**UNSTRUCTURED Field Experience Log & Reflection**

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

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| **Candidate: Julia Hotchkiss** | **Mentor/Title: Kathie Craven/Media Specialist** | **School/District:** **TCMS/Thomas County Schools** |
| **Course:ITEC 7410** | **Professor/Semester:Gagnon/Su 2016** |

**(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)** |
| 7/12/16- 7/13/16 | Online Professional Development/5 hours | 1.2, 5.2, 6.1 | 6a,6c |
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| **First Name/Last Name/Title of an individual who can verify this experience:****Kathie Craven/ Media Specialist** | **Signature of the individual who can verify this experience:** |

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

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| **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 this field experience I participated in professional development involving making, setting, and enforcing classroom rules for students. While this does specifically pertain to my current position as a teacher, consistency is something that can be generalized in to many different areas. As a technology coach setting expectations for teachers and yourself can help to streamline what you do and how you do it. If as an instructional technology coach you work on only instructional issues, not hardware issues, setting that expectation early can save a lot of time. **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 -**Understanding what teachers, administrators, and other educators expect of you when you are in an instructional technology position or are a technology facilitator in anyway is beneficial. **Skills -**Technology facilitators should be able to set clear expectations for those who use their services and rely on their expertise. Continuing learning through professional development is a must in any educational position.**Dispositions -**Finally, being prepared to deal with all mindsets and questions can ease any frustrations that may come down the line. As any type of technology coach, you may be expected to do things outside of your job description (helping with a virus, fixing a printer, etc) and as a leader in this area you should answer and reply with professionalism instead of being discouraged because your peers don’t understand your worth. **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 impacted my career development personally. It will help me to be a better educator, whether through teaching or being an instructional technology coach. |