

## UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – *Updated Summer 2015*

<b>Candidate:</b> Josh Freedman	<b>Mentor/Title:</b> Dr. Paul Chaffee/Principal	<b>School/District:</b> Poole Elementary School/Paulding County
<b>Course:</b> 21 <sup>st</sup> Century Teaching and Learning		<b>Professor/Semester:</b> Dr. Yi Jin/ Summer 2018

**(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 pages. Thank you!)**

Date(s)	1 <sup>st</sup> Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
7-16-18	11:00- 4:00          [5 hours]	1.1, 1.2, 2.1-8, 3.1, 3.2, 3.6, 6.1, 6.2	2a, b, c, d, 3a, 3b, 4a, 6a

**First Name/Last Name/Title of an individual who can verify this experience:** Destine Nelson

**Signature of the individual who can verify this experience:**

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

**Reflection**

(Minimum of 3-4 sentences per question)

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

Mrs. Nelson is a fifth grade teacher who teaches math, science, and social studies at Poole Elementary. Since we will work and plan together this upcoming school year, and have worked together the past two years, I would contact her to discuss technology. Mrs. Nelson is a known technology leader in the county, but we do not have definite roles as such. We went through the same training with the Bloxels program, which I used in my EL project. We discussed other areas we would be able to use Bloxels in. We discussed how we can tie it into math when it comes to multiplication and division. We discussed a plan to introduce Bloxels to the other teachers at Poole Elementary school. From our course this summer about Bloxels, we have enough resources and information that we can present to the staff at our school. We discussed how we can get our staff involved in technology training outside of our reading inventory (RI) and math inventory (MI) which are county mandated programs. We have limited technology in our school currently, but our administration is working on improving that situation.

**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 above. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)**

Knowledge- This experience helped me understand what our school will need in order to reach higher levels of LoTi. Our school lacks technology at the moment, which makes it hard to address our technology needs as a school and system. I had to know what our school has and how I would be able to utilize them in order to complete the activity.

Skills- To create my EL project, I used what was learned from the Math Science Partnership (MSP) with Paulding County Schools. We had various technology trainings which lead me to creating my EL project. This will address the diverse learners in my classroom and that students will create an authentic product for their final summative assessment.

Dispositions- In order to show others how to use Bloxels, I had to learn it inside and out. It was challenging at first. You build levels and characters on a board and capture it using the Bloxels app on a tablet. You have to create a game yourself in order to assist others. It took a long time for me to understand how to create a game. I am still no expert, but I can coach the basics. Because of this, others who are not so tech savvy will struggle with this program. Understanding that this will take some time for others to understand will benefit me while coaching. Knowing and understanding my struggles will help me with empathy when it comes to others struggles.

**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 will impact my school in many ways. Although we lack technology, my plan is to coach others so that they are able to use it for more than just drill and practice. Using the LoTi levels and indicators of engaged learning, I plan on becoming the teacher leader of technology in my building. My goal is to assist teachers using technology so that our students can become engaged and succeed throughout the school year. The impact can be assessed by summative assessments given. How are the students performing? What is their level of engagement. What are the teachers TKES evaluations saying about differentiation and engagement? How do the teachers feel after teaching a lesson with a LoTi 4 or higher, and keep students engaged throughout? Collecting the data will show the impact of the implementation of the lessons taught.