UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015

Candidate:	Mentor/Title:	School/District:
David Lockhart	Stephanee Stephens Director	KSU ITeach
Course:		Professor/Semester:
Instructional Technology I	.eadership	Summer 2016

(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete <u>one</u> field experience totaling 5 hours! If you have fewer field experiences, just delete the extra pages. Thank you!)

Date(s)	1 st Field Experience Activity/Time				PS	C Standa	ISTE Standard(s			
6/7	Personalized Learning Academy for Fulto Hours)	n County	schools ((5	Standar	rd 1		Standa	ard 2 for Teache	
First Name/	Last Name/Title of an individual who o	can veri	fy this	Signat	ure offth	e individ	ual who	can veri	ify this experi	
experience:	Stephanee Stephens, iTeach Di				A	tph	e~		up 15	
	(Place an X in the box representi	ing the rac	DIVE ce/ethnici		bgroups i	nvolved in	this field	experienc	e.)	
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	Ethnicity	P-2	-12 Fat 3-5	6-8	9-12	P-2	P-12 S 3-5	tudents 6-8	9-12	
	Race/Ethnicity:			•		P-2		-	9-12	
				•		P-2		-	9-12	
	Race/Ethnicity:			6-8	9-12	P-2		-	9-12	
	Race/Ethnicity: Asian Black Hispanic			6-8 X	9-12 x	P-2		-	9-12	
	Race/Ethnicity: Asian Black			6-8 x x	9-12 x x	P-2		-	9-12	
	Race/Ethnicity: Asian Black Hispanic			6-8 x x	9-12 x x	P-2		-	9-12	
	Race/Ethnicity: Asian Black Hispanic Native American/Alaskan Native			6-8 x x x x	9-12 x x x x	P-2		-	9-12	
	Race/Ethnicity: Asian Black Hispanic Native American/Alaskan Native White Multiracial Subgroups:			6-8 x x x x x	9-12 x x x x x	P-2		-	9-12	
	Race/Ethnicity: Asian Black Hispanic Native American/Alaskan Native White Multiracial			6-8 x x x x x	9-12 x x x x x	P-2		-	9-12	
	Race/Ethnicity: Asian Black Hispanic Native American/Alaskan Native White Multiracial Subgroups:			6-8 x x x x x	9-12 x x x x x	P-2		-	9-12	

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?

I participated as an instructional technology coach in the personalized learning academy with Fulton County Schools where schools that I coached finished their instructional model and designed both a communication plan and pd plan for the rollout of personalized learning. I participated in the brainstorming process and helped schools complete these plans which will the basis for both instructional planning and technology planning within their school building

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 -

I have participated in several of these workshops and planning sessions at this point, and I always learn new ways t approach instruction and pd from them. Fulton county has allowed each school to develop their own plan of action in relation to personalized learning and every plan has been very different. I also have learned from the process a new way of planning 1 to 1 rollouts that can effect my future work in the field

Skills –

Touch Points with schools are always ways to improve my coaching skills. I get to work with teachers closely in an environment that is not as high pressure as the normal schoolday, and it gives me the opportunity to learn new ways to approach them in the future

Dispositions –

This process truly builds empthy for the school. You get to see what they think is wrong in their building, and what they think will improve it

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

This is a whole new way of thinking for these schools. Their goal is to personalize learning for students, and this was just the first step in a long process. The hope is that this will be the base that they can build the foundation on.

Date(s)	2 nd Field Experience Act		PS	C Standa	rd(s)		ISTE S	tandard(s)		
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	Ethnicity			culty/Sta			P-12 St			
		P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12	
	Race/Ethnicity:									
	Asian									
	Black									
	Hispanic									
	Native American/Alaskan Native									
	White									
	Multiracial									
	Subgroups:									
	Students with Disabilities									
	Limited English Proficiency									
	Eligible for Free/Reduced Meals									

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

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	Race/Ethnicity:								
	Asian								
	Black								
	Hispanic								
	Hispanic Native American/Alaskan Native								
	Native American/Alaskan Native								
	Native American/Alaskan Native White								
	Native American/Alaskan Native White Multiracial								
	Native American/Alaskan Native White Multiracial Subgroups:								

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Knowledge -
Skills -
Dispositions -
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Date(s)	4 th Field Experience Act	ivity/Time		PS	C Standa	rd(s)		ISTE Standar
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	Race/Ethnicity:							
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	Black Hispanic							
	Black Hispanic Native American/Alaskan Native							
	Black Hispanic Native American/Alaskan Native White							
	Black Hispanic Native American/Alaskan Native White Multiracial							
	Black Hispanic Native American/Alaskan Native White Multiracial Subgroups:							
	Black Hispanic Native American/Alaskan Native White Multiracial Subgroups: Students with Disabilities							
	Black Hispanic Native American/Alaskan Native White Multiracial Subgroups:							

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Dispositions -
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Date(s)	5 th Field Experience Act	ivity/Tim	ie		PS	C Standa	rd(s)		ISTE Standard
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	Etimicity	P-2	-12 1 ac 3-5	6-8	9-12	P-2	3-5	6-8	9-12
	Race/Ethnicity:	1-2	5-5	0-0	7-12	1-2	5-5	0-0)-12
	Asian								
	Asian Black								
	Black Hispanic								
	Black								
	Black Hispanic								
	Black Hispanic Native American/Alaskan Native								
	Black Hispanic Native American/Alaskan Native White Multiracial Subgroups:								
	Black Hispanic Native American/Alaskan Native White Multiracial								
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