UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department

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Course: ITEC 7305 Data Analysis and School Improvement		Professor/Semester: Dr. Wright/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 thru 7-19-14	For my unstructured field experience, I prepared a conference presentation that I will present to my school system's new teachers and other teachers interested in technology integration at the annual Technology and Learning Conference on July 23. The title of my conference workshop is "Increasing Collaboration in the Classroom" and focuses on how teachers can use tools such as Socrative, Padlet, Google Docs, and Voice Thread to encourage students to work with their peers to complete specific content tasks. (8 hours)	2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.6, 5.2 2a, 2b, 2c, 2d, 2e, 3b, 3f, 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	X	X	X	X				
Black	X	X	X	X				
Hispanic	X	X	X	X				
Native American/Alaskan Native	X	X	X	X				
White	X	X	X	X				

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

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

For this field experience, I created the materials necessary for a conference workshop I will be leading within a week. Designing professional learning reminded me of the importance of conducting a needs assessment, using research-based adult learning strategies, employing varying coaching techniques, and providing the opportunity for evaluation and assessment. I made sure to design handouts and online learning components that were accurate and easy-to-follow and ensured that my examples related to various content areas and grade levels since my audience will vary greatly.

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 leaders must not only be familiar with various digital tools, but also must be able to select and evaluate tools for specific situations and to accomplish certain tasks. In this unstructured field experience, I chose tools to enhance collaboration in the classroom and provided various content scenarios when the tools could be used to facilitate different types of collaboration. Additionally, technology coaches must be able to design the actual material needed for professional learning experiences. In this field experience, I demonstrated my skills in screen casting and using screen clips to provide step-by-step instructions. I also created a website to house my work that participants may access at a later time, as well as a Google Forms survey to evaluate the professional learning at the end of the presentation. Finally, technology coaches must have the dispositions to work not only with students in the classroom, but also with adults. Teaching adults has some similarities to teaching students, but there are many differences in terms of the mutual respect and partnership values that should be present when working with adults. I do think I demonstrated the dispositions necessary to collaborate with adult learners

through this field experience.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

The topic of my presentation—facilitating collaboration in the classroom—should lead to both faculty development and student learning. The presentation itself ensures that teachers and other classroom leaders are able to use various digital tools and resources to encourage students to collaborate with their peers both inside and outside the classroom. However, when students use technology to collaborate with their peers, thus providing them a real audience for real conversations about their learning, student learning should also have increased achievement levels.