

# UNSTRUCTURED

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Josh Freedman	<b>Mentor/Title:</b> Dr. Chaffee/Principal	<b>School/District:</b> Poole Elementary/ Paulding County School District
<b>Field Experience/Assignment:</b> Tech Project	<b>Course:</b> ITEC 7410 Instructional Technology Leadership	<b>Professor/Semester:</b> Dr. Bacon Spring 2019

### Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
<b>SAMPLE</b> 1/16/19	<b>SAMPLE</b> Started the SIP and TECH plan.. [2 hours]	PSC 2.6, 2.1	ISTE 4a, 4b
1/23/19	Starting a shared vision paper. [2 hours]	PSC 2.1, 2.5, 2.6, 2.7, 3.1, 3.2	ISTE 2a, 2e, 3d, 5a
1/30/19	Continuing shared vision paper. [4 hours]	PSC 2.1, 2.5, 2.6, 2.7, 3.2	ISTE 2a, 2e, 3d, 5a
2/23/19	Completed ISTE survey about current school for SWOT. [2 hours]	PSC 2.1, 2.5, 2.6, 2.7, 3.2	ISTE 2a, 2e, 3d, 5a
3/23/19-4/7/9	Completed SWOT analysis [10 hours]	PSC 2.1, 2.5, 2.6, 2.7, 3.2	ISTE 2a, 2e, 3d, 5a
4/9/19-4/21/19	IT grant appliation [2 hours]	PSC 2.1, 2.5, 2.6, 2.7, 3.2, 5.3, 6.2	ISTE 2a, 2b, 2c, 2d, 2e, 2f
3/13/19	Modelin	PSC 2.1, 2.5, 2.6, 2.7, 3.2, 5.3, 6.2	ISTE 2a, 2b, 2c, 2d, 2e, 2f
3/14/19	Preparing for Canvas workshop [3 hours]	PSC 2.1, 2.5, 2.6, 2.7, 3.2, 5.3, 6.2	ISTE 2a, 2b, 2c, 2d, 2e, 2f
3/20/18	Modeling for student teacher candidate Hannah Atcheson how to use web 2.0 tools to engage students and create technology-rich lesson plans. [2 hours]	PSC 2.1, 2.5, 2.6, 2.7, 3.2, 5.3, 6.2	ISTE 2a, 2b, 2c, 2d, 2e, 2f
3/28/19	Canvas workshop and reflection [2 hours]	PSC 2.1, 2.5, 2.6, 2.7, 3.2, 5.3, 6.2	ISTE 2a, 2b, 2c, 2d, 2e, 2f
Total Hours: [21 hours ]			

<b>DIVERSITY</b>								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
Ethnicity	P-12 Faculty/Staff				P-12 Students			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
<b>Race/Ethnicity:</b>								
Asian						x		
Black						x		
Hispanic						x		
Native American/Alaskan Native								
White						x		
Multiracial						x		
<b>Subgroups:</b>								
Students with Disabilities						x		
Limited English Proficiency						x		

Eligible for Free/Reduced Meals						x		
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## Part II: Reflection

### CANDIDATE REFLECTIONS:

(Minimum of 3-4 sentences per question)

#### 1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?

Throughout this course, I realized that coaching needs lots of time and effort from both parties. During my coaching experience, I ran into many problems. The student teacher candidate Hannah Acheson is currently learning to become a teacher. Many of my lessons involve technology in some way, whether it is me presenting or students involved in researching or creating. Making sure that my directions are clear when talking to Hannah was challenging. She knew what I was teaching and wanted the students to complete, but often found myself struggling to explain the information to Hannah.

#### 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.)

You must know PSC standard 2. The primary job of a teacher is to educate the students. Knowing PSC standard 2 will have you prepared to assist teachers and share what they need to complete in order for their students to succeed. Making sure the teachers are able to complete basic troubleshooting during their activity is something that may be overlooked but important to include. As stated above, teachers will need to know how to remain calm if a glitch occurs when teaching.

Standard 6 has become a new addition to the importance of my technology growth. Since creating a workshop and coaching another peer, reflecting on how I planned, and time spent with individuals, was an important part of this process. Making sure time is managed properly and resources are used to their full potential.

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

The workshop that was delivered assisted the faculty in developing an understanding of the Canvas educational platform that we use. Their understanding of how Canvas works impacts school improvement because students are engaged while using electronic devices such as computers or tablets. These are assessed using Microsoft forms for teachers, and TKES evaluations for teachers. I have also modeled and coached a potential teacher candidate for Poole

elementary. Hannah Atcheson will student teach at Poole next year, and she could be a potential candidate for the Paulding County School District.