**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 7460 – Professional Learning & Tech Innovation | | **Professor/Semester:** Prof. Sherry Grove (Fall 2016) |

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
| 11/8/16 | I co-lead a one day workshop for elementary teachers in our high school’s feeder schools. This workshop primarily focused on ways to incorporate technology in the elementary classroom for science education. The focus of this session was on virtual labs and online demonstrations to compliment science curriculum. (totaling 6 hours) | 1.4  2.1, 2.2, 2.3, 2.4, 2.5, 2.6  3.1, 3.2, 3.3, 3.5 3.6  4.1, 4.3  5.2  6.3 | 1d  2a, 2b, 2c, 2d, 2e, 2f, 2g  3b, 3c, 3d, 3e, 3f  4b, 4c  5a, 5b  6a, 6b |
| |  |  | | --- | --- | | **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** |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  | | Black | X | X |  |  |  |  |  |  | | Hispanic | X | X |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White | X | X |  |  |  |  |  |  | | Multiracial | X | X |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities | X | X |  |  |  |  |  |  | | Limited English Proficiency | X | X |  |  |  |  |  |  | | Eligible for Free/Reduced Meals | 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 helped create a one day after school workshop for elementary teachers in elementary the feeder schools in Cobb County that focused primarily on virtual labs and simulations to enhance the science curriculum. For this session, we provided 30 minutes of structured time outlining virtual labs and simulations that could be used in the classroom. After this structured time, we separated the teachers into groups and had them each work on developing a lesson to use either a virtual lab or simulation that had been demonstrated. The workshop concluded by each group reporting their lesson plans to the other attendees.*  **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 digital tools and resources available for elementary science standards and manage them to provide appropriate student learning experiences (PSC 3.2).*  **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 virtual labs and simulations would provide an authentic learning experience for the elementary students of the teachers we were working with during this session (PSC 2.3).*  **Dispositions –** *After completing this technology experience, I am more confident being able to provide technology advice at not only the high and middle school level, but the elementary school level 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 that I could adapt and adjust to still be usably in my high school classroom as well (PSC 5.2). I am excited to lead future sessions on technology use for other teachers in elementary school classrooms as this was a learning experience for me too and really helped further mold my professional practice and personal productivity (PSC 6.1).*  **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 elementary schools can benefit the students and their classroom engagement. Through the incorporation of more virtual labs and simulations, elementary teachers will be able to further engage their students in the science content of their classrooms. The teachers that attended this workshop will also be able to take the materials and information they learned back to their schools and involve more teachers in this engaged manner of teaching science. The hope is that by engaging in this method of vertical teaming, we will have students that are better global citizens and have more authentic technology-based learning experiences in their classrooms.* | | | |