. Receiving permission and cooperation form administration is not enough to make the fair a reality. I also learned about the importance of properly evaluating different forms of instructional technology and lesson strategies to determine the proper tools and strategies that will work best for the fair.

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 learned that collaborating with administration, teachers and other key staff members when selecting and evaluating digital tools is extremely important. The staff evaluated the technology tools to determine how those tools address accuracy, suitability, and compatibility with school technology infrastructure.

Skills - Throughout this experience I had to remain open-minded to new and emerging technologies. I had to evaluate technology and their use in creating a learner centered research-based strategies for creating an authentic learning experience.

Dispositions – Throughout the process I learned the importance of staying focused and disciplined. It is extremely important to stay focused on the vision of the project at hand. Understanding the vision of the fair helps in maintain focus on instructional focus on using learner centered research-based strategies to create an authentic learning experience for all students.

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 improved faculty development and student learning by showing both students and teachers the instructional technology resources available. The impact of the fair can be assessed through the amount of instructional technology signed out for student and classroom use. The impact can also be assessed through lesson plans that include instructional technology along with increased student motivation and improved walkthroughs as noted in TYKES.