

UNSTRUCTURED Field Experience Log & Reflection

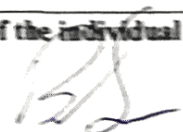
Instructional Technology Department – Updated Summer 2015

Candidate: Sarah Miller	Mentor/Title: Dr. Karla Carter, Media Specialist	School/District: Brantley County Middle School
Course: 7400 21 st Century Teaching and Learning		Professor/Semester: Roberts/ Summer 2016

(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)	1 st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
June 10, 2016	2 ½ hours- Led faculty-wide Professional Development Re: Teacher Websites	PSC 1.1 PSC 1.4 PSC 5.2	ISTE-C 1.D ISTE-C 4.A ISTE-C 4.5

First Name/Last Name/Title of an individual who can verify this experience: Biff Lee, Assistant Principal of BCMS	Signature of the individual who can verify this experience:
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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				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?

In this Field Experience, I designed, developed, and implemented a Professional Development meeting with all 7th and 8th grade core-content teachers with a focus on setting up teacher websites (a new requirement from our principal). First, I conducted a needs assessment through Google Forms to assist in my development of the PD. In our PD, all teachers were able to get the “shell” of their sites and left ready to add in resource links over the Summer Break. I also, sent teachers home with a link to a video tutorial site I created to address any questions they may have during the break.

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 – From this experience, I learned the true value in implementing a needs assessment before hosting a Professional Development. I used the data to develop my PD, and I think this contributed to the buy-in from the teachers.

Skills – This experience forced me to model a technology-rich classroom environment for my fellow teachers. I needed the skills to promote, not only face-to-face components (PD meeting), but also online components (tutorial site I created).

Dispositions – I loved being able to support my school’s vision of integrating technology in teaching. This PD allowed me to push some of our not-so-tech-savvy teachers into a more confident place in their use of technology. I have been able to plant the seed for teachers to know that I am here as a supporter and advocate for their classrooms, not as a threat.

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 impacted faculty development because I was able to host a lesson in which teachers developed websites and webpages. Only a few teachers had class websites, and none of them were updated within in the last school year. With my principal’s direction, I was able to host this PD to get all of the sites started (everyone started over with no objections- I did not “force” anyone to start over). Some teachers were very excited when they created a professional looking website with pages, subpages, and sub-subpages; this excitement spread to other teachers and myself. This faculty development is going to be a year-long process, as I will be hosting PDs and supporting teachers all school year. This improvement can be assessed at the end of the school year when we see how many teachers were able to keep their websites updated.

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?

I conducted a Professional Development with 7th Grade Social Studies teachers to add resources to- and update calendars on their teacher websites. The teachers in the PD were unfamiliar with Weebly, so there was a learning curve when adding resources. We also had to brainstorm ways in which resources should be organized based on their pacing guide and state standards. Adding and organizing resources took up the bulk of our time. Updating the calendar, however, was much easier for these teachers to accomplish.

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 learn a lot in regards to our state's social studies standards and ways in which these teachers organize their content in order for me to coach them in the development of their resource page of their website.

Skills – Fortunately, I was able to model a technology-rich classroom. I was able to model the skills, allow the teachers to try on their own, then have them help each other if needed.

Dispositions – I feel lucky to have been able to coach these teachers in and model technology-enhanced learning. Our principal has a vision to make communication easier for students and parents with teachers by using teacher websites as a central resource. I hope that I can help sustain this vision by providing these PDs and individual support for teachers.

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 impacted faculty development because I was able to host a lesson in which teachers added resource links and updated calendars on their teacher websites. Only a few teachers had class websites, and none of them were updated within in the last school year. With my principal's direction, I was able to host this PD to get all of the sites started (everyone started over with no objections- I did not "force" anyone to start over). This faculty development is going to be a year-long process, as I will be hosting PDs and supporting teachers all school year. This improvement can be assessed at the end of the school year when we see how many teachers were able to keep their websites update