

# UNSTRUCTURED Field Experience Log & Reflection

## Instructional Technology Department

<b>Candidate:</b> Chris Carlisle	<b>Mentor/Title:</b> Tom Burks/ITS	<b>School/District:</b> Lakeside/Forsyth
<b>Course:</b> ITEC 7460 Professional Learning and Technology Integration		<b>Professor/Semester:</b> Dr. James P. Chiavacci / Fall 2014

### Part I: Log

**(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete one field experience totaling 5 hours! If you have fewer field experiences, just delete the extra rows. Thank you!)**

Date(s)	1 <sup>st</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>																																																																																																		
11/12/14	Trained an elementary school teacher on some of the main features of our district learning management system. (1.5 hours)	PSC 1.4, 3.3, 3.5, 6.2	<p><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b></p> <p>In this field experience entered into a coaching relationship with a teacher in another school. It allowed me to practice coaching someone in a different grade level.</p> <p><b>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 in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)</b></p> <p>This experience related to knowledge and skill because I had to be experienced in the technologies I was teaching to my colleague. It also relates to knowledge in terms of troubleshooting. I have to have a certain amount of troubleshooting know how about Its Learning and Google Drive to be able to share this</p>																																																																																																		
11/18/14	Trained an elementary school teacher on some of the main features of Google Docs and wikis. I also introduced the LoTI levels and offered suggestions on integrating technology into her classroom more frequently. (2 hours)																																																																																																				
12/2/14	Reviewed her upcoming lesson plans and offered ideas on integrating technology. (1 hour)																																																																																																				
<p><b>DIVERSITY</b> (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 25%;">Ethnicity</th> <th colspan="4" style="width: 25%;">P-12 Faculty/Staff</th> <th colspan="4" style="width: 25%;">P-12 Students</th> </tr> <tr> <th style="width: 5%;">P-2</th> <th style="width: 5%;">3-5</th> <th style="width: 5%;">6-8</th> <th style="width: 5%;">9-12</th> <th style="width: 5%;">P-2</th> <th style="width: 5%;">3-5</th> <th style="width: 5%;">6-8</th> <th style="width: 5%;">9-12</th> </tr> </thead> <tbody> <tr> <td><b>Race/Ethnicity:</b></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Asian</td> <td></td><td></td><td></td><td></td><td></td><td>X</td><td></td><td></td> </tr> <tr> <td>Black</td> <td></td><td></td><td></td><td></td><td></td><td>X</td><td></td><td></td> </tr> <tr> <td>Hispanic</td> <td></td><td></td><td></td><td></td><td></td><td>X</td><td></td><td></td> </tr> <tr> <td>Native American/Alaskan Native</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>White</td> <td></td><td>X</td><td></td><td></td><td></td><td>X</td><td></td><td></td> </tr> <tr> <td>Multiracial</td> <td></td><td></td><td></td><td></td><td></td><td>X</td><td></td><td></td> </tr> <tr> <td><b>Subgroups:</b></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Students with Disabilities</td> <td></td><td></td><td></td><td></td><td></td><td>X</td><td></td><td></td> </tr> </tbody> </table>				Ethnicity	P-12 Faculty/Staff				P-12 Students				P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12	<b>Race/Ethnicity:</b>									Asian						X			Black						X			Hispanic						X			Native American/Alaskan Native									White		X				X			Multiracial						X			<b>Subgroups:</b>									Students with Disabilities						X		
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Limited English Proficiency						X		
Eligible for Free/Reduced Meals						X		

information with someone else. It also relates to knowledge of diffusion of innovation because I helped the teacher implement strategies for initiating technology innovation in her classroom.

The experience is also related to dispositions. It was important for my enthusiasm for technology integration to be apparent during my coaching. This learning experience also created an opportunity to reflect on my coaching ability and how I might strengthen my ability to model technology integration at grade levels in which I have less experience.

**3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**

By helping this teacher improve her technology skills, her students will be the recipients of higher quality instruction. Also, she will be in a position to share her knowledge with other teachers in her grade level, which will impact school improvement. Impact can be measured by how frequently and to what degree teachers in her building use Its Learning and Google, as well as the LoTI level their technology lessons reach