**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chris Carlisle | **Mentor/Title:** Tom Burks / ITS | **School/District:** Lakeside / Forsyth |
| **Course:** ITEC 7481 | | **Professor/Semester:** Fuller / 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!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| 11/19/14 | Delivered professional learning on 1) how to use Microsoft Paint to edit digital content and 2) How to embed YouTube videos on teacher pages in our district LMS. (1 hour) | ISTE NETS – C Standards  2a, 3b, 4b, | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  I gave a short live tutorial session to teachers in my grade level. The two topics I covered were 1) How to use Microsoft Paint to edit and 2) how to embed digital content onto teacher pages in Its Learning – our district’s LMS. Many teachers did not possess these basic but essential skills.  **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.)**  Technology coaches must be able to coach teachers to implement technology enhanced learning experiences. With our district’s recent move away from the practice of putting “snow days” on the school calendar, teachers in my district are now expected to deliver on-line content. This field experience allowed me to help some of our staff be better able to meet these new demands.  **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 directly impact faculty development. Those in attendance acquired essential skills that will enhance their ability to create and deliver online instruction. Learning shall be measured if teachers begin to use the skills acquired during this professional learning. If they are using their new skills the field experience had a positive impact. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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:** |  |  |  |  |  |  | X |  | | Asian |  |  |  |  |  |  | X |  | | Black |  |  |  |  |  |  | X |  | | Hispanic |  |  | X |  |  |  | X |  | | Native American/Alaskan Native |  |  |  |  |  |  | X |  | | White |  |  | X |  |  |  | X |  | | Multiracial |  |  |  |  |  |  | X |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  | X |  | | Limited English Proficiency |  |  |  |  |  |  | X |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  | X |  | | | |
| **Date(s)** | **2nd Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| 8/15/14 - present | Develop a collaborative “course” in Its Learning for Georgia 6th Grade Social Studies. (8 hours) | ISTE NETS – C  1a, 1b, 1d, 3b, 3f | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  This field experience was geared toward leveraging our Learning Management System to assist all teachers in our district. The field experience involved adding units of study I’ve already created over the years and uploading them onto a new course called “Sixth Grade Social Studies.” All teachers in my district can access this course and add their own content to the course. The process is ongoing, but the intent is to ultimately have a fully completed 6th Grade Social Studies course in Its Learning created by the teachers who will be teaching it. Teachers could then copy the content to their personal page and modify it as needed.  **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.)**  Effective technology coaches possess a shared vision of technology integration to support transformational change. With access to technology becoming ubiquitous, each teacher should have a set of lessons and plans already available to them – from which they can modify to suit their methods, personalities, and needs. This is not to say that teachers can be outsourced to digital content. However, since what is “taught” is determined by state standards, digital content should be:  1) readily available  2) specific to each grade level  3)specific to each content area  4) sharable  5) modifiable  My effort in this field experience is in support of this vision.  **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 can impact faculty development in that it allows teachers to have access to materials and plans that have been vetted through trial and error. The content is submitted by teachers. The content is not being created by those with outside education. The content is already on the LMS platform being used by the district. Teachers don’t have to spend time searching for PROVEN lessons and classroom resources, unless they want to. The impact can be assessed when the course if fully completed and teachers in the district begin using it regularly. The main threat to the successful impact of this course is if our district suddenly decides to stop using Its Learning. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | Black |  |  |  |  |  |  |  |  | | Hispanic |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  |  |  |  |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |