**UNSTRUCTURED Field Experience Log & Reflection**

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

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| **Candidate:** Erika Drake | **Mentor/Title:** Andrew Chapman/MT | **School/District:**  Georgia Connections Academy MS/ State-wide Charter School |
| **Course:** ITEC 7400 – Century Teaching and Learning | | **Professor/Semester:** Dr. Williamson/Spring 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)** |
| 1/28/18-1/31/18  2/1/18  2/1-16/18 | Planning and preparation of student Discussion/Debate of the Climate Change and the Pacific Island [3 hours]  Recording, presentation and facilitation of lesson on Climate Change and the Pacific Islands and Discussion/Debate in Adobe Connect [1 hour]  Evaluation student assessments in the LMS [1 hour] | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.7, 2.5, 4.3, 2, 6.1, 6.2, 6.3 | ISTE 1a, 1b, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3g, 5c, 6a, 6b, 6c |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:**  Kristen Summerour/Teacher | **Signature of the individual who can verify this experience:**  Kristen Summerour |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  | | Black |  |  | x |  |  |  | X |  | | Hispanic |  |  |  |  |  |  | X |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  | X |  |  |  | X |  | | Multiracial |  |  |  |  |  |  | X |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  | X |  | | Limited English Proficiency |  |  |  |  |  |  | X |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  | 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?**  During this field experience I researched the standards and content associated with Climate change and the Pacific Islands. I designed and facilitated a learning session where I facilitated the research and discussion on rising sea levels and their impact on Pacific Islands and the changes students can make to lessen global warming. I provided directions and modeled steps for students to explain their opinion on the impact of rising sea levels and their willingness to change their actions to lesson global warming in Adobe Connect. After researching climate change, impact on pacific islands and contributors to global warming on-line, students participated in virtual discussion of the assessment by reading peer responses to the discussion questions and by explaining why they agree or disagree with their peers in a respectful manner in the school’s LMS. I collaborated virtually with my vertical team members on creating the rubric for assessing students with varying ability levels. After the students responded to the discussion questions and their peers’ responses. I analyzed the student discussions and provided them with relevant feedback on the success of their discussion or on revision suggestions to fulfil the rubric requirements via the schools’ LMS. During this field experience I modeled how to provide instruction on facilitating and how to assess a virtual discussion to my learning teammates.  I learned that to engage students in a healthy debate, a hook needs to be provided to stimulate their interest. I also learned that step by step instructions need to be given to students when they are attempting to use technology in a new way. They knew how to debate or discuss in person and in a chat room, but to engage in a structured discussion or debate required modeling, scaffolding and timely feedback before students could successfully complete the task. I also learned that while my purpose was to model the discussion that including my learning teammates with the creation of the rubric made for a successful collaborative effort.  **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 coach, I learned that it was important that I knew the standards and content related to the task (CK). It was essential that I that I understood the foundational concepts related to content standards prior to creating the lesson and presentation for my students. Knowledge of climate change, the geography of the Pacific islands, impact of climate changes to the Pacific islands and human impact on global warming was essential for me to provide the appropriate resources and communicate the purpose of the lesson to my students. It was also important that I know how the components of a successful discussion prior to assigning and assessing the students’ discussions.  **Skills –** As a coach, I displayed the skills of designing, presenting and facilitating a discussion in a technology enhanced environment. I learned more about the skill of differentiating the discussion evaluation. I practiced my skill in creating perception shifts in students that lead to authentic positive environmental change.(TK, PK). I also  **Dispositions –**  During this field experience, my flexibility as a continuous learner allowed me to adapt my rubric to best address the learner characteristics of my students by accepting constructive feedback from my learning teammates. During the evaluation of student discussions, it was important for me to not react to student statements such as, “I don’t believe in global warming,” to only address the fulfilment of the rubric requirements and communicate with the appropriate feedback to maximize student learning.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  As a result of this field experience, student learning was positively impacted. Students’ knowledge of climate change and its impact on the Pacific islands was assessed in the first part of their response to the discussion question via the rubric. Students skill in appropriately participating in a respectful discussion was also assessed via the rubric. Students became ambassadors for limiting their impact on increasing global warming in the last part of their discussion statements. Students were presented with feedback on the accuracy of their response to their question and the mastery level of their discussion skill. | | | |