**UNSTRUCTURED Field Experience Log & Reflection**

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

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| **Candidate: Hillary Johnson** | **Mentor/Title:** Kathy Vinyard/Media Specialist | **School/District:** **Lassiter HS/Cobb County**  |
| **Course:ITEC 7305 – Data Analysis & School Improvement** | **Professor/Semester:Prof. Michael Rotjan (Summer 2016)** |

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
| 6/27/16 – 6/29/16 | I co-lead a three day workshop for biology and environmental science teachers in Cobb County that work at Title I schools. This workshop primarily involved finding, adapting, and creating virtual labs and demonstrations, discussing effective classroom strategies for English-language learners, low SES students, and students with disabilities. In addition, we also review some basic instructional technology tools and taught workshop attendees about any other requested technology tools. (totaling 9 hours) | 1.42.1, 2.2, 2.3, 2.4, 2.5, 2.63.1, 3.2, 3.3, 3.64.1, 4.35.26.1, 6.3 | 1d2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h3a, 3b, 3c, 3d, 3e, 3f, 3g4b, 4c5a, 5b, 5c6a, 6b |
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| **First Name/Last Name/Title of an individual who can verify this experience:*****M. Dayle Koester – Biology Teacher***  | **Signature of the individual who can verify this experience:****C:\Users\jhm18419\Dropbox\KSU\Dayle signature.PNG** |

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| **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 |  |  |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  |  |  | X |  |  |  |  |
|  Multiracial |  |  |  | X |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  | X | X |
|  Limited English Proficiency |  |  |  |  |  |  | X | X |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  | X | X |

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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?**  *For this field experience, I helped create a three day workshop for Title I teachers in Cobb County that focused primarily on virtual labs and demonstrations. Each day we worked to create labs that could be used in any classroom through pre-existed online virtual labs and creating WebQuests that could be supplemented as a virtual lab experience. From completing this field experience, I learned the importance of proper modeling of technology tools and also creating a meaningful experience for the workshop attendees. Oftentimes, students in Title I schools are low SES students and do not have much experience beyond “drill-and-kill” uses of technology so designing an effective workshop was essential to help close the digital equity gap between these students and give them authentic and higher level experiences with technology that will better prepare these students for the future.* **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 –** *To complete the technology experience explained above, I needed to be knowledgeable of the content standards required of the science courses and what types of technology would best benefit the learning experiences of middle school and high school students (PSC 2.1). In addition, I had to be knowledgeable in the types of students in Title I schools and be able to determine which activities would best close the digital equity gap for these students (PSC 4.1).* **Skills –** *For the technology experience above, I had to be aware of the technology standards and be able to use these best practices in the instructional design of the workshop (PSC 2.6). In addition, I had to learn which programs would be the most effective at engaging students to create the best learning environment possible in the classrooms of these teachers to engage these students beyond the “drill and kill” technology skills they are used to using (PSC 2.3).***Dispositions –** *After completing this technology experience, I am more confident in being viewed as a technology leader not only within my school but the district as well. As I developed technology-based professional learning for these teachers I also found other new tools that I was not aware of prior to this field experience (PSC 5.2). I am excited to lead future sessions on technology use for other teachers in the district in the future and conduct further needs assessments to find gaps that teachers feel still exist in the classroom and among teachers, especially those in Title I schools (PSC 5.1).* **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 helped other teachers in the district to see how meaningful and higher-order thinking through the use of technology, especially in Title I schools can benefit the students and their classroom engagement. Through the use of technology, students will participate in more engaging classroom lessons and will retain more information. Technology can also facilitate the implementation of more formative assessment tools in the classroom that teachers can use to further engage students and help them be more successful on future summative assessments. The teachers that attended this workshop will also be able to take the materials and information they learned back to their schools to help involve more teachers in the meaningful instruction and to further help close the digital divide that exists between our schools and students.*  |