**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chad J. DeWolf | **Mentor/Title:** Doug Wood / Assistant Principal | **School/District:** Madison County Middle School Madison County School District |
| **Course:** ITEC 7400 21st Cen Teaching & Learning Section W03 Fall Semester 2014 CO | | **Professor/Semester:** Dr. Kathi Vanderbilt |

**Part I: Log**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| **10/13/2014** | **9:00 – 3:00 | 6 Hours**  Trained and assisted teachers in all of our Google for Education Apps and our new Mobile Mustangs APP. Worked with teams of teachers and individual teachers so that they could utilize our school app in a manner in which their students and parents could access information provided by the teacher. | PSC – 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 PSC – 3.1, 3.2, 3.3, 3.5, 3.6 PSC – 4.1, 4.2, PSC – 6.1, 6.2, 6.3  ISTE-C.1.a,c,d ISTE-C.2.a,d,e,f,h ISTE-C.3.b,c,e,g ISTE-C.4.b  ISTE-C.5.a,b,c | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  Working with educators that do not hold the importance of technology in the educational setting were challenging to work with. It was important for everyone to know that I was there as a person who could help, not tell them that there was yet another thing for them to do. It was helpful that the administration made it public knowledge that I was available to schedule a meeting/training or to seek out as needed. The ones I did meet with were grateful and the day was very successful.  **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.)**  ~ KNOWLEDGE  From what I learned as a technology leader will allow me to better work with the different types of educational technology users. As teachers we work to differentiate our teaching to each student’s strengths. This will be no different while working with staff with instructional technology.  ~ SKILLS  I need to be able to manipulate the educational technology and create working examples for training purposes. It is up to me to make the task look as easy as possible to inspire the person in training to take that necessary risk to venture out of their comfort zone.  ~ DISPOSITIONS  As a technology leader, it is vital to show that the technology being offered and/or that is available should not be viewed as “yet another thing I have to learn” for our staff members. I need to exhibit a certain level of enthusiasm and be sure to express the idea that the technology is not just another thing to do, but it is THE thing to make their teaching life easier.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  ~ SCHOOL IMPROVEMENT  Through my direct work with teachers, their ability to utilize the school technology. The entire school community (teachers, students, parents…) now has access to our app. This improves our teacher-to-parent communication, teacher lessons available to students and parents, and making learning now available anywhere at any time – which directly improves our students’ access to learning.  ~ FACULTY DEVELOPMENT  Staff members now have the knowledge base to effectively manipulate the Google for Education Apps and our MCMS App. They can use this knowledge to allow student and parent access to any info/lessons needed. Teachers that were trained now can redeliver the knowledge to their teams. This will be an ongoing professional development opportunity.  ~ STUDENT LEARNING  Students now can have immediate access to teacher created lessons. This can now allow for learning to continue while students are absent and or on the bus – anywhere. Parents can now help students with their learning at home. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  | X |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |