**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:  Neal Austin Smith** | **Mentor/Title:  Jonathan Tanner, Assistant Principal** | **School/District:  Simpson Middle School, Cobb County School District** |
| **Course:** ITEC 7445 – Multimedia and Web Design in Education | | **Professor/Semester: Jane Roberts, Summer 2014** |

**Part I: Log**

**(This log contains space for up to 5 different field experiences for your 10 hours. You may only need one! If you have fewer field  
experiences, just delete the extra rows. If you have more than 5 field experiences, please copy and paste additional 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) |
| 7/2/2014 | 0.5 Hour - Discussion of “Mark’s” strengths, weaknesses and educational needs with “Mark” and his mother. “Mark” is a six-year-old rising first grader who has been diagnosed with ADHD and whose teachers have expressed concerns about his math skills. | ISTE-T Standards:  2.a, 2.c, 3.a, 3.b, 3.d, 4.a, 4.b  PSC Standards:  1b, 1d, 1g, 2c, 3a, 3b, 3c, 4d | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  I learned how to properly assess the needs of a student with disabilities to find the proper balance of support to close gaps in achievement. In this case, the parents were somewhat unwilling to admit that their student had a disability, so I had to be careful in discussing his weaknesses to show sensitivity to their feelings. I also needed to ensure that I found as much information about his needs as possible in order to be prepared and to suggest solutions the he would use.  **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 experience required me to use my knowledge of the math curriculum to assess the gaps that needed to be closed. I also needed to use skills in speaking with people and conducting interviews as well as my ability to assess which information was useful and which was not. Finally, I used my enthusiasm for learning and technology to help encourage “Mark” to be engaged in learning during the summer and into the school year.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  Technically, this did not impact the environment at my school since this student is one of my neighbors. However, I will be able to use the knowledge that I gained from the field experience to assess the needs of students at my school and suggest technology-related remediation or accommodation solutions. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  | 1 |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  | 1 |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |
| **Date(s)** | **2nd Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| 7/3/2014 | 1 Hour – Research on appropriate apps for use to meet “Mark’s” needs. | ISTE-T Standards:  2.a, 2.c, 3.a, 3.b, 3.d, 4.a, 4.b  PSC Standards:  1b, 1d, 1g, 2c, 3a, 3b, 3c, 4d | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  I searched through the Apple App Store to find apps that addressed the needs of the student, in this case basic addition and subtraction, counting, and recognition of even and odd numbers. When I found apps that accomplished that, I used some of the forums on Edutopia.org to find expert reviews as well as reading the reviews in the App Store. Finally, I downloaded each of the possible apps to test them for myself. I kept the ones that I assessed as being useful and deleted the ones that did not. From this experience, I learned some of the methods that can be used in assessing possible technology resources for my own school.  **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 experience required me to use my knowledge of the sources for educational apps. Since the student in question already possessed an iPad, the Apple App store was the logical destination. I then had to use my knowledge of the layout and operation of educational apps to find and assess the usability of those apps. I also used my knowledge of outside sources for expert reviews of apps to gain more information and build my skills to make my decision.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  The most immediate impact of this experience for my school will be in my ability to assist the media specialist and other teachers and staff at my school to identify and assess possible educational apps for use with our newly acquired iPad cart. With this experience, I will know what to look for in educational apps for more widespread use in my own school. The impact of that improvement will be assessed informally by discussing the apps that teachers use with them. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  | 1 |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  | 1 |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |
| **Date(s)** | **3rd Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| 12/4/2014, 12/5/2014 | 2 hours – Downloading/installing apps to “Mark’s” mother’s iPad. Training “Mark” on the use of the apps. Discussion of next steps with “Mark’s” mother. | ISTE-T Standards:  2.a, 2.c, 3.a, 3.b, 3.d, 4.a, 4.b  PSC Standards:  1b, 1d, 1g, 2c, 3a, 3b, 3c, 4d | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  After identifying the apss that seemed to hold the most promise, I helped the student and his mother download and install the apps on the mother’s iPad. Following installation, I showed the student how to access the apps and the basic controls for each game. He picked up the controls quickly, and said that he wanted to play on his own. I also discussed the next steps, including how often he should play the games and how to set up controls to block ads, with his mother. From this experience, the main lesson that I took away was that very often students do not want much instruction on the use of technology preferring to learn through their own use of the 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.)