**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

|  |  |  |
| --- | --- | --- |
| **Candidate:** Stuart Ogburn | **Mentor/Title:** Sandra Logan/Instructional Coach | **School/District:** Norton Park Elementary / Cobb County Schools |
| **Course:**ITEC 7410/EDL 7105 Technology Leadership & Vision in Schools | **Professor/Semester:** Dr. Williams/ Spring 2015 |

**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)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**(Minimum of 3-4 sentences per question) |
| April 20, 2015April 21, 2015 | * Developed 4th grade teachers on how to use technology to meet social studies standards by integrating technology. (2 hours)
* Taught teachers how to use apps such as prezi, weebly, educreations, poplet, keynote, and imovie. (2 hours)
* Developed school wide documents to invite other teachers and students to participate in the social studies event (1 hour)

[5 hours total] | PSC – 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.7, 5.2, 6.1ISTE – 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3g, 4b, 6a, 6b  | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  Students completed a multimedia project centered on economics. Students were tasked with creating businesses and then invited other students and teachers to be their customers. Prior to the project, I facilitated professional learning to fourth grade teachers regarding the different apps and Web 2.0 tools that students would be using. In the course of this project I how providing small group professional development can benefit teachers more than in a larger group. It also helped create more cohesive team, which will prove to be beneficial in the future. Additionally creating an authentic project generated teacher buy-in and the willingness to try new things.  **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 strongly enforced the concepts of the course by allowing me to develop and implement technology based professional learning. This created an environment of teachers who were excited about using technology and who were excited about the authenticity of the project. The leadership components of this experience were seamless and it is an experience that can guide my future with professional development. **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** Teacher and student learning was greatly affected by completing this project. Students were highly engaged and there was an increase in student achievement from pre to post test. Teachers gained critical knowledge about technology integration and certain Web 2.0 tools. This project reached the whole school community, which can serve as a model for other teachers.  |
|

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

 |