**UNSTRUCTURED Field Experience Log & Reflection**

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

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| **Candidate:** E. Drake | **Mentor/Title:** Andrew Chapman | **School/District:**  Stonewall Tell Elementary School/Fulton County |
| **Course:** ITEC 7430 Internet Tools for the Classroom | | **Professor/Semester:** Dr. Ribble / Fall 2018 |

**(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)** |
| 11/28  12/5 | The Parent Liaison of the elementary school and I communicated about helping her create a newsletter for her school.  Coached Parent Liaison in creating and posting newsletter.  [5 Hours] | 3.5, 3.6, 3.7, 4.2, 4.3, 5.1, 5.2, 6.1 | 3c, 3e, 3f, 3g, 4b, 5b, 5c, 6a |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:**  E. Perryman, Parent Liaison | **Signature of the individual who can verify this experience:**  **E. Perryman** |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  | X | x |  |  | | Hispanic |  |  |  |  | x | X |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  |  |  | X | X |  |  | | Multiracial |  |  |  |  | X | X |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  | x | X |  |  | | 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?**  For this field experience I worked with the new Parent Liaison of Stonewall Tell Elementary School in Fulton County. The parent liaison and I communicated and collaborated on what she wanted to accomplish, and we scheduled a time that we both could meet and work on the newsletter. We met at the parent liaison’s office to create and post the newsletter. As a new parent liaison, she was uncertain on how to create the newsletter and post it for parents. I helped her to research various programs to determine which one to use for the Newsletter. We collaborated on selecting and completing a draft of a Newsletter in Google Drawings. Once she entered the platform to upload the Google Drawing newsletter to the school website, we received error messages. After investigating further, we discovered that she was only allowed create the newsletter in Smores, because of the restrictions in place by her district. I then researched Smores and coached her on recreating the newsletter. Once it was created, she uploaded it to the school website.  **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 –** This field experience helped me understand that as an instructional facilitator, I need to ensure that I am a lifelong learner. I must be knowledgeable about the various programs available for use for accomplishing tasks. I also need to be knowledgeable about the technological restrictions and limitations placed on staff members within various districts.  **Skills –** This field experience helped me continue to develop my technological and coaching skills. Using my prior knowledge of creating Newsletters for my son’s elementary school Parent Liaison combined with my coaching skills enabled me to help the parent liaison create the newsletter. By continuing to develop my coaching and technological skills I can ensure that I can my students are engaging the most effective activities for student growth.    **Dispositions –** This field experience enabled me to coach the parent liaison to communicate effectively with parents and and students. As a technology facilitator, I was able to ease the concern of the parent liaison about being able to create the newsletter. I assured her that as a professional she could learn how to use the technology to create the newsletter for her school. In this field experience I was also display my ability to be flexible and use the technology available to us for creating the newsletter instead of what we planned on using. The flexibility and calm disposition helped the parent liaison not be frustrated when we needed to restart the process. I commended her on her desire to communicate with the students and families at her school and her willingness to go through challenges to accomplish that task.  **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 school improvement by providing an opportunity for the parent liaison to engage families and connect students and parents with resources that will help students learn. Faculty development was also impacted by the parent liaison learning technological skills that she can continue to use to communicate with and support parents while promoting student learning. Impact can be assessed by the number of newsletters created by the parent liaison and posted to the school website and the number of parents that use the available resources highlighted in the newsletter. | | | |