**  For this experience, I needed to use my knowledge of the technology, the iPad and Apple’s App store, to download and install the apps, and the privacy and parental control settings of the iPad to show “Mark’s” mother how to block off ads in the apps. I also needed to use my skills in knowing when to step in to provide additional instruction and when to step back and allow “Mark” to work on his own. Finally, I needed to use both my enthusiasm for apps, and my restraint in order to encourage “Mark” to use the app while allowing him to explore and succeed or fail on his own.  **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 gave me the experience and patience to better balance the instructional strategies needed to train students on apps. From working with the student in this field experience, I will be better able to understand the needs of the students at my own school. Additionally, I will be able to recognize when a student needs additional help and when to step back and allow more independence. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  | 1 |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  | 1 |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |
| **Date(s)** | **4th Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| 7/8/2014 | 1 Hour – Discussion of “Crystal,” a rising seventh grader with ADHD and some organizational issues, strengths, weaknesses and needs with her father. | ISTE-T Standards:  2.a, 2.c, 3.a, 3.b, 3.d, 4.a, 4.b  PSC Standards:  1b, 1d, 1g, 2c, 3a, 3b, 3c, 4d | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  In a chance encounter at my school with one of my colleagues, we began discussing his daughter’s needs for the coming school year. He mentioned that he is worried about “Crystal’s” organizational abilities as she moves from sixth grade into seventh grade. We discussed the solutions that have been attempted in the past, and some possible solutions for the future. Again, I learned how to deal with parents in a way that provides both parties with plenty of information without being offensive.  **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 experience also played on my knowledge of what to look for in an interview with a parent to assess the needs of a student. It also included my skills in interviewing and in being able to listen to a statement about a strength or weakness and discern the steps that need to be taken for improvement. Finally, I needed my enthusiasm and sensitivity to encourage the parent about the use of technology to make improvements in weaknesses and to bolster strengths.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This experience helped me to gain practice in identifying and assessing resources for use by students with organizational issues. This will affect my school by allowing me to help our growing population of students with such needs. The impact can be assessed by examining the organization trends of the students at the school over time. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  | 1 |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  | 1 |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |
| **Date(s)** | **5th Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| 12/9/2014 | 2 Hours – Creation of Google and LiveBinder accounts, and installation and training on apps. | ISTE-T Standards:  2.a, 2.c, 3.a, 3.b, 3.d, 4.a, 4.b  PSC Standards:  1b, 1d, 1g, 2c, 3a, 3b, 3c, 4d | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  I worked with “Crystal” and her father to set up a Google account complete with Google Drive, and a LiveBinder account. I also assisted “Crystal” and her father in downloading the Google Drive and LiveBinder and Scanner Pro apps to her iPhone. Finally, I trained “Crystal” in using the apps as well as the productivity apps (calendar, tasks, reminders, alarms) on her iPhone to help remain organized. We had some trouble getting started downloading based on the Wi-Fi network at the school, so we had to use the cellular connection on the iPhone to download, which taught me once again to test technology before it absolutely has to work.  **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.)**  Again, I used my knowledge of the iOS to download and install the apps and to work through the productivity apps already available on the phone. I used my skills in working with the apps to show “Crystal” what to do, and I used my ability to judge when to provide more guidance and when to allow for “Crystal” to explore on her own. Finally, I used my enthusiasm and sensitivity to help encourage her to use the apps and to help smooth over the troubles that we had in installation.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  Once more, the impact of this field experience will be on my ability to train my own students to use apps and new technologies. A secondary impact will be that I will be able to teach my colleagues and the staff at my school how to train other students on the use of apps and technologies. The impact will be assessed based on the amount of time spent on app training and how successful the use of apps in the classroom is in the first 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 |  |  |  |  |  |  |  |  | | Black |  |  |  |  |  |  |  |  | | Hispanic |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  |  |  |  |  | 1 |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  | 1 |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |