UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department

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Course: ITEC 7460 Professional Learning and Technology Integration		**Professor/Semester:** Dr. Fuller/Spring 2014

Date(s)	1st Field Experience Activity/Time	PSC/ISTE Standard(s)
4/15/14, 4/16/14, 4/17/14, 4/18/14, 4/20/14, 4/22/14, 4/23/14	For this experience, I designed the school websites for three teachers. One currently teaches 2nd grade special education, one teaches 4th grade, and the other teaches 7th grade language arts. Each website contained content and technology standards, relevant links to recent work in class, links to extension activities for enrichment, an up-to-date list of assignments, and a calendar of activities. The 7th grade language arts website contained a blog for peer collaboration. Each teacher also received a one-hour training session and a handout of instructions to keep their website updated with relevant information. [10 hours]	2.1, 3.2, 3.3, 3.5, 3.7, 5.2, 6.3 2a, 3b, 3c, 3e, 3g, 4b

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					
Hispanic								
Native American/Alaskan Native								
White	X	X						
Multiracial								
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?

This field experience helped me to understand better what my colleagues in different grade levels do each day. Although their websites may look much like mine in terms of structure, the content and language needed to be designed to be accessible by their specific students. I met individually with each teacher to discuss their

learners' needs and the types of resources needed on their websites. In turn, I learned much about the content standards taught in those grade levels and the types of online resources available for learners in each grade level. This experience also allowed me to work with teachers of different grade levels, who, even though they teach different grade levels, still are typical adult learners who want their voices to be heard and recognized in the learning process. Each of the teachers had different levels of experience when it came to technology but all were excited and receptive to learning more about how to use their website as support for or as an extension of the classroom learning environments. I did think it was important to teach each teacher how to maintain her own website so that in the future she could be responsible for this task, rather than asking again for assistance (though I did offer my assistance should they run into difficulties.). I therefore provided each teacher with a handout of step-by-step instructions to use as a resource when updating the website. This allowed me to practice providing simple and easy-to-follow directions using screenshots.

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.)

Since technology coaches need to be able to work with teachers at all grade levels, this field experience helped me to gain knowledge about the content and skills learned at various grade levels. I also became familiar with the online resources available for students in different grade levels, as my previous experience has been mostly at the high school level. This field experience next helped to improve my skills in creating websites and online learning environments. In today's digital age, each teacher needs a website to house important documents, communicate important information to parents, and share good resources for improving student achievement. Rarely do parents take the time to call a teacher, so a website is a vital tool in ensuring good parent-teacher communication. Finally, this field experience provided me with more practice working with adult learners so that I can gain the dispositions necessary to work with adult learners. Adults have different needs than student learners; they need to feel like their voice is respected and that they are a contributing member to the learning process. This experience allowed me to work with teachers who are experts in their content fields, but who struggle with technology.

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

Having a website contributes both to faculty development and student learning. Since a website is relatively easy to create and maintain (using the premade templates provided by the company housing the school website), website development is a good task to introduce teachers to technology. For those teachers who are hesitant about using technology or who are not especially technology-proficient, building a website can be a good starting point for building their confidence, which could eventually lead to using more technology in the classroom with students. Student learning can also be improved since students can use the website to access material from days on which they are absent or to link to websites that provide enrichment or remediation opportunities. Students do not have to remember URLs, but can instead access the teacher's website and then be directed to a host of other learning environments in which they can engage at home. The website also facilitates parent-teacher communication, which can be a significant factor in student learning.