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

Candidate: Rebekah Yoder	Mentor/Title: Teri Curlew/LSTC	School/District: Alcova Elementary/Gwinnett
Course: Data Analysis & School Improvement		Professor/Semester: Dr. Jones/Fall 2015

(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 pages. Thank you!)

Date(s)	1st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
Nov. 10	Technology Professional Development 9:00-9:45; 9:50-10:35; 10:40-11:25; 12:05-12:50; 12:55-1:40; 1:45-2:30: Total: 4.5 hours	5.2	4a, 4b

First Name/Last Name/Title of an individual who can verify this experience: Teri Curlew	Signature of the individual who can verify this experience: *Teri Curlew*

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		x						
Hispanic								
Native American/Alaskan Native								
White	x	x			..			
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

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?

Alcova has two LSTCs – myself and Teri Curlew. Teri and I led a technology staff development in which we taught the teachers two different programs – Clarisketch and Movenote. We divided the room in half and allowed the teachers to choose which program they would like to learn. I led the Clarisketch group and Teri led the Movenote group. We talked the teachers through how to use the programs, and then we helped them brainstorm ways they could use these programs with their students. This experience gave me some great practice in how to be a technology leader because I was leading a staff development in how to use technology. I had to be patient and positive as I worked with the teachers, and I had to encourage them by helping them brainstorm ways to apply what they learned.

In addition, this staff development helped me apply the skills that that I learned in ITEC 7305. The tools that Teri and I taught the teachers are great tools for assessing students and collecting data on every student – especially the struggling children that need as much data collected on them as possible. During the training, we talked with the teachers about how they could assess their students using Clarisketch and Movenote. Finding other ways to assess students in addition to just paper/pencil assessments makes for great variety. Plus, some technology tools can assess students in ways that paper/pencil cannot.

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 – I had to have a good knowledge of the technology tools we shared with the teachers. In addition, I had to apply the knowledge of the various types of assessments that I learned in this course for the purpose of instructing the teachers in the ways these tools can be used as assessments.

Skills – I had to be skilled in these technology tools so that I could pass on the various ways to use these tools to the teachers attending the staff development. I also had to be skilled in using these tools as assessments so that I could train teachers in how to do the same.

Dispositions – I needed to be positive and excited about these technology tools. Excitement is contagious – usually when teachers see me excited about something, they are more willing to try it with their students.

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 impacted faculty development because the teachers who attended the professional development were able to take away some brand new tools that they could use in their classroom. This will in turn improve student learning because of the increased engagement that these tools will bring about. Alcova has been pushing more technology integration over the past couple years, so any technology staff development impacts school improvement. Students are so used to technology that it only makes sense to make it a part of their learning. In addition, this staff development gave teachers more options of ways they can assess their students.

Date(s)	2nd Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
Nov. 18	Technology Professional Development 9:00-9:45; 9:50-10:35; 10:40-11:25; 12:05-12:50; 12:55-1:40; 1:45-2:30: Total: 4.5 hours	5.2	4a, 4b

First Name/Last Name/Title of an individual who can verify this experience: Teri Curlew	Signature of the individual who can verify this experience: *Teri Curlew*

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		x						
Hispanic	x							
Native American/Alaskan Native								
White	x	x						
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

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?

Alcova Elementary has two LSTCs – myself and Teri Curlew. For this field experience, Teri and I led a technology staff development in which we taught the teachers some new technology tools they can use with their students. We gave time for the teachers to practice using each tool that we showed them so that they would leave the professional development with an understanding of how to use each tool in their classroom.

In addition, this staff development helped me apply the skills that that I learned in ITEC 7305. The tools that Teri and I taught the teachers are great tools for assessing students and collecting data on every student – especially the struggling children that need as much data collected on them as possible. During the training, we talked with the teachers about how they could assess their students using the various tools that we taught them how to use. Finding other ways to assess students in addition to just paper/pencil assessments makes for great variety. Plus, some technology tools can assess students in ways that paper/pencil cannot.

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 – I had to have a good knowledge of the technology tools we shared with the teachers. In addition, I had to apply the knowledge of the various types of assessments that I learned in this course for the purpose of instructing the teachers in the ways these tools can be used as assessments.

Skills – I had to be skilled in these technology tools so that I could pass on the various ways to use these tools to the teachers attending the staff development. I also had to be skilled in using these tools as assessments so that I could train teachers in how to do the same.

Dispositions – I needed to be positive and excited about these technology tools. Excitement is contagious – usually when teachers see me excited about something, they are more willing to try it with their students.

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 impacted faculty development because the teachers who attended the professional development were able to take away some brand new tools that they could use in their classroom. This will in turn improve student learning because of the increased engagement that these tools will bring about. Alcova has been pushing more technology integration over the past couple years, so any technology staff development impacts school improvement. Students are so used to technology that it only makes sense to make it a part of their learning. In addition, this staff development gave teachers more options of ways they can assess their students.