

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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Course: ITEC 7410: Instructional Technology Leadership		Professor/Semester: Mrs. Tracey L. Borup

Part I: Log

(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 rows. Thank you!)

Date(s)	1 st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>																																																																																																																				
10/18/2013 10/23/2013 10/30/2013 11/11/2013 11/21/2013	Technology Walkthroughs, assessment and Technology Plan Meetings (5 hours)	PSC 1.1, 1.2, 1.4 ISTE 1a, 1b, 1d	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p> <p>These five meetings were scheduled with the Director of Technology and the Curriculum and PD Head of school. The latter did not show up to any of the meetings. However, the Director of Technology did walk me through the classroom walks evaluation using the Florida system of assessment to endeavor to ascertain the level of technology integration in our one to one laptop program. Buy in from our SMT is lacking – and it would seem that in the classrooms there is rudimentary technology integration taking place.</p> <p>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</p>																																																																																																																				
<p>DIVERSITY (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Ethnicity</th> <th colspan="4">P-12 Faculty/Staff</th> <th colspan="4">P-12 Students</th> </tr> <tr> <th></th> <th>P-2</th> <th>3-5</th> <th>6-8</th> <th>9-12</th> <th>P-2</th> <th>3-5</th> <th>6-8</th> <th>9-12</th> </tr> </thead> <tbody> <tr> <td>Race/Ethnicity:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Asian</td> <td></td><td></td><td></td><td></td><td style="text-align: center;">x</td><td style="text-align: center;">x</td><td style="text-align: center;">x</td><td style="text-align: center;">x</td> </tr> <tr> <td>Black</td> <td></td><td></td><td></td><td></td><td style="text-align: center;">x</td><td style="text-align: center;">x</td><td style="text-align: center;">x</td><td style="text-align: center;">x</td> </tr> <tr> <td>Hispanic</td> <td></td><td></td><td></td><td></td><td style="text-align: center;">x</td><td style="text-align: center;">x</td><td style="text-align: center;">x</td><td style="text-align: center;">x</td> </tr> <tr> <td>Native American/Alaskan Native</td> <td></td><td></td><td></td><td></td><td style="text-align: center;">x</td><td style="text-align: center;">x</td><td style="text-align: center;">x</td><td style="text-align: center;">x</td> </tr> <tr> <td>White</td> <td style="text-align: center;">x</td><td style="text-align: center;">x</td><td style="text-align: center;">x</td><td style="text-align: center;">x</td><td style="text-align: center;">x</td><td style="text-align: center;">x</td><td style="text-align: center;">x</td><td style="text-align: center;">x</td> </tr> <tr> <td>Multiracial</td> <td></td><td></td><td></td><td></td><td style="text-align: center;">x</td><td style="text-align: center;">x</td><td style="text-align: center;">x</td><td style="text-align: center;">x</td> </tr> <tr> <td>Subgroups:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Students with Disabilities</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Limited English Proficiency</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Eligible for Free/Reduced Meals</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>				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	x	x	Black					x	x	x	x	Hispanic					x	x	x	x	Native American/Alaskan Native					x	x	x	x	White	x	x	x	x	x	x	x	x	Multiracial					x	x	x	x	Subgroups:									Students with Disabilities									Limited English Proficiency									Eligible for Free/Reduced Meals							
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selected in Part I. Use the language of the PSC standards in your answer and reflect on all 3— knowledge, skills, and dispositions.)

PSC 1.1 (ISTE 1a): It is essential that a school district have a shared vision of what technology should do, feel like and operate holistically in a school setting. The skills that need to be employed by the coach should encompass careful planning and change management including appropriate attitudes that will facilitate the onboarding of a diversity of faculty and students involved for teaching and learning. The lack of buy in from SMT is certainly a problem in terms of firmly communicating the vision.

PSC 1.2 (ISTE 1b): I am knowledgeable on how to plan, write, communicate and implement a technology plan and look to it's authentic evaluation using data driven evidence from both qualitative and quantitative observation

PSC 1.4 (ISTE 1d): I know how to look at how to continue to implement and sustain technology within a diverse and dynamic school environment. The skills that will continue to be useful are the ideas behind successful change management and insuring continued communication with all stakeholders (students, teachers and parents).

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school.

How can the impact be assessed?

I am currently working on some faculty training on implementing authentic technology integration across classrooms. A classroom walkthrough rubric has been created for use in the K-12 environment as part of Capstone Project using LoTi HEAT.

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