**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:  Neal Austin Smith III** | **Mentor/Title:  Jonathan Tanner, Assistant Principal** | **School/District:  Simpson Middle School/Cobb County School District** |
| **Course:** ITEC 7400 – 21st Century Teaching and Learning | | **Professor/Semester: Dr. Jo Williamson, Summer 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) |
| 6/12/2014  6/18/2014 | 3 Hours – Curriculum planning for STEM Technology classes in the 2014-15 school year | ISTE-T Standards:  1a, 2a, 2b, 2c, 2d, 3a, 3b, 5a, 5b  PSC Standards:  1.1, 1.2, 1.3, 1.4, 2.1, 2.6, 3.6, 3.7 | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  Along with a colleague who will also be teaching in the STEM Technology department next year, I spent 90 minutes on two different days preparing and planning curriculum for next year. Both of us will be in our first year teaching technology, and we wanted to get a head start on planning for the coming school year. The lesson that I learned about leadership is to be flexible and willing to compromise or to change plans. Going into our planning sessions, I had some ideas for a few lessons that I wanted to incorporate, and my colleague had some differing ideas for the same lessons, and e both had to be flexible with our ideas to find a middle ground. I also learned the lesson tha the technology is not the main key in our lessons. We had a few lessons that we were trying to shoehorn more lessons into, and we realized that if we streamlined they would be more impactful with less technology.  **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.)**  This learning required my knowledge of the standards to be covered and the technology resources available to me at my school. I used my skills in compromise and collaboration as well as some organizational skills to work with my colleague in person and to set up some shared online documents so that we could work on the planning individually and share the results. Finally, I had to use my disposition as a peacemaker to ensure that we were able to compromise when necessary and my passion and enthusiasm for my own ideas to maintain their integrity.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  The main impact of this field experience will be in students learning. Since we were planning the curriculum of the class that we will teach, students will be offered a better educational experience from the planning that was created. The impact of the experience will be assessed through the success of the class and through the results of the student learning objective exams that our students will take at the beginning and end of the school year. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  | | Black |  |  |  |  |  |  | X |  | | Hispanic |  |  |  |  |  |  | X |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | 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) |
| **6/29/14**  **6/30/14** | 4 hours – BYOD and iPad integration sessions at ISTE 2014 | ISTE-T Standards:  1d, 3a, 3b, 5a, 5b, 5c, 5d  PSC Standards:  1.1, 1.2, 1.4, 5.2, 6.1, 6.3 | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  I attended the International Society for Technology in Education conference in Atlanta with my sessions choices focused on BYOD and the integration of iPads into the classroom. Through listening to experts and more experienced teachers speak about their experiences with iPad integration and BYOD, I was able to gain a much better understanding of the concepts. While I gained valuable tips for integrating iPads and BYOD into my own classroom, I also listened to stories and cautions about the pitfalls and struggles for that integration that I should be aware of.  **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.)**  The first thing that I had to do was use my prior knowledge of BYOD and iPad integration to choose the sessions that would provide the most impact for my time. To accomplish that task, I needed to understand the needs of my peers in terms of professional learning and development. Next, I used my skills in listening to a lot of information in a short time to take in as much information as possible and ignore the less useful information. Finally, I used my enthusiastic disposition to maintain my focus throughout the sessions and to navigate through the crowds of the conference.  **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 impact faculty development by allowing me to transfer some of the information that I learned about using BYOD and iPads in the classroom to other teachers at my school. That transfer of information will create a better learning experience for our students who will be able to access higher order thinking skills and increase their knowledge of digital citizenship. Those outcomes will in turn lead to an impact in our school improvement goal of an increase in the use of critical and creative thinking and higher order thinking skills in class. The impact will be measured by the number of teachers who use iPads and BYOD for creative projects and by the results of state testing. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  | | Limited English Proficiency |  |  |  |  |  |  | X |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  | X |  | | | |
| **Date(s)** | **3rd Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| **7/8/14** | 1.5 Hour - Creating training video for staff at school | ISTE-T Standards:  1d, 3a, 3b, 5a, 5b, 5c, 5d  PSC Standards:  1.1, 1.2, 2.2, 2.4, 2.6, 3.6, 5.1, 5.2, 6.1 | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  Following my experience at the ISTE conference, I created a short video to share with my peers at my school that will provide a primer for the use of iPads and BYOD in their classroom. I have created screencasts and videos in the past, but this project forced me to use some equipment that I was unfamiliar with as I was unable to get access to the equipment that I normally use at school. Additionally, since the subject of the video was the use of iPads in the classroom, I tried to use my iPad to create the videos as much as possible, so I created my still slides using the Google Drive app and filmed my video using the camera on the iPad. Through that process I learned about some of the challenges that students and my peers will face in creating similar projects and presentations with iPads.  **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.)**  For this experience, I used my knowledge of my peers at my school in evaluating the information that they would find most useful and that they would be the most likely to use. I also used my knowledge and skills with manipulating the iPad and the Windows Live Moviemaker software to create and edit a video. Finally, I had to fight against my disposition of being shy on camera to film myself for the video.  **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 mostly impact the faculty development of my school by sharing some of the skills for integrating iPads and BYOD into the classroom. That development will impact student learning by increasing the amount of creative and critical thinking projects students will completed using iPads. Finally, that increase in projects will increase the creative and critical thinking skills that students use in class. Impact will be assessed by increases in students’ higher order thinking skills. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  | | Limited English Proficiency |  |  |  |  |  |  | X |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  | X |  | | | |
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