

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate: Natalie Crosby	Mentor/Title: Tanya Dexter/SPED Teacher	School/District: LCHS9/Lee
Course: ITEC 7410	Professor/Semester: Prof. Borup, Spring 2014	

Part I: Log

(This log contains space for up to 5 different field experiences for your 10 hours. You may only need one! If you have fewer field experiences, just delete the extra rows. If you have more than 5 field experiences, please copy and paste additional rows. Thank you!)

Date(s)	1 st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>																																																																																																	
1/10/14 1/13/14 1/14/14 1/15/14	<ul style="list-style-type: none"> - (1/10) Explored options to share a technology professional development session (2 hours) - (1/13) Experimented with old and new methods of back channeling with students (15 min x 5 classes = 75 min = 1.25 hours) - (1/14) Created informational video on back channeling (what it is, how it can be used in the classroom, what types of technology can be used for this purpose) (90 min = 1.5 hours) - Created information and instruction sheets for faculty to use both on back channeling and QuickKey (90 min = 1.5 hours) - (1/15) Lead professional development session (45 min = .75 hours) 	PSC 1.4/ISTE 1d PSC 2.1/ISTE 2a PSC 2.7/ISTE 2g PSC 3.6/ISTE 3f PSC 5.2/ISTE 4b	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? I was asked to lead an in-house professional development session on any technology that I had been using in my classroom that made use of our campus/district Bring-Your-Own-Technology policy. Training our staff on effectively making use of this policy was part of our SIP this year and I am known for trying new things in my classroom. I knew I needed to discuss technologies that were both easy to use and useful for our staff. I wanted to discuss backchanneling but wanted to use something that required little setup so I lead the session on how to use websites like Today's Meet or Padlet to facilitate discussions.</p> <p>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</p>																																																																																																	
<p>DIVERSITY (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Ethnicity</th> <th colspan="4">P-12 Faculty/Staff</th> <th colspan="4">P-12 Students</th> </tr> <tr> <th>P-2</th> <th>3-5</th> <th>6-8</th> <th>9-12</th> <th>P-2</th> <th>3-5</th> <th>6-8</th> <th>9-12</th> </tr> </thead> <tbody> <tr> <td>Race/Ethnicity:</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>Black</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>Native American/Alaskan Native</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>White</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>Multiracial</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>Subgroups:</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Students with Disabilities</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>X</td> </tr> </tbody> </table>				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	Native American/Alaskan Native									White				X				X	Multiracial				X				X	Subgroups:									Students with Disabilities							
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Limited English Proficiency								X
Eligible for Free/Reduced Meals								X

on all 3—knowledge, skills, and dispositions.)

First, I had to know my peers needs and wants: I needed to select possible digital tools that would be both easy to use and prove useful to any teacher on our campus. Second, I needed to be able to locate and evaluate the technology that met these needs: I had been using Socrative for this purpose but some teachers required something even easier and others needed tools that offered more options. Lastly, I need to give examples of how this learning is used in the classroom by modeling and facilitating its use – not only were teachers provided an informational video and packet; teachers used the tools within the session to facilitate their learning.

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

This field experience directly impacted faculty development, seen immediately by the participation of the faculty in the development session. After the development session, at least 65% of the faculty tried at least one of the examples used in the session, so it also had a direct impact on student learning as well.