**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 7410 – Leadership in Instructional Technology | | **Professor/Semester: Dr. Gary Shattuck, 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 | 2 Hours – Curriculum planning for STEM Technology classes in the 2014-15 school year | ISTE-T Standards:  2a, 2b, 2c, 3b, 3c, 5a, 5b  PSC Standards:  1.1, 1.2, 1.4, 2.1, 2.3, 2.6, 3.6, 3.7, 5.2, 6.1 | **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 that 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** | 2 hours – Attending ISTE 2014 Expo | ISTE-T Standards:  2a, 2b, 2c, 3b, 3c, 5a, 5b  PSC Standards:  1.1, 1.3, 1.4, 3.2, 3.6, 5.2, 6.1 | **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 and focused my time at the Expo on finding new technologies for use in our school. We have recently added an iPad cart, and we will need some sort of solution to monitor student’s use of the iPads, so I investigated companies that offer such solutions. I also searched out companies that produce robotics kits that might be useful for our burgeoning STEM program. From these experiences I learned skills in dealing with vendors, and from my later conversations with my principal, I learned some of the questions that I should have asked the vendors but did not.  **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 guide my search. At that point I needed to use some real-world navigation skills to find the booths that I needed. My knowledge of the current state of my school was also required for me to describe our needs to the vendors that I talked to. I also needed to use my enthusiasm for my school and for my students to describe the situation to vendors and my restraint to avoid over committing my school on an expense.  **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 has the potential to have an impact on faculty development, school improvement and student learning. The purchase of a robotics system or the adoption of a software to monitor the use of student iPads would both require training for the staff. However, those technologies would be used with students, which would allow them to practice higher order thinking skills. This use of higher order thinking skills would in turn lead to progress toward the school improvement goal or increasing higher order thinking in classrooms. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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) |
| **7/14/14** | 2 Hours - Debrief results of ISTE and AP conferences with principal | ISTE-T Standards:  1d, 3a, 3b, 5a, 5b, 5c, 5d  PSC Standards:  1b, 1c, 1g, 3a, 3c, 5a, 5b, 5e, 5f | **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 and his experience at the AP conference in Philadelphia, my principal and I discussed what we had each taken away from the conferences. We discussed the important themes from the two conferences that we would like to include in the school improvement plan for the coming year and the training needs for the staff to accomplish those themes. From this experience, I learned about some of the themes that he brought away from the AP conference and exchanged some ideas about the ISTE conference.  **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 gained from the ISTE conference as well as my knowledge of the needs of my peers at the school. I needed to use my skills in planning and in mediating a discussion to be sure that both of use got the skills and themes covered that we want to have covered.  **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 based on the need to train the staff on the new initiatives put in place as a result of the information gained from the conferences. That training will allow the teachers at the school to use their new skills and to integrate technology better. Better integration of technology will lead to higher levels of creative and critical thinking in the classroom and an increase in the use of higher order thinking skills. That increase in creative and critical thinking and higher order thinking skills will in turn lead to an improvement in the school improvement goal attached to 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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