

# UNSTRUCTURED Field Experience Log & Reflection

## Instructional Technology Department – Updated Summer 2015

<b>Candidate:</b> Caitlin Tucker	<b>Mentor/Title:</b> Mrs. Andrews / Media Specialist	<b>School/District:</b> Whitehead Road Elementary
<b>Course:</b> ITEC 7410 Instructional Technology Leadership		<b>Professor/Semester:</b> Dr. Julia Fuller /Spring 2019

Date(s)	1 <sup>st</sup> Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
1/16/19 1/17/19 2/19/19 2/20/19 2/22/19  <b>1 hour</b>	Coordinated and sought out field experience with a focus technology integration at the high school level by communicating with my principal. I was then able to reach out to the Cedar Shoals High School principal. The principal directed to me to personnel in the school that could assist with my field experience. We created a plan to expand professional knowledge on integration of technology in the high school and build a field experience that met my professional and personal needs to teach a high school advisement class on internet safety. I learned that I would be able to visit classrooms and help engage students in a presentation on cyberbullying and internet safety.	PSC 6.1 PSC 6.3	ISTE 6a, 6b
3/5/19  <i>12:00 – 3:00 pm</i>  <b>3 hours</b>	On my first day of the high school visit, I had the opportunity to visit classrooms. I learned of many instructional technology tools. I was also able to make it to two planning periods to observe collaborative planning. I worked closely with the media specialists to prepare for a presentation on cyberbullying and internet safety using the Pear Deck app for Google.	PSC 1.2 PSC 2.1 PSC 3.6 PSC 4.2 PSC 6.3	ISTE 1b ISTE 2a ISTE 3f ISTE 5b
3/6/19  <i>8:30 – 2:30 pm</i>  <b>6 hours</b>	Met in the morning to work on a digital citizenship resource for teachers. We created a task force list to stay organized. We determined that teachers could benefit from learning about digital citizenship. We created trivia questions to engage teachers in this learning. We want teacher to modeling digital citizenship. We decided to use theories of multimedia and web design to create the resource for teachers ensuring repetition and beauty in our design. The google apps images served as our repetitive feature of our resources. We created trivia questions for video, image, text, attribution copyright information. We also created a theme image on Canva.com to use as the backdrop for our google form.  We also worked to present and engage high school students in diverse situations they may encounter in online situation in relation to cyberbullying during their educational and personal experiences	PSC 2.1 PSC 2.2 PSC 2.4 PSC 4.2 PSC 4.3 PSC 5.3 PSC 6.1 PSC 6.2	ISTE 2a ISTE 2b ISTE 2d ISTE 5b ISTE 5c ISTE 4c ISTE 6a, 6b ISTE 6c

and even later in their careers. Students reflect and respond to various scenarios that involve ethical use, positive peer interactions and responsibilities when using appropriate behaviors online. The team discussed possible ways to improve the presentation for the next advisement classes. Some of these reflections considered more scenarios and interactions among students to reflect the goals. Another suggestion was that students coming up with their own scenarios and allowing more time to discuss these issues during their high school careers. We also discussed ways to provide more resources for teachers in the building on internet safety as well as more experiences for students to discuss these topics in their everyday lives.

**TOTAL HOURS: [10 HOURS]**

**First Name/Last Name/Title of an individual who can verify this experience:**

Kerry Hogan  
Media Specialist

**Signature of the individual who can verify this experience:**

*Kerry Hogan*

DIVERSITY								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
Race/Ethnicity:	P-12 Faculty/Staff			P-12 Students				
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
Asian								X
Black								X
Hispanic								X
Native American/Alaskan Native								X
White			X					X
Multiracial								X
<b>Subgroups:</b>								
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?**

This field experience was a great opportunity for me to build my professional knowledge and get outside my comfort zone. I walked around and observed the Freshmen Academy blocks in the last half of the day on my first visit. I was able to attend planning sessions and classroom instructional practices in regards to technology integration. I have never taught in a high school. It was a bit intense knowing I would not be around elementary school kids, but with students that are much older. Once, I got there, I was with peers. We discussed how we would present the information and made changes to the presentation. This allowed us to get on the same page and understand our roles and expectations. Very similar to collaborative planning that we do on our teams back at my school. This was helpful and the collaboration was unique because these individuals were technology specialists. I felt very inspired by their thoughts and expertise. It was a moment of appreciation of knowledge. I discovered that I would be presenting to the 9-10<sup>th</sup> grade advisement class. The presentation itself was not as terrifying as I expected. The students were respectful and thought about the scenarios. They asked relevant and powerful questions to ensure they were grasping the concepts of ethical use and internet safety in their everyday endeavors. I was proud to be standing in front of them. Students engaged and learned about how to practice ethical behaviors online.

**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 – For this field experience, the key knowledge I brought to the table was how to engage and present to students. Engagement is powerful and essential in the teaching word. If you do not have student's engagement, they will not walk away with the goals of your lesson or information you want them to learn. In this experience, I found that elementary and high school engagement is not very different. The goal is to engage the learners and this process was used in our planning, presentation and reflection steps in this field experience. I also learned that our district has an Essential Tools Website that has a lot of potential to guide technology facilitation at all levels of education. I was fascinated by this resource and I am so excited to share this with my colleagues and other professionals in my school district.

Skills – The skills needed for this field experience were openness, ability to work with people I did not know very well and the ability to overcome my fears of presenting to high school students. Again, it was not as difficult as I imagined and now I know that as a technology leader, this is a part of my world. I will have to build skills in meeting with other technology leaders to develop strategic plans and models for students. This particular plan involved planning a lesson on internet safety and cyberbullying. We wanted to them to have an understanding of what it looks like to act responsibly online. This required me to dig and recall information that I have learned throughout my graduate school journey. Teamwork was also observed at many levels during this experience.

Dispositions – I was so nervous about presenting in front of an older audience. My disposition has changed, I prefer a younger audience but presenting to anyone requires knowledge of the content you are presenting and a confidence in yourself. This belief is powerful if I wish to continue my technology leadership aspirations. I was also very intrigued by the time these teachers has to plan and how similar our planning processes are at the elementary level. The students surprised me with their ideas about cyberbullying.

**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 allows students in Clarke County School District to build to capacity to act ethically online. Internet safety and learning about cyberbullying are such critical skills to learn. This experience shows me that students are never too young. We must start at the elementary level to ensure retaining of these skills. I believe that students can have these skills. It takes time, practice, reflection and a commitment from teachers. Students need versatile, purposeful and authentic experiences that teach them how to be ethical and safe online. I also learned about various tools to use to expand my professional practice in the realm of technology. All of the teachers I spoke with were eager to share and open their doors to not only their planning but to their instructional practices with students. Students are never too young to learn about effective use of technology tools. This experience also gives me a full picture of the educational experience our students have. Expectations are key. Providing experiences is a critical part of working in a school environment. This is also directly linked to social emotional learning.

