**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department – *Updated Summer 2015***

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| **Candidate:  Julia Hotchkiss** | **Mentor/Title:  Mrs. Craven/ 5th Gr. Math/Sci** | **School/District:**  **TCUE/Thomas Co** |
| **Course: ITEC 7400** | | **Professor/Semester: Dr. Williamson/Su 2015** |

**(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!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
| 6/28/2015  7/15/2015 | Updated , changed, and added to my teacher website at: <http://www.thomas.k12.ga.us/olc/teacher.aspx?s=466> / 5 hours | 3.3, 3.5, 3.6, 3.7, 4.2 | 3a, 3b, 3c, 3e, 5b |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:**  **Melvin Hugans/ Vice Principal of TCUE** | **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 |  | X |  |  |  | X |  |  | | Black |  | X |  |  |  | X |  |  | | Hispanic |  | X |  |  |  | X |  |  | | Native American/Alaskan Native |  | X |  |  |  | X |  |  | | White |  | X |  |  |  | X |  |  | | Multiracial |  | X |  |  |  | X |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  | X |  |  |  | X |  |  | | Limited English Proficiency |  | X |  |  |  | X |  |  | | Eligible for Free/Reduced Meals |  | X |  |  |  | X |  |  | | | | |
| **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 changed and updated my website for my school. I want to keep by website as up to date as possible. From this experience I hope to influence and encourage some of our school’s teachers who do not enjoy keeping a website that it can be fun and eye-catching instead of a plain text webpage.  **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 –** The knowledge used for this experience that is related to what is required of a technology facilitator or leader is that I am able to develop, model, and facilitate use of online learning for my students. On my webpage, I like to include helpful websites for parents as well as sites that are accessed in the classroom to encourage communication and collaboration.  **Skills –** Skills used that would correlate to those required of a technology facilitator or leader were basic troubleshooting skills, and the ability to select and evaluate certain resources accessible on my website.  **Dispositions –** Although students at TCUE sign an Internet Contract of acceptable behavior, I also model and facilitate safe, healthy, legal, and ethical uses of digital resources. I encourage my students through my website to be aware of where they are on the internet and to stay on recommended sites provided.  **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 impact my students’ success. It could also assist with faculty development if used as an example. The students could be assessed with a simple treasure hunt game in which they locate different aspects of the website that could assist them with content information. | | | |