

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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| Candidate: Edith Wood | Mentor/Title: N. Schapley/English Teacher | School/District: North Paulding High School / Paulding County |
| Course: ITEC 7305, Data Analysis and School Improvement | | Professor/Semester: Judith Jones/Fall 2014 |

Part I: Log

(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 st Field Experience Activity/Time | PSC/ISTE Standard(s) | Reflection (Minimum of 3-4 sentences per question) |
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| 10/8/2014 | Began planning field experience and made initial contact with the media specialist at Sammy McClure Middle School. (1 hour) | PSC 2.2, 2.6, 3.6, 4.1, 4.2, 5.1, 5.2 ISTE 2b, 2f, 3f, 4a, 4b, 5a, 5b | 1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? I created a workshop for middle school teachers to learn how to create Jeopardy and Koosh Ball review games using their SMARTBoards. During this process, I learned how to successfully gain access to teachers in another school in my district. Though initially worried that nobody would attend my workshop, I learned that if you design your workshops around the needs of the teachers, they will come willingly. It is important to tailor your design to your teachers' individual styles and needs in the classroom. A technology facilitator has to take a leap of faith that busy teachers will make time to learn |
| 10/17- 21/2014 | Followed up with media specialist and principal at the middle school to determine interest in and permission for my in-service. Discussed logistics of when, where, and technology needs. (30 min.) | PSC 2.2, 2.6, 3.6, 4.1, 4.2, 5.1, 5.2 ISTE 2b, 2f, 3f, 4a, 4b, 5a, 5b | |
| 10/25/2014 | Prepared materials for the workshop including handouts on how to set up a SMART Exchange Account and create Jeopardy and Koosh ball review games. (1 hr.) | PSC 2.2, 2.6, 3.6, 4.1, 4.2, 5.1, 5.2 ISTE 2b, 2f, 3f, 4a, 4b, 5a, 5b | |
| 10/27/20014 | Created Jeopardy questions based on the Paulding County School system and edited the template with these questions. Created Koosh Ball questions on pop culture and added to the template. Tested games on SMART Board with various balls. (1.5 hr.) | PSC 2.2, 2.6, 3.6, 4.1, 4.2, 5.1, 5.2 ISTE 2b, 2f, 3f, 4a, 4b, 5a, 5b | |

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| 10/28/2014 | Arrived at the middle school 40 minutes before the in-service in order to put our refreshments, set up computer, and leave time for troubleshooting. Experienced difficulty getting door to computer lab unlocked and finding chairs for teachers as they had been moved to the cafeteria for an event. Ten teachers attended the in-service and seemed to enjoy learning how to create SMART Review games. (1 hr. 40 min.) | PSC 2.2, 2.6, 3.6, 4.1, 4.2, 5.1, 5.2 ISTE 2b, 2f, 3f, 4a, 4b, 5a, 5b PSC 2.2, 2.6, 3.6, 4.1, 4.2, 5.1, 5.2 ISTE 2b, 2f, 3f, 4a, 4b, 5a, 5b | innovations if they feel they are relevant and engaging for students. 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.) |
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| DIVERSITY | | | | | | | | |
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| (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 | |
| Black | | | x | | | | x | |
| Hispanic | | | x | | | | x | |
| Native American/Alaskan Native | | | | | | | | |
| White | | | x | | | | x | |
| Multiracial | | | x | | | | x | |
| Subgroups: | | | | | | | | |
| Students with Disabilities | | | | | | | x | |
| Limited English Proficiency | | | | | | | x | |
| Eligible for Free/Reduced Meals | | | | | | | x | |

As a technology facilitator, I first had to know what innovations are available and which ones relate to the task at hand (PSC 1.4). I also needed knowledge of the content standards and common classroom practices and instructional strategies that create authentic learning (PSC 2.1, 2.2, 2.5). As I designed my workshop I needed to know appropriate instructional design (PSC 2.6) when creating professional learning experiences (PSC 5.2). I employed my skills in managing the digital tools available to enhance student learning and select appropriate tasks designed to meet the needs of the faculty and students (PSC 3.2, 3.6). As I implemented my workshop, my enthusiasm and attitude generated interest in maximizing classroom use of technology resources (PSC 3.1). I let me teachers know I valued their feedback both verbally and through a formal evaluation survey and analyzed the feedback in order to adjust my future instruction. (PSC 5.2, 6.2, 6.3)

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?
I conducted this field experience at a middle school in my school system, not the school where I work. I feel confident that it had an impact even if I am not

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| | <p>there to assess it. Professional learning experiences are necessary for any school faculty if they desire to continuously improve instruction. This workshop experience gave teachers the training they need to utilize the digital tools available in their classrooms. This workshop impacted school improvement by providing an authentic professional learning experience with immediate value. Student learning will be impacted as they become active participants in the learning process, not passive recipients of instruction.</p> |
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