UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department

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Course: ITEC 7460 PL & Tech Integration		**Professor/Semester:** Dr. Bacon/Spring 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 <u>one</u> 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)
March 17	Collaborative planning (with another ITS) for designing and developing Decades Unit for 5th grade SS curriculum /1hour	1.4/1d, 2.1/2a, 2.6/2f, 3.3/3c, 3.6/3f, 3.7/3g, 4.3/5c	**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** In collaboration with another ITS, I designed and developed a Social Studies unit on Decades for 5th grade. I chose this topic because this was one area that the teachers did not have any resources for and asked me for help. Our goal was to develop a complete unit, with all resources, lesson plans, and assessment tool completely developed for the teachers. We focused on implementation of the 4Cs and made sure a variety of instructional and digital tool choices were available in the unit. We utilized Google Docs to collaborate on this unit. The unit was shared with the team of 5th graders to receive feedback for improvement. Necessary resources were set up in itsLearning (online learning management system) for easy access and copying to individual courses by teachers.
March 24	Collection of online resources for every topic of every decade/2 hours	3.3/3c, 3.6/3f	
April 14	Design assessment for the unit (rubric and checklists)/ 1 hour	2.7/2g	**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.)**
April 21	Write out the complete unit plan and schedule the time to present it to the grade level/ 1 hour	3.7/3g, 4.3/5c, 6.1/6a,b, 6.2	
	Total: 5 hours		To develop this unit, I needed to know and being able to align activities and assessment to the GPS and NETS-S standards and integrate research-based strategies to differentiate instruction and meet the needs of all learners. I also

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

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

spent time evaluating the online resources and digital tools that would be appropriate and efficient to use with 5th graders. In addition, my choice was based on strategies that would initiate and/or sustain technology innovations and support the change process in my school (PD and school improvement plan goals.

The unit was design to help teachers facilitate the online and blended learning and digital content to support student learning, collaboration, communication, creativity, and critical thinking.

I utilized digital communication and collaboration tool (Google Docs) to collaborate with another ITS and the teachers while designing this unit.

I modeled the use of formative and summative assessments to measure student learning during throughout this unit. In addition to creating the rubric for self, peer, and teacher evaluation, I developed an online rubric built in itsLearning to assess and progress monitor student learning online if teachers choose to do so.

Finally, I obtained new skills and knowledge about Google Drive features that improved my effectiveness and productivity when collaborating with others online. Presenting the unit to the teachers for the opportunity to provide specific feedback for improvement on the lesson allowed me evaluate and reflect on my professional practices and strengthen my ability to develop technology-enhanced learning experiences for students.

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 was built on specific learning targets that were directly aligned to SS and NETS-S standards. I worked closely with colleagues within and outside my school, which allowed me to develop a unit that would support rigorous and differentiated instruction in a classroom. Classroom observations, my active participation in the unit implementation, and final reflections will be used to measure effectiveness of the lessons and monitor the implementation of the new strategies and digital tools.