**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department – *Updated Summer 2015***

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| **Candidate:** Josh Freedman | **Mentor/Title: Dr. Paul Chaffee/ Principal** | **School/District:** Poole Elementary School/Paulding County |
| **Course:** ITEC 7410 Instructional Technology Leadership | **Professor/Semester:** Dr. BaconSpring 2019 |

**(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!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
| 1/16/191/23/191/30/192/6/194/10/194/11/194/12/19 | 9:30-11:009:30-11:009:30-11:009:30-11:007:15-8:007:15-8:007:15-8:00[6 hours] | 1.1, 1.2, 2.1-8, 3.1, 3.2, 3,5, 3.6, 6.1, 6.2 |  2a, b, c, d, 3a, 3b, 4a, 6a |
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| **First Name/Last Name/Title of an individual who can verify this experience:** Destine Nelson | **Signature of the individual who can verify this experience:** |

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| **DIVERSITY**(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 |
| **Race/Ethnicity:** |  |  |  |  |  |  |  |  |
|  Asian |  | X |  |  |  |  |  |  |
|  Black |  | X |  |  |  |  |  |  |
|  Hispanic |  | X |  |  |  |  |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  | X |  |  |  |  |  |  |
|  Multiracial |  | X |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  | X |  |  |  |  |  |  |
|  Limited English Proficiency |  | X |  |  |  |  |  |  |
|  Eligible for Free/Reduced Meals |  | X |  |  |  |  |  |  |

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| **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?**  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 Atcheson 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. Since she is not familiar with Canvas, I often found myself troubleshooting problems with her. **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.)** 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.  |