**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:**  **Thomas County Middle School/ Thomas County Schools** |
| **Course: ITEC 7460** | | **Professor/Semester: Dr. Groves/ Fall 2016** |

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
| 9/4-10/31 | Disaggregating data from school-wide parent survey and creating a report [5 hours] | 3.7 | 3g |
| |  |  | | --- | --- | | **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:** |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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?**  With this field experience, I was able to communicate with parents and get their input on school policy through a Google Form. There were 206 responses. From this experience, I learned that technology coaching requires looking at data before deciding the next route to take. Data can be helpful in recognizing patterns and themes, so as a coach, I can make a more informed choice.  **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 -**  As a technology coach, you must know how to collaborate with peers, parents, etc. and receive feedback. A technology coach should also be able to look at the data and make an informed decision. **Skills -**  As a technology coach, you should know how to create a tool to use for the collaboration be it Google Forms, Google Doc, etc. A technology coach should also be able to teach peers about collaboration and how to use it effectively.  **Dispositions -**  Finally as a technology coach, you should present yourself with confidence, but with an accepting, compassionate attitude. There are times when parents will not feel appreciated, but the coach can make their opinion and viewpoints be valued.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This experience impacted school improvement. After looking at the data, we will send another, more specific survey out to parents and teachers. From the first and second survey results, we may make some policy changes. To assess the impact of this experience, you could judge from the process of evaluation. The impact is improving if parents are contacted again and if there is a council formed to discuss policy changes. | | | |