UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department – *Updated Summer 2015*

Candidate: Hillary Johnson	Mentor/Title: Kathy Vinyard/Media Specialist	School/District: Lassiter High School/Cobb County
Course: ITEC 7400		Professor/Semester: Jo Williamson/Summer 2015

Date(s)	1st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
6-8-15 to 7-14-15	Filming and creating "best-practice" teaching videos for teachers in Cobb County School District using Camtasia software to complete the final product.	1.1, 1.4 2.1, 2.3, 2.4, 2.6 3.3, 3.5, 3.6 4.1 5.1, 5.2, 5.3 6.1, 6.3	1a, 1d 2a, 2b, 2d, 2e, 2g 3b, 3c, 3e, 3f, 3g 4b, 4c 5a 6a, 6c

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: *Tom Brown Ph.D.*

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			X	X				
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 had to choose several best-practice lessons to write a script, record a video, and then use this video to create a Camtasia video to be published on the Cobb County School District website. I had to write my own script and then use an iPad app to display it as a running script during filming. All filming was done on a green screen so once the videos were imported into Camtasia, I had to edit the visual properties to bring in a different background, add supplemental video extras, and add images and various other callouts. I learned a lot about filming videos and editing software which has helped fuel a desire to use more professional type videos in my classroom too. In terms of coaching and leadership, I caught on fairly quickly to all the components of this project, so many times I found myself coaching my colleagues through the process by helping them troubleshoot the Camtasia software, edit scripts to maximize the video, and helping record supplemental videos of demonstrations. I also learned to be patient when coaching others with technology, because there are vastly different expertise levels of technology software and some people catch on to the material much faster than others.

 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 do the technology explained above, I needed the knowledge of the types of technology being used and needs to be able to "model and facilitate the design and implementation of technology-enhanced learning experiences…" (PSC 2.1). In addition, I had to model the use of digital tools to engage students through the use of Photostory, Flipagram, and iMovie in one of my videos (PSC 2.3). I also modeled the effective use of Camtasia to my peers to help them also create technology-enhanced learning experiences (PSC 2.6).

Skills – For the technology experience listed above, I needed to be familiar with the technology enough to troubleshoot when I had problems with the software but also to troubleshoot when other teachers were having difficulties, which many times was communicated via email or text, thus adding an additional element of troubleshooting. (PSC 3.5) In addition, the tools I chose to use were evaluated by myself and other teachers for future compatibility within the classroom. (PSC 3.6) I also need to be able to determine which standards within biology needed the most attention and would be most beneficial for teachers to learn from during professional learning. (PSC 5.1)

Dispositions – The technology implementation stated above required a desire in me for continuous learning and to reflect on my practice to determine what I do best. (PSC 6.1) In addition, I also promoted the software to other teachers to use that way they could also create the best possible product. (PSC 4.1) I also will need to be positive as my videos are evaluated for the content and the professional learning ability for other Cobb teachers. (PSC 5.3)

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 hopefully increase many factors of the district. The videos will be available to view on the district website and will be accessible by all teachers. The purpose of the video is to model a "best-practice" approach to specific standards within biology content for both 7th grade life science and high school biology. For this experience, I created a total of three videos which will hopefully reach other teachers in the district so they are able to teach these topics to their students effectively. The impact can be assessed by the over End of Course scores in these specific standards within biology content or Milestones scores in middle school.. If teachers are implementing these best-practice methods, then the test scores of their students should also reflect this learning.