

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate: Amber Genzink	Mentor/Title: Elsa Cheng	School/District: LaBelle Elementary/Cobb
Course: ITEC 7410 Instructional Technology Leadership		Professor/Semester: Julia Fuller / Summer 2014

Part I: Log

(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 rows. Thank you!)

Date(s)	1 st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>																																																																																																																					
6/1/14-6/3/14	Planned professional development about how to improve student’s engagement and love of reading through technology embedded reading responses.	PSC 2.1/ISTE 2a PSC 2.2/ISTE 2b PSC 5.2/ISTE 5b	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p> <p>This summer, I provided the staff at my school with training to improve their students’ engagement and love of reading through creative technology embedded reading responses. I modeled the use of several tools, provided teachers with resources via a shared Google Document, and facilitated conversation about other meaningful digital tools to elicit student reading responses. I followed up with staff members one-on-one after the session to clarify and assist as needed.</p> <p>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.)</p> <p>During this field experience, I modeled and facilitated the design and</p>																																																																																																																					
6/4/14	Presented professional development. Provided follow up support. 5 hours																																																																																																																							
<p>DIVERSITY (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Ethnicity</th> <th colspan="4" style="width: 25%;">P-12 Faculty/Staff</th> <th colspan="4" style="width: 25%;">P-12 Students</th> </tr> <tr> <th></th> <th style="width: 6%;">P-2</th> <th style="width: 6%;">3-5</th> <th style="width: 6%;">6-8</th> <th style="width: 6%;">9-12</th> <th style="width: 6%;">P-2</th> <th style="width: 6%;">3-5</th> <th style="width: 6%;">6-8</th> <th style="width: 6%;">9-12</th> </tr> </thead> <tbody> <tr> <td>Race/Ethnicity:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Asian</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Black</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Native American/Alaskan Native</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>White</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Multiracial</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Subgroups:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Students with Disabilities</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Limited English Proficiency</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Eligible for Free/Reduced Meals</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>				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	X	X							Native American/Alaskan Native									White	X	X							Multiracial									Subgroups:									Students with Disabilities									Limited English Proficiency									Eligible for Free/Reduced Meals								
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implementation for technology enhanced learning experiences aligned to content standards. I demonstrated my knowledge of various digital tools that meet the needs of our diverse learners. This field experience displayed my skills in implementing technology-based professional learning. Using a shared Google Doc, I integrated technology to support face-to-face learning and provided teachers with a living document they could refer back to when implementing the new technology in their classroom. I displayed an enthusiasm for creating digital learning environments and an attitude that all students can be successful in the classroom when we think about their interests and improve engagement through technology embedded best practices.

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 allowed me to directly impact school improvement. Our school has a great amount of technology, but the staff requires more professional development in order to use it to its full potential. This training provided several different digital tool options that teachers could try in their classrooms, making teachers feel more comfortable and confident in integrating technology into their instruction. The impact of this field experience could be a simple staff survey asking teachers to rate their level of confidence and comfort using technology before and after the professional development.