

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate: Ariel Flinn	Mentor/Title: Heather Rogers/Teacher	School/District: Findley Oaks Elementary/Fulton County
Course: ITEC 7305: Data Analysis and School Improvement		Professor/Semester: Judith Jones/Spring 2014

Part I: Log

Date(s)	Field Experience Activity/Time	PSC/ISTE Standard(s)
1/6/2014, 1/23/2014, 2/6/2014, 2/20/2014, 3/6/2014, 3/20/2014, 4/3/2014, 4/17/2014	Worked with a teacher for 40 minutes once every two weeks throughout the semester to coach her through the development of technology skills [5+ hours]	ISTE: 2a, 2b, 2c, 2e, 2f, 2g, 2h, 3b, 3e, 5a, 5b, 6a, 6b, 6c PSC: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.2, 3.5, 4.1, 4.2, 6.1, 6.2

Total:

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

Reflection

(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?

In this unstructured field experience, I worked with a first grade teacher with low technology proficiency; she described herself as having “no idea how to use technology” in her classroom. We started the first day of second semester, the teacher work day, and decided to get together for 40 minutes after school every other Thursday. We started with technology I was already familiar with both using and coaching, such as Audioboo. We discussed different philosophical and research-based strategies for using technology in the classroom, including authentic learning tasks, LoTI indicators, and student-centered learning. Together we developed lesson plans that integrated technology such as Google Docs, blogging (she had a website but not a blog), Pixie, Wikis, Photo Story, and Voice Thread. I was unfamiliar with some of these tools, but she had heard of others using them and had requested that we try to figure them out. We both got to test our troubleshooting skills by working our way through unfamiliar tools and programs. By the end she was able to take a given tool and find ways to plug it into content learning on her own. This taught me so much about technology leadership and informal professional development. Although she and I would collaborate on topics and ideas she wanted to cover, I got to bring my expertise to the table and discuss tools and ideas that I think are important and meaningful.

2. How did this learning relate to the knowledge, skills, and dispositions required of a technology facilitator or technology leader?

This field experience allowed me to demonstrate my knowledge of digital tools and resources within the context of student learning experiences that I already knew about as well as how to troubleshoot basic software and hardware problems common in digital learning environments for tools that I did not already know, both of which are important for a technology coach wishing to help others gain this knowledge, as I did in this field experience. I also was able to demonstrate my ability to coach another teacher in the design and implementation of technology-enhanced learning experiences as they relate to different areas of teaching, such as content and technology standards, research-based learning strategies, authentic learning, differentiation, HOTS, assessment, and data analysis. Finally, I was able to reflect on my continual growth in knowledge and skills of current and emerging technologies and apply what I know to a coaching situation.

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 had a direct impact on faculty development for the teacher I worked with, but this effect can be felt on a larger scale if I take the experience and skills I gained through coaching one person and apply them to coaching and offering professional development for the whole school. This impact can be assessed through student achievement data. The data will probably show an increase in student engagement and learning when teachers use design and implement authentic, meaningful, and student-centered lessons infused with technology.

