UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – *Updated Summer 2015*

Candidate: Jonathan Sabo	Mentor/Title: Dustin Tench/ Math Teacher	School/District: North Hall High School/ Hall County Schools
Course: ITEC 7410		Professor/Semester: Dr. Fuller/ Spring 2019

(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete <u>one</u> 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)
1/5/19 – 4/29/19	Worked with the blended learning team to develop a template course within the LMS for our district. • Attended meetings (4 hours) • Developed a template module for Math (2 hours) • Located and added appropriate resources to the LMS course (2 hours)	1.1, 1.2, 1.4, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 5.2, 6.1, 6.2, 6.3	1a, 1b, 1d, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3d, 3e, 3g, 4b, 6a, 6b, 6c

<u>First Name/Last Name/Title</u> of an individual who can verify this experience:	<u>Signature</u> of the individual who can verify this experience:

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				X
Hispanic				X				X
Native American/Alaskan Native								
White				X				X
Multiracial				x				X
Subgroups:								
Students with Disabilities								
Limited English Proficiency								

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?

The blended team is working to increase use of our Learning Management System throughout the school. We are creating a template course, which provides teachers with examples of how the system can be used. These Modules are meant to give teachers a variety of examples of classroom implementation. It can be difficult to provide an answer to every question that could arise. A successful technology plan implementation is dependent on local school technology staff that can be available to quickly answer questions as they arise. This technology staff should also be able to make suggestions based on the needs of individual teachers.

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 – A technology coach should have a knowledge of a variety of tools that are available. They should also have knowledge of common technical difficulties that could arise.

Skills – They should be able to determine the needs of individual teaches and make suggestions that could increase the engagement of their classroom. They should be able to recommend tools that promote authentic learning, higher order thinking skills, differentiation, and a variety of assessment strategies. They should also be able to lead professional learning sessions in both small and large groups.

Dispositions - They should have a positive attitude regardless of what is going on around them. They should have the belief that all teachers could benefit from some form of technology and be willing to support the teacher in implementing it. They should be enthusiastic in order to increase excitement about incorporating tech tools.

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 affect school improvement as teachers are able to incorporate a greater variety of tools that can promote differentiation. Faculty development is impacted as teachers are able to learn about resources and begin using them. These impacts can be measured by administrator walktouhts, teacher evaluations, and student test data.