**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 7410 – Instructional Technology Leadership** | | **Professor/Semester: Dr. Daniel A. Gagnon (Summer 2016)** |

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
| 7-11 through 7-13 | I co-lead several technology-infused sessions for other science teachers in the county. These sessions included training on formative assessment technology tools, Office 365, Google Drive, flipped classroom/screencast software, social media apps in the classroom, and other requested technology tools. (totaling 6 hours) | 1.4  2.1, 2.2, 2.3, 2.4, 2.5, 2.6  3.1, 3.2, 3.3, 3.6  4.1, 4.3  5.2  6.1, 6.3 | 1d  2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h  3a, 3b, 3c, 3d, 3e, 3f, 3g  4b, 4c  5a, 5b, 5c  6a, 6b |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:**  ***Dr. Thomas Brown – CCSD Science Coordinator*** | **Signature of the individual who can verify this experience:**  **C:\Users\jhm18419\Dropbox\KSU\Tom Brown signature.PNG** |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 | X |  |  |  |  | | Black | X | X | X | X |  |  |  |  | | Hispanic | X | X | X | X |  |  |  |  | | Native American/Alaskan Native | X | X | X |  |  |  |  |  | | White | X | X | X | X |  |  |  |  | | Multiracial | X | X | X | X |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  | X | X | X | X | | Limited English Proficiency |  |  |  |  | X | X | X | X | | Eligible for Free/Reduced Meals |  |  |  |  | X | 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 created and implemented several lessons for teachers regarding the use of technology. These lessons focused on modeling best-practice technology enhancements that teachers can use in their classrooms. Teachers that attended these sessions work in a range of schools where oftentimes students qualify for special education services, free/reduced meals, and many work with students that are English-language learners. These teachers answered a brief questionnaire prior to the start of this session so I could get a better idea of what tools the teachers want to learn more about and what tools they already have a thorough understanding of prior to the session. Based on the questionnaire, I compiled a list of tools that I wanted to demonstrate and have teachers work with so they could implement some of these tools successfully in their schools. The following tools were discussed in these sessions: Kahoot, Socrative, Quizizz, Quizlet Live, Office 365, Google Drive, Camtasia, Screencast-o-Matic, Doceri, EdPuzzle, Schoology, Edmodo, Twitter, and Flipagram.*  **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 use of the apps and programs I already knew about and was teaching to other teachers to help them solve basic troubleshooting issues as they work through the program (PSC 3.5).*  **Skills –** *For the technology experience above, I had to be learn the some of the other programs that I wasn’t aware of prior to the questionnaire administered to the teachers (PSC 3.5). 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 (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 (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 technology tools can have a positive impact on the classroom. The teachers that attended this session learned about many tools that they may have heard of but did not have any experience using in the classroom or had attempted classroom use with no success. After attending these sessions, these teachers were more confident in technology use in the classroom. Now, these teachers can go back to their respective schools and teach the other teachers in their department, or even entire school, about how to use these technology tools. In addition, now I am more confident leading technology tool sessions and want to start holding mini training sessions throughout the school year for my fellow colleagues to improve best-practice technology use in the classroom in my school too as well as improve teacher confidence in the use of technology in the classroom.* | | | |