UNSTRUCTURED Field Experience Log & Reflection

Candidate: Ke'Ondra Clark	Mentor/Title: Dr. Tameika Grizzle	School/District: Harmony-Leland Elementary/Cobb County
Course: ITEC 7460 Professional Learning & Technology Innovation		Professor/Semester: Dr. Grove/2018

Date(s)	1st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
3/27/18	Spiral (Quickfire) [2.5 hours]	PSC 2.6, 2.7, 5.2	ISTE 2f, 2g, 4b

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

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	x	x						
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 coaching and technology leadership from completing this field experience?

I introduced a technology tool to my colleagues that would help improve student engagement and also provide data in which students learning could be assessed. The tool is called Spiral and we focused on one out of the four suites of tools called Quickfire. Quickfire engages student learning by providing teachers with the opportunity to use audio for instruction and students can listen, reply (typing), and design individual or group work to display comprehension of assignments. This tool is a great way to align with standards through the use of technology. I learned from this field experience that the more familiar you are with different technology components the better your coaching influence will be. I plan on learning as much as I can, reflect on my experiences, and redevelop new skills so that I can be successful in reaching my goals.

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.)

For knowledge, I learned how valuable it is to being familiar with the ISTE/PSC standards and comprehending how they are used to enhance classroom learning. With skills, an IC should be able to identify effectively communicate with others, identify goals, and being able to "Candidates model and facilitate the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources." With disposition, it is imperative to understand where you stand with your beliefs about the ideas/theories of the many roles of an IC. This will reflect greatly on your success with mentoring and building relationship with others.

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

In our school we are always looking for engaging ways to integrate technology into student learning for all subject areas. With this project, I was able to share new tools in which both students and teachers could enjoy the experience of a more productive classroom. Student impact can be assessed through the data collected from the Quickfire, student work, and assessments created by teacher.

Date(s)	2nd Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
3/29/18	**Spiral (Discuss) [2.5 hours]**	**PSC 2.6, 5.2**	**ISTE 2f, 4b**

<u>First Name/Last Name/Title</u> of an individual who can verify this experience:	<u>Signature</u> of the individual who can verify this experience:

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	x	x						
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 coaching and technology leadership from completing this field experience?

For this field experience I introduced a technology tool called Spiral to my colleagues and we focused on one out of the four suites of tools called Discuss. Discuss is a tool that can assist with improving student engagement and also provides data in which students learning could be assessed. It is engaging to students and it also provides teachers with the opportunity to enhance instruction through whole group lessons. Discuss lives highly by its name being that it motivates student discussion where students can reply to thoughts and ideas shared from both peers and teacher. During instructional time. This tool is a excellent way to align with standards and integration of technology. I learned from this field experience to always be familiar with the content that is being shared and to consider questions that new learners may have ahead of time so that I can have an informative explanation.

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.)

With knowledge, I learned how imperative it is to being familiar with the PSC/ISTE standards and understanding how they are used to enhance learning in

the classroom. For skills, an IC must be able to identify targeted goals, be a great communicator as well as listener, and being able to "model and facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards." Last, with disposition, it is imperative to understand where you stand with your beliefs about the ideas/theories of the many roles of an IC. This will reflect greatly on your success with mentoring and building relationship with others.

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

Our school is loves to integrate new technology tools into student learning for all areas of content. With this project, I was able to share new tools in which both students and teachers could enjoy the experience of a more productive classroom. Student impact can be assessed through the data collected from the Discuss assessments designed by teacher.. With this project, I was able to share new tools in which both students and teachers could enjoy the experience of a more productive classroom. Student impact can be assessed through the data collected from the Discuss and assessments created by teacher.