

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015

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| Candidate: Caitlin Tucker | Mentor/Title: Mrs. Andrews / Media Specialist | School/District: Whitehead Road Elementary |
| Course: ITEC 7305 Data Analysis and School Improvement | | Professor/Semester: Mr. Chester Fuller /Summer 2019 |

| Date(s) | 1 st Field Experience Activity/Time | PSC Standard(s) | ISTE Standard(s) |
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| 1/18/19 – 1/24/19 2 hours (Includes email time and initial meeting to determine lesson plan and overall logistics before observation in the classroom) | Coordinated and sought out field experience. Technology integration at the middle school level was the focus. By communicating with my principal, I was then able to reach out to the Clarke Middle School principal. The principal directed to me to personnel in the school that could assist with my field experience. This teacher was able to come in and observe my 4 th grade classroom three weeks prior to my observation at the middle school. We created a plan to expand professional knowledge on integration of technology in the middle school to support the 7 th grade content standards covering Biomes. I learned that I would be able to visit her classroom and help engage students in a lesson about Biomes. We planned for students to access the materials through Google Classroom and the activity would be a Passport for assessment. | PSC 2.1 PSC 2.6 PSC 2.7 PSC 3.6 | ISTE 2a ISTE 2f ISTE 2g ISTE 3f |
| 5/1/19 12:00 – 3:00 pm 3 hours | My goal was to observe practices at the middle school level and use this information to better my instructional practice in my own classroom. During my visit at the high school I observed students working on their devices to complete various assignments at their level. The rubric and video tutorials were provided by the classroom teacher via Google Classroom. Students worked to complete a passport for various geographic regions to cover the Biome standard for 7 th grade GSE in the area of science. | PSC 3.2 PSC 6.1 | ISTE 3b ISTE 6a, 6b |
| 5/1/19 5:00 – 6:00 PM 1 hour | During this visit, the collaborating teacher and I discussed how to improve this lesson in the future. We also discussed the transitional phases that happen as students enter middle school and take on more difficult tasks and how technology is a tool that really helps students stay organized and engaged in classroom activities. | PSC 2.8 PSC 6.2 | ISTE 2h ISTE 6c TOTAL HOURS: [6 HOURS] |

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 my visit to the middle school, I observed technology integration in a seventh grade classroom. I stayed in the same classroom over the course of 4 periods and was able to attend a collaborative meeting between the grade level teachers. My goal was to see what technology integration looked like at the middle school level. I observed that students used their devices in the classroom to complete assignments and explore information that would help them with classroom assignments. Most students were highly engaged and only a few needed more clarification. The teacher assisted and modeled strategies and repeated assignment directions and expectations. Students worked on a passport using digital tools and reference materials to help assist them in a web quest lesson. Students looked through various videos, links and maps to acquire useful information to inform them about various biomes. The level varied by class and most students were challenged appropriately. As stated, when issues would arise the teacher served as a facilitator and helped as needed. Students worked collaboratively on assignments in all blocks. During the collaborative meeting, the team looked at the end of the year assignments and lessons, talked about their assessment data in the last unit and their class performance objectives and next steps. They used Google Apps to organize and share information with one another.

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 – In this experience, the most powerful takeaway was the Georgia Standards of Excellence for seventh grade. I had to get a basic understanding for the standards in this unit. Gaining the background knowledge needed to walk into this classroom on this given day was the prep work that would ensure I was able to reflect on the technology tasks associated with these lessons about biomes.

Skills – In order to transfer this knowledge into my classroom, I had to take my own perspective as an elementary school teacher and think as a technology facilitator for this field experience. When I was in the classroom, I had to ensure I was taking into consideration that I was not the expert in the content but more the area of technology integration. My scope needs to adjust drastically as an observer. It is also equally as critical to open to various teaching styles and make the collaborating teacher feel at ease.

Dispositions – During my time at the middle school level, I felt very aware of my presence in the classroom. Teachers need to feel validated. As I took notes, I make sure to remember that this teacher opened her classroom up to me. She was providing a space for me to grow in my profession as well as hers. When teachers open their classroom to other teachers, it creates a strong connection and ability to learn on both sides. I took detailed notes and shared my thoughts with her after my visit. This was the most powerful tool used in this field experience. Thoughtful notes and feedback.

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

Going back to my dispositions, I believe the most appropriate response to this question is the value of feedback and conversations about technology integration. As an observer, I was able to take on the role of a technology leader. In this experience, I was able to share my thoughts and the collaborating teacher reciprocate. A conversation alone is powerful and both parties walk away with a new perspective or at least a more clear insight about how a lesson went and/or how to target specific ways to provide meaningful feedback. When I returned to my site, I had a new perspective about the next level in my students' academic careers. Knowing where your students are going is a great tool to ensure you are preparing them for their next steps. I enjoyed thinking in this way. Assessment through conversations that happen at grade level team meetings is a great start. When we engage in meaningful dialogue, teachers begin to take their practices to the next level. This is especially true when these conversations happen across grade levels and the various stages of students careers.