

## UNSTRUCTURED Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Jena Parish	<b>Mentor/Title:</b> Cynthia Coker/Media Specialist	<b>School/District:</b> Austell Intermediate/Cobb County
<b>Course:</b> ITEC 7470 Educational Research		<b>Professor/Semester:</b> Dr. Herrington/Spring 2012

### Part I: Log

**(This log contains space for up to 5 different field experiences for your 10 hours. You may only need one! If you have fewer field experiences, just delete the extra rows. If you have more than 5 field experiences, please copy and paste additional rows. Thank you!)**

Date(s)	1 <sup>st</sup> Field Experience Activity/Time	PSC Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>
1-24-12 2-15-12 4-30-12	Math RAP Meetings - Developing Smartboard 4 <sup>th</sup> grade math activities based on the Common Core Standards for county wide distribution (Approximately 6 hours for each meeting)  <p style="text-align: right;"><b>Total: 18 Hours</b></p>	2.1, 2.2, 2.3	<p><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b></p> <p>The purpose of this field experience was to develop math-based Smartboard activities and lessons that will be posted on the district website and distributed to all the 4<sup>th</sup> grade teachers in the county. For the field experience, I went to three different development sessions. Overall, I revised and/or created over 45 activities that will be posted to the district site. This field experience will continue again in the Fall of 2012. I got a lot of technology facilitation experience by completing this field work. There were two 4<sup>th</sup> grade teachers selected throughout the entire district to work on these 4<sup>th</sup> grade lessons – I worked with Smartboard while the other teacher worked with Promethean. I got to work with district coaches and lead teachers in the development of these activities. I also got to</p>
<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>	
		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		x	x
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

collaborate with teachers selected to work on other grade level Smartboard and Promethean math activities. Overall, I think this field experience gave me the confidence to work as a technology leader because I was working at a district level.

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

This field experience required knowledge about implementing research-based strategies to engage students in learning. I also needed the technology skills to develop, create, and revise Smartboard software. This field experience allowed me to be in a leadership position; therefore, I had to maintain a professional disposition throughout my work as well as in my collaboration. Overall, the purpose of this field experience was to facilitate the use of digital tools to engage students in a technology-enhanced learning experience that addresses the needs of diverse learners.

**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, ultimately, impact student learning on a district wide scale. By providing other teachers with Smartboard lessons and activities, I can ensure that the facilitation of technology is being encouraged and students are getting the opportunity to experience technology-enhanced learning. The impact of this field experience could be assessed by reviewing pre and post data, informal

	<p>observations, and student and teacher surveys to determine how the activities I created are influencing instruction.</p>
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