

## UNSTRUCTURED Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate: Edith F. Wood</b>	<b>Mentor/Title: Naomi Schapley/English Teacher</b>	<b>School/District: North Paulding High School/ Paulding County Schools</b>
<b>Course: ITEC 7410 – Instructional Technology Leadership</b>		<b>Professor/Semester: Dr. Gary Shattuck/Summer 2014</b>

### Part I: Log – Technology Planning Project

(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete one field experience totaling 5 hours!  
If you have fewer field experiences, just delete the extra rows. Thank you!)

Date(s)	1 <sup>st</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>
6/28 - 6/30	Attended the ISTE 2014 Conference in Atlanta gaining many new insights and ideas to use with my teachers. 24 hours	PSC 1.1, 1.2, 1.3, 1.4, 5.2, 6.1, 6.2 6.3/ISTE 1a, 1b, 1c, 1d, 5b, 6a, 6b, 6c	<p><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b> ISTE 2014 was an amazing opportunity for me to gain new knowledge not only about what is new in technology, but the innovative ways teachers are using technology to create authentic, project-based learning programs. I gained knowledge that I am eager to share with my faculty in the coming year. This experience gave me the boost I need to become a facilitator of technology innovation in my school.</p> <p><b>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.)</b></p>
<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		
	White		x
	Multiracial		x
	<b>Subgroups:</b>		
	Students with Disabilities		x

Limited English Proficiency								x
Eligible for Free/Reduced Meals								x
<p>This experience helped reinforce my vision for technology in education as a platform to create higher learning experiences in classrooms without walls. It gave me the resources I need to be an agent for innovation and change in my school. It was an opportunity to grow professionally, to reflect on my new knowledge, and to synthesize and apply my knowledge of the skills and dispositions necessary to address the PSC and ISTE standards for technology in education.</p> <p><b>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?</b></p> <p>As the head of a new technology committee at my school in the coming year this experience gives me the background knowledge I need to be an effective leader. I plan to create a website documenting what I learned at ISTE and to share that website with my faculty. I will also plan some inservice workshops for my staff to diffuse what I learned.</p>								
Date(s)	2 <sup>nd</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)			Reflection (Minimum of 3-4 sentences per question)			
7/8/2014	Explored Geometer's Sketchpad and Maple Computer Algebra System. Watched publisher and Youtube demonstration videos and requested pricing quotes. Emailed math teachers and administrators suggesting we consider purchasing these programs for our math department. 45 min.	PSC 1.4, 3.6/ISTE 1d, 3f			<p><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b></p> <p>As a media specialist, I don't often get to work with math teachers. They tend to stay in their rooms and, as far as I have seen, don't use technology much unless it is to use their interactive white boards.</p>			

**DIVERSITY**

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	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
<b>Race/Ethnicity:</b>								
Asian								x
Black				x				x
Hispanic								x
Native American/Alaskan Native								
White				x				x
Multiracial								
<b>Subgroups:</b>								
Students with Disabilities								x
Limited English Proficiency								x
Eligible for Free/Reduced Meals								x

I wanted to find ways I could help them. When I ran across these programs during another class, I was so excited that I got pricing for my school and put together a proposal to purchase and integrate these programs. I shared this proposal with my math department and administrators and will follow up when we return to school.

**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.)**

In this field experience I selected and evaluated 2 math programs through numerous tutorials and reviews online. I then made recommendations to diffuse what I had learned in an effort to make a change in the way the math department uses technology. When we return to school I will follow up and collaborate with mathematics teachers on ways to utilize these programs and provide equal access to all our students.

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

Mathematics is an area that our School Improvement Plan has identified as needs improvement. Our scores remain lackluster. These programs help students visualize math in three dimensions, providing a learning experience that is not possible in 2 dimensions. Being able to visually manipulate math solutions will help students grasp concepts and improve achievement in mathematics.