

## UNSTRUCTURED Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Sarah Barnett	<b>Mentor/Title:</b> Kathy Thompson/Media Specialist	<b>School/District:</b> Woodland High/Henry County
<b>Course:</b> ITEC 7400 21 <sup>st</sup> Century Teaching & Learning		<b>Professor/Semester:</b> Ms. Roberts/Summer 2013

### Part I: Log

Date(s)	1 <sup>st</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)
7/1/13, 7/8/13, 7/11/13, 7/13/13, 7/16/13, 7/18/13  Total of 10 hours	For my unstructured field experience, I explored and compiled resources from The Teaching Channel ( <a href="http://www.teachingchannel.org">www.teachingchannel.org</a> ) related to Common Core, best practices, and integration of technology in the classroom that will be shared at an English Department professional learning session during pre-planning. I created an EdCanvas ( <a href="http://www.edcanvas.com">www.edcanvas.com</a> ) portfolio of these videos, organized by categories, that teachers will have access to all year for ongoing professional learning.	PSC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.6, 4.2, 5.2, 6.1  ISTE 1a, 1b, 1c, 1d, 2a, 2b, 3a, 3b, 3f, 5b, 4b, 6a, 6b

<b>DIVERSITY</b>								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
<b>Ethnicity</b>	<b>P-12 Faculty/Staff</b>				<b>P-12 Students</b>			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
<b>Race/Ethnicity:</b>								
Asian				X				
Black				X				
Hispanic				X				
Native American/Alaskan Native				X				
White				X				
Multiracial				X				
<b>Subgroups:</b>								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

**Reflection**

**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**

During this field experience, I helped my department chair to plan for purposeful change in our English department. I viewed videos and evaluated resources on The Teaching Channel related to Common Core standards, best practices in teaching reading and writing (close reading, literary analysis, writing process, classroom management, Socratic Seminars, managing the paper load, etc.) and technology-integration in the English classroom. I then compiled these resources on an EdCanvas. I will access some of these resources from the EdCanvas during pre-planning professional development, but the EdCanvas will be accessible all year for teachers to use as a professional learning resource. This experience helped me to not only consider my needs in the classroom, but to consider the weaknesses of my department as a whole and to evaluate resources that department members would find meaningful and transformative to their practice.

**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.)**

Technology and curriculum coaches must have a vision and engage in strategic planning in order to see change happen. This experience represents my shared vision for the English department at my school and my commitment to professional learning for myself and my fellow teachers. While the experience itself was not entirely related to technology integration in the class, technology in this case allowed me to leverage resources and present the information in a manner that allows for easy access throughout the entire school year. Similarly, I can add to this portfolio, making it a living document which allows me to continue to evaluate and address the professional learning needs of my community. My focus in locating resources was definitely focused on addressing standards and employing research-based strategies in the classroom that promote higher-order thinking skills and differentiation, two demands from the Common Core Standards and the new Teacher Keys-teacher evaluation system in Georgia.

**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 can greatly impact faculty development, which can then lead to enhanced student learning and overall school improvement, since this information and practices demonstrated in the videos are all proven effective methods for promoting active student learning and positive classroom management. The impact of this work can first be assessed in the attitudes and responses of the faculty to such resources; positive feedback and response should suggest that teachers are interested in improving their practice. Further impact should be assessed in student and teacher performance, measured qualitatively in day-to-day classroom observations, but also quantitatively in terms of test results and student data.