

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015

Candidate: Ashley Allgood	Mentor/Title: Kristen Fowler/Assistant Principal	School/District: Brookwood High/ Gwinnett County
Course: ITEC 7410- Instructional Technology Leadership		Professor/Semester: Dr. Fuller/Summer 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!)

Date(s)	1 st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
6/22/15 6/23/15 6/24/15 6/25/15	<p>I worked in collaboration with two elementary school teachers, K.P. and K.F., and one middle school teacher, D.F., to create two blended learning lessons. Even though each of us teach different curricula and different aged students, we used common cross-curriculum themes and digital tools to create shared lesson plans that could be adapted to the appropriate student level. We met four times for two hours each. The objective of our meetings was to create meaningful, blended learning lessons on our learning management site, eclass.</p> <p>During our time together, we would brainstorm ideas, research and explore digital tools, evaluate example lesson plans, and create on eclass pages. After our exploration and research phase, we planned out the frame work for the lesson plan. We decided on the goals and objectives based on both content and technology standards.</p> <p>In order to differentiate instruction and increase student engagement, we used a variety of digital tools to promote high-order thinking skills. Each of us selected a digital tool that we would help the group incorporate into the lesson. K.P. focused on Padlet (www.padlet.com), K.F. focused on EdPuzzle (www.edpuzzle.com), D.F. focused on Voki (www.voki.com), and I focused on Make Beliefs Comix (www.makebeliefscomix.com). Each of us helped the group familiarize themselves with the digital tool and then collaboratively we decided how we would each incorporate the tool into our blended learning lesson.</p>	<p>PSC 1.2 - facilitate the design, development, implementation, communication, and evaluation of technology-infused strategic plans</p> <p>PSC 2.1- model and facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards.</p> <p>PSC 2.4 - model and facilitate the effective use of digital tools and resources to support and enhance higher order thinking skills (e.g., analyze, evaluate, and create); processes (e.g., problem-solving, decision-making); and mental habits of mind (e.g., critical thinking, creative thinking, metacognition, self-regulation, and reflection).</p> <p>PSC 2.5 - model and facilitate the design and implementation of technology-enhanced learning</p>	<p>ISTE 1a - Promote, support, and model creative and innovative thinking and inventiveness</p> <p>ISTE 1c - Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes</p> <p>ISTE 2b - Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress</p> <p>ISTE 2d - Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching.</p> <p>ISTE 4d - Develop and model cultural understanding and global awareness by</p>

	<p>Throughout the week, we continued to work collaboratively on the two blended learning lessons, providing feedback to each other in order to increase the LoTi level of the lessons.</p>	<p>experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals</p> <p>PSC 2.6 - model and facilitate the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences.</p> <p>PSC 2.7- model and facilitate the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources.</p>	<p>engaging with colleagues and students of other cultures using digital age communication and collaboration tools</p>
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First Name/Last Name/Title of an individual who can verify this experience:
Kristen Fowler

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

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?

This field experience was very beneficial. Not only did I create two blended learning lessons that I can implement with my students immediately, but I also learned about how to adapt various digital tools to different curricula and age groups. As a technology coach, I must have a strong understanding of the ways digital tools can be adapted to different levels and content; therefore, this experience has made me a more prepared coach. I feel more confident in helping my colleagues create their own blended learning lessons.

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 – I gained a better understanding of blended learning, including its benefits and limitations. I learned how to ensure digital equity, even in a blended learning environment. I gained know how in using new digital tools and how to incorporate them into my curriculum.

Skills – I am able to create engaging and meaningful blended learning lesson. I now have the ability to use four different digital tools in my classroom. Additionally, I can help teachers in other content areas use these tools in their own classrooms.

Dispositions – Due to this field experience, I am more confident in my ability to combine content and technology standards to create engaging and meaningful lessons. I also feel more confident in helping my colleague, even in other grade levels, to infuse digital tools into their specific curriculum.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

Incorporating blended learning lessons in my classroom will result in higher student engagement and performance. This improved performance will be seen in classroom observations, on standardized test scores, and by meeting content and technology standards. I will use my new knowledge, skills, and disposition to help my colleagues create their own blended learning lessons, which will result in higher student engagement and performance school wide. Lastly, working with teachers from other schools has fostered a supportive professional community. We were able to make better lessons due to our collaboration. Therefore, students throughout the different schools will benefit from our collaborative efforts.