UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department

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Course: ITEC 7305 Data Analysis & School Improvement		**Professor/Semester:** Dr. Susan Padgett-Harrison

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)	1st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
June 10 June 11, 12	Assistthe ELA teacher on publishing instructional materials in itsLearning, an online management system used in the county (2hours). Working with high school students in the summer school designed for remediation in English Language Arts (4 hours). **Total: 6 hours**	PSC 2.3/ISTE 2c PSC 2.4/ISTE 2d PSC 2.6/ISTE 2f PSC 3.1/ISTE 3a PSC 3.3 / ISTE 3c PSC 4.2 / ISTE 5b PSC 6.3	**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** Completing this field experience was a challenge because of the student age group. Being an elementary school teacher and working with students in grades 9-12 was out of my comfort zone. Furthermore, participating students had difficulties with academics throughout the school year and were required to attend the summer school established to remediate their knowledge and skills. Engagement and interests in learning were very low among students. Most learning activities were developed and implemented within the itsLearning course which promoted ongoing technology use during this field experience. Students used the school's laptops and/or personal devices (mostly phones and a few laptops) to complete

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								
Black								
Hispanic								x
Native American/Alaskan Native								
White								x
Multiracial								x
Subgroups:								
Students with Disabilities								x
Limited English Proficiency								
Eligible for Free/Reduced Meals								x

DIVERSITY

(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)

assignments.

First part of the field experience was focused on assisting the teachers with uploading and organizing learning activities within the online course. My leadership skills allowed me to introduce and model new tools within the management platform to the ELA teacher: discussion boards and integration of Google Docs for collaborative writing.

Second part of the experience allowed me to work closely with the students, assisting them with research and collaborative writing through Google Docs. This tool was new to them and they seemed to be excited to discover an efficient way to work together. I also responded and challenged their thinking through discussion posts.

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.)

The knowledge about the indicators of engaged learning and skills in instructional design allowed me to model and use research-based practices when assisting the teacher with the online course design and development. Digital tools in the online learning system supported higher order thinking skills of students in online discussions about open-ended questions on the topic they chose to research and write about. Online conversations supported the learners' interests and personal academic goals while providing an opportunity to engage in authentic learning experiences.

The skills and knowledge about technical part of the itsLearning platform gave me an advantage in modeling and facilitating the use of online learning and digital content to support and extend student learning. Being familiar with Google Docs and modeling it to students as a tool for collaborative writing helped me model and facilitate new management and collaborative learning strategies to the teacher and students. Assisting students with research on topics of their interests for writing gave me an opportunity to facilitate the safe, legal, and ethical uses of digital information.

This filed experience engaged me in a learning environment outside of the usual, comfortable setting of an elementary school. It stretched and challenged the knowledge, skills, and dispositions to be able successfully apply them to this experience.

	3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? Introduction of Google Docs during this field experience seemed to be the most engaging and meaningful learning experience for the high school students. The discovery of a digital tool that allows them to collaborate on writing live inspired the students to think about each other's writing, provide comments, help with grammar, etc. The ELA teacher who observed the implementation of the tool into ELA instruction commented on its productiveness. She also expressed an interest to introduce Googe Docs to all her students at the beginning and use it throughout the school year. I hope that introducing a new tool to one teacher will make impact on more students and, hopefully, other staff members. Observations of the classroom instruction would be a way to assess the impact of my leadership skills on the learning environment in this school.