UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department

Candidate:	Mentor/Title:	School/District:
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Course:		**Professor/Semester:**
ITEC 7410 Instructional Technology Leadership		Fuller/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!)

Date(s)	1st Field Experience Activity/Time	PSC/ISTE Standard(s)
7/14/14-7/16/14	For this field experience, I worked with a 7th grade student from a local private school. She needed to create a presentation about her summer reading book; I was able to guide her to create a Weebly website demonstrating her understanding of the assigned reading. She used digital tools and resources to research the background of the author, composed a blog summarizing various parts of the book, to compare the main character to a character from a movie, and to link key themes in the text to the themes of popular song lyrics (these activities represented various choices students had for fulfilling summer project requirements). (5 hours)	2.1, 2.2, 2.3, 2.4, 3.2, 3.5, 3.6, 4.2 2a, 2b, 2c, 2d, 3b, 3f, 3g, 5b

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								
Multiracial							X	

Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals							X	

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

During this technology field experience, I worked with a middle school student to show her how to create a Weebly website to complete her summer reading project. I gained experience working with a different age group than that which I am most familiar, but also saw first-hand how technology could transform a learning experience, rather than merely mimic it. Although the requirements for the summer project could have involved simply creating a poster with the required parts, the website allowed the students to deepen her learning. Instead of merely comparing the main character to a character from a movie, she was able to link a move clip to her website and create a short video highlighting specific traits of each character. Similarly, instead of only identifying the song lyrics that encompassed the themes in the text, the student was able to link short excerpts from the songs and create a PowerPoint with embedded audio to better illustrate the themes. Finally, the blog allowed the student to record important plot elements and her own thoughts about character development and conflicts in the text throughout the reading process, prompting her to become a more reflective and observant reader. In addition, the student improved her technology proficiency as she used the Internet to research and create new products. This unstructured field experience could serve as a model of how to use technology to create a project that is aligned to content and technology standards, includes research-based strategies, and requires students to employs higher-order thinking skills.

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 Coaches must be able to work with students and teachers in all grade levels, so this field experience gave me the opportunity to work with a middle school student. Similarly, the Technology Coach must be proficient with the technology, in this case a Weebly website, but must also be able to teach the technology to the student. In this experience, I was able to quickly teach the student how to create a basic Weebly website, simply by modeling some of the various techniques. However, more important than teaching the technology, the Technology Coach must be able to align the technology to the content-standards so that the student is not only gaining technology proficiency but also developing content mastery. In this case, I was able to align the technology to the content standards, which included researching the author's background, summarizing the plot and reflecting on the story, analyzing and comparing character development, and identifying key themes. Technology coaches must be consistently focused on ensuring technology is not only used for its own sake, but that technology tools are selected that are well-aligned to content standards.

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 should lead to increased student learning. The student was more engaged with the novel than she would have been merely creating a poster. She was able to make authentic, real-world connections between the text and her own interests (movies and music), as well as develop technology proficiency through research and website creation. Altogether, the student's learning experience was deepened by creating the website because she felt invested in the final outcome. From observing the student-created website, it is clear that the student carefully read the text and thoughtfully reflected on its content, thus accomplishing the goals of summer reading.