UNSTRUCTURED Field Experience Log & Reflection Instructional Technology Department

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Course:	Professor/Semester:	
ITEC 7400 – 21 st Century Teaching and	Dr. Vitala/Fall 2013	

Part I: Log

Date(s)	1 st Field Experience Activity/Time							ISTE Sta	ndard(s)	Reflection (Minimum of 3-4 sentences per question)		
08/06/2013 - 08/07/2013	Edmodo: Assisted M and use of Edmodo in students, formative a	, 3.7, 5.2	1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? Having used Edmodo on a trial basis last year, I advised multiple departments on the set up and use of Edmodo in their classrooms. I assisted teachers in creating their accounts, showing them how to									
(Place an	DIVERSITY (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)									show students to join their groups, how to create assignments, quizzes,		
	Ethnicity			P-12 Faculty/Staff					,	and polls, and how to communicate		
		P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12	with students via notes and calendar portions of Edmodo. After this		
Race/Ethnicity	Race/Ethnicity:									session, I became an unofficial		
Asian										technology leader in our school.		
Black					Х					This experience taught me about		
Hispanic										planning for professional		
	erican/Alaskan Native									development and how to gauge		
White					Х					needs prior to the session.		
Multiracia	1											
Subgroups:										2. How did this learning relate to the		
Students with Disabilities										knowledge (what must you know),		
Limited English Proficiency				-						skills (what must you be able to do) and dispositions (attitudes, beliefs,		
Eligible for Free/Reduced Meals										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.) Part of our strategic plan is to incorporate BYOT into our lessons (PSC 33) and to work on communication (PSC 3.7) with students and parents outside the classroom. From this experience, I was able to lead professional development that incorporated these goals. 3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? Almost every teacher in all departments now use Edmodo on a regular basis to communicate with students and to set assignments. Students have stated that they believe that the use of this online tool has assisted them with organization and makes them feel that the teachers are more accessible.
Date(s)	2 nd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
09/02/2013 and 10/05/2013	Data collection, analysis, interpretation, and communication of student benchmark scores (2 hours)	PSC 2.8	1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? In this experience, as our department chair, I was asked to collect benchmark scores and complete the data analysis for our department analysis of scores and for our school's data team analysis of

			RSITY						
(Place an X in the box represen			•		volved in		*	e.)	
Ethnicity	P	P-12 Fac	ulty/Sta	ıff	P-12 Students				
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12	
Race/Ethnicity:									
Asian								Х	
Black				Х				Х	
Hispanic								Х	
Native American/Alaskan Native									
White				Х				Х	
Multiracial								Х	
Subgroups:									
Students with Disabilities								Х	
Limited English Proficiency								Х	
Eligible for Free/Reduced								Х	
Meals									

Though this was data analysis by the department, it directly impacted student learning.

scores. Students were assessed with the use of the CPS System (clickers) and then the scores were sent to me electronically. I then put the scores into spreadsheet software and generated multiple charts, depending on what type of data was needed. These charts were then sent to each instructor, the head of the school data team, and the school instructional supervisor.

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.)

According to the Coaches' standards, I would need to be able to use "digital tools and resources to collect and analyze ... data, interpret results, [and] communicate findings." In this experience I performed all of these tasks. The only part of PSC Standard that I did not do was "implement appropriate interventions" which are proposed by the department as a whole.

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

The data analysis has helped as a department to better assess student needs. We look at the data and plan according to what we see. This helps student learning.

Date(s)	3 rd Field Experience Activity/Time						PSC/ISTE Standard(s)			Reflection			
	· ·							iuai u(s)	(Minimum of 3-4 sentences per question)				
11/15/2013	Instructional design with use of digital tool (Padlet), used as a means PSC 2.6, 2.7									1. Briefly describe the field experience			
	of communication an	nd assessm	nent							What did you learn about technology			
									facilitation and leadership from completing this field experience?				
										In this field experience, I worked			
									with other teachers on the use of				
										Padlet as a digital tool. One of the			
										things that teachers are incorporatin			
										in their classrooms lately is stations			
										but were struggling with checkpoint			
										at the end of each station to assess			
										student mastery of the content at			
										each station. I suggested the use of			
										Padlet, which works as a virtual			
										bulletin board where students can			
			DIVE	RSITY						respond to questions, post pictures,			
(Dlass an	Vin the here nonnegative	4. 					4		•)	etc. I then instructed teachers on			
	X in the box represent	-				volved in		-	e.)	how to use Padlet as a way to assess			
Et	hnicity	J.					P-12 Students			student learning at each station by			
		P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12	creating an mini experience for			
Race/Ethnicity	•									them.			
Asian									Х				
Black					Х				Х	2. How did this learning relate to the			
Hispanic									Х	knowledge (what must you know),			
	rican/Alaskan Native									skills (what must you be able to do)			
White					Х				Х	and dispositions (attitudes, beliefs,			
Multiracial					X				Х	enthusiasm) required of a technology facilitator or technology leader?			
Subgroups:										(Refer to the standards you selected i			
	ith Disabilities								Х	Part I. Use the language of the PSC			
	glish Proficiency								Х	standards in your answer and reflect			
	Free/Reduced								Х	on all 3-knowledge, skills, and			
Meals										dispositions.)			
										As a technology coach I should model			
										and facilitate the use of digital tools for different types of assessments. In this			
										experience, I gave teachers an example			
										of how it could be used and modeled its			
										use by showing them how it was used in			
										my own classroom and creating an			

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

experience to show them how students

would use it.

Since this experience has been pretty recent, many teachers have not incorporated its use in their classrooms at this time (up to date, only one has used it). However, my students enjoyed the use of the Padlet when they worked in stations to I think that it has promoted student learning.