UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – *Updated Summer 2015*

Candidate: Jessica Jordan	Mentor/Title: Stephanie Durham/MS	School/District: Dade Middle School/Dade County	
Course: ITEC 7460- PL & Tech Innovation Section W07			**Professor/Semester:** Rotjan/Spring 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)	1ˢᵗ Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
2/21/2018, 2/27/2018	Worked with the instructional coach on identify programs for possible use at Dade Middle- 5 hours	PSC 1.2, PSC 2.2, PSC 5.2	ISTE 1b,7b

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

Lisa Bell, Academic Coach

Signature of the individual who can verify this experience:

Lisa R Bell

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				
Race/Ethnicity:	**P-2**	**3-5**	**6-8**	**9-12**	**P-2**	**3-5**	**6-8**	**9-12**	
Asian									
Black									
Hispanic									
Native American/Alaskan Native									
White			X						
Multiracial									
Subgroups:									
Students with Disabilities									
Limited English Proficiency									
Eligible for Free/Reduced Meals									

1. Briefly describe the field experience. What did you learn about technology coaching and technology leadership from completing this field experience? The field experience was a unique opportunity because it allowed me to collaborate with our instructional coach on assessing different programs we may use in the classroom. The first experiences was a meeting with a representative from a learning tech company and the discussion included how the program works and how to could be useful for teachers who need the professional development hours. The next meeting was to discuss two other website and how they would possibly make a difference for the teachers and using informative assessments on the students. The last meeting was discussing Powtoons and how easy the program is for reluctant teachers. What I learn from this experience is the leadership can be offered several program to help their teachers but the coach has to know her audience to get a great learning program for her teachers.

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 learning related to the PSC standards 1.2, which is strategic planning because a coach has to find authentic programs for her teachers. It was interesting to identify and assess different programs because it made me think outside of my own comfort zone, as a teacher. Mrs. Bell has to know the different standards that each grade is responsible for and has to use programs that can be cross-curricular.

Skills - The skills required for the programs we researched included having some knowledge about technology and using basic formats, such as Powerpoint. The skills levers for the different programs were a factor is deciding which programs to really research for further investigation. THis meets ISTE standard 7b in analyzing the programs.

Dispositions - Mrs.Bell is great at being excited about a project or program, so her disposition is always positive even when the program may be a dud. This meets ISTE 2.C which describes modeling the technology. I believe her disposition and attitude towards having new programs in the classroom makes it possible for others to pursue new programs. I really enjoyed seeing her face as we discussed different programs.

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 can be assessed when comparing teachers attitudes towards the different programs or applications that have been in place for this year. It was interesting to see all the different dynamics of purchasing a program to thinking of all the academic areas to use a program. Faculty development can be determined by those who are actually using the program in the class, which will be determined after a new program has been implemented.