

## UNSTRUCTURED Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Natalie Crosby	<b>Mentor/Title:</b> Tanya Dexter/SPED Teacher	<b>School/District:</b> Lee County Middle School West/ Lee County
<b>Course:</b> ITEC 7460		<b>Professor/Semester:</b> Cuby-Richardson/Fall 2014

### Part I: Log

Date(s)	1 <sup>st</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>					
<b>12/02/2014</b>  <b>12/04/2014</b>  <b>12/05/2014</b>	- Research and preparation of professional development session on Class Flow; creation of pre- and post-assessment (4 hours) - Implemented Class Flow professional development session (4 hours) - Class Flow professional development session follow up, evaluation, and sharing of results with administration (3 hours)  Total: 11 hours)	PSC 2.1/ISTE 2a PSC 2.6/ISTE 2f PSC 2.8/ISTE 2h PSC 3.2/ISTE 3b PSC 3.6/ISTE 3f PSC 5.1/ISTE 4a PSC 5.2/ISTE 4b PSC 5.3/ISTE 4c	<b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b> In this field experience, I was asked to design and implement a professional development session about Class Flow. Class Flow is a cloud-based teaching platform which allows teachers to utilize the power of mobile devices to promote engagement. The target audience was a group of middle school teachers to enhance the use of their Promethean/ActivInspire software. In this field experience, though I had taught professional development on this software before, I got to work with a new group of teachers I had not worked with previously. This was a new experience for me - working with an audience who did not know me as well, an audience with whom I did not have a prior relationship, which was difficult for me. I was able to overcome this by using technology to quickly assess my audience and adapt to their needs.					
<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				X	
Hispanic							X	
Native American/Alaskan Native								
White			X				X	
Multiracial			X				X	
<b>Subgroups:</b>								
Students with Disabilities							X	
Limited English Proficiency							X	

**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,**

Eligible for Free/Reduced Meals								X	
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**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 experience, I needed to know and be able to use software to assist teachers in the design of technology-enhanced learning experiences that would align with many different types of content. I had to demonstrate knowledge of effectively managing this digital resource. In addition, I had to be able to quickly assess my audience and later be able to evaluate the program, which is very important for professional learning. I did this by actually using the program I was teaching on to help show its usefulness in the classroom.

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

The impact on faculty improvement and student learning can be assessed through the analysis of lesson plans or during walkthroughs when faculty is using the program and students are engaged in learning. Impact on school improvement is harder to assess in this case but is somewhat evident in the results of the post-assessment after the development session. It would take months of follow up to see if teachers are consistently using the program and surveying the students to see if they feel the program has a positive impact on their learning. Both are important for assessing school improvement.