**UNSTRUCTURED Field Experience Log & Reflection**

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

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| **Candidate:  E. Drake** | **Mentor/Title:  Andrew Chapman** | **School/District:**  **GACA** |
| **Course: ITEC 7445** | | **Professor/Semester: Dr. Cain/Spring 2019** |

**(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)** |
| 10/23/2018  10/30/2018  -  1/21/2019  11/15/2019  12/17/2018 | Attended meeting in response to helping with Girls to Code  Collaborated with Girls Who Code Sponsor and other Facilitators  Attended interactive Adobe Connect Sessions with facilitators and students to cohost Girls Who Code meetings.  Served as teacher co-sponsor on Girls Who Code field trip  Became Official Girls Who Code Facilitator | 1.4, 2.4, 3.2, 3.3, 3.5, 3.7, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3 | 1d, 2d, 3c, 3e, 3g, 5a, 5b, 5c, 6a, 6b, 6c |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:**  **J. Campbell / Teacher / Sponsor** | **Signature of the individual who can verify this experience:**  **J. Campbell** |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  | X | x | | Hispanic |  |  |  |  |  |  | x | x | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  | x | x |  |  | x | x | | Multiracial |  |  |  |  |  |  | x | x | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | 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?**  This experience allowed me to collaborate with teachers of various grade levels and learn from experts in the field of coding. I volunteered to help the sponsor with Girls Who Code and began cohosting weekly meetings with girls while they learned about and learned how to code. I served as the Girls Who Code Teacher Co-Sponsor on the field trip to the Girls Who Code Sponsored U.S. Bank Event. During this process I also received my official Girls Who Code Facilitator certificate. I learned that technology leaders need to look to the next generation and help them develop their leadership and technological skills.  **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 –** A technology leader must be willing and able to plan for and lead meetings and aid, when needed, to other leaders.  **Skills –** A technology facilitator and leader must learn the skills associated with leadership tasks. In my position as a co-sponsor/facilitator of Girls Who Code, I needed to learn how to code in the languages that the students were attempting to code in for the club. I also had to learn how to use programs associated with collaboration with the GWC organization. I also developed my technology leadership skills as a part of this organization.  **Dispositions –** A technology facilitator and leader must encourage other leaders and students when they are unsure about accomplishing a task. I also learned to stand in the gap and lead the Field Trip to a location where I had never been to make sure that the students and parents were greeted with a familiar face. I thoroughly enjoyed helping them navigate and encouraging them to participate in activities at the event.  **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 faculty development because as the inaugural year of the Girls Who Code club at our school, we all learned more about coding that we had before. The students also learned about coding and the possible roles they could have in various technological fields. Impact can be assessed by continued participation in the Girls Who Code projects and the coding projects completed by the faculty and students. | | | |