

## UNSTRUCTURED Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Adam Meador	<b>Mentor/Title:</b> Stacie Gadlage/ Media Specialist	<b>School/District:</b> Buford City Schools Buford Elementary
<b>Course:</b> ITEC 7480		<b>Professor/Semester:</b> Summer 2015 Dr. Amy Vitala

### Part I: Log

(This log contains space for up to 5 different field experiences for your 10 hours. You may only need one! If you have fewer field experiences, just delete the extra rows. If you have more than 5 field experiences, please copy and paste additional rows. Thank you!)

Date(s)	1 <sup>st</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
June 11	(2 hours) I converted the .pub formatted school compact to .docx format. Then I copied and pasted all elements into Google Docs format. ( <a href="#">pg. 1</a> ) ( <a href="#">pg. 2</a> ).	ISTE NETS-C: 1b, 1c, 3e, 6a, 6b, 6c PSC Standards: 1.2, 2.8, 3.5, 4.2, 4.3, 6.1, 6.2, 6.3	<p><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b></p> <p>For this field experience, I was assigned to my school's compact committee. Annually, Buford Elementary is tasked with jointly developing a School-Parent-Student-Compact. I was brought on to troubleshoot any technological or design problems, which is normal due to my backgrounds in art and instructional technology. The project was well within my wheelhouse. One of the main initiatives of my new principle is the further implementation of Google Docs. For the compact project, I decided to explore compact creation utilizing Google Docs/Google Drawings. Ultimately, due to my committee's collective unfamiliarity with Google Docs, I had to abandon work on the compact on that platform. This was unfortunate because I wanted to capitalize on the collaborative nature of Google Docs. The project saw completion through the use of many versions in MS Publisher format. Overall, the project got completed, but I was disappointed that my work with Google</p>
June 23	(2 hours) I modified the Google Docs formatted school compact with the newest changes determined by the compact committee.	ISTE NETS-C: 1b, 1c, 3e, 6a, 6b, 6c PSC Standards: 1.2, 2.8, 3.5, 4.2, 4.3, 6.1, 6.2, 6.3	
June 29	(1 hour) I spent time further modifying the Google Docs formatted school compact with symbol bullet points as directed by my assistant principal. Later, my assistant principal decided that the Google Docs formatted school compact needed to be reverted back to .pub format due to formatting issues.	ISTE NETS-C: 1b, 1c, 3e, 6a, 6b, 6c PSC Standards: 1.2, 2.8, 3.5, 4.2, 4.3, 6.1, 6.2, 6.3	
July 1	(3 hours) I started working on the most recent .pub version of the school compact. Later, I made more revisions to the .pub formatted school compact that was decided earlier in the afternoon by my administration.	ISTE NETS-C: 1b, 1c, 3e, 6a, 6b, 6c PSC Standards: 1.2, 2.8, 3.5, 4.2, 4.3, 6.1, 6.2, 6.3	
July 2	(30 minutes) Over the phone, I walked my principal through the process of viewing and changing hidden paragraph formatting in MS Publisher.	ISTE NETS-C: 1b, 1c, 3e, 6a, 6b, 6c PSC Standards: 1.2, 2.8, 3.5, 4.2, 4.3, 6.1, 6.2, 6.3	

--	--	--

Doesn't appreciated or utilized by the committee. A good lesson was learned on my part to not overly invest in a particular format or platform and be open to change even if the change is a regression in technology. Sometimes the latest and greatest platform doesn't suit the needs of late adopters and in order to follow through on a project one must be willing to migrate to the appropriate platform for all.

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

**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 in Part I. Use the language of the PSC standards in your answer and reflect on all 3— knowledge, skills, and dispositions.)**  
 I absolutely think that this field experience related to what is required of a technology facilitator and leader. I learned a lot about project facilitation and collaboration. The work that the committee did on the school compact was crucial to stakeholders having a clear picture of requirements for the 2015-2016 school year.

**3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  
 Given the nature of the School-Parent-Student-Compact, the impact and reach of this field experience will directly affect all stakeholders at Buford Elementary. The act of compact creation is itself an exercise in collaboration with all stakeholders from parents to superintendents. Everyone has to be on the same page and in agreement with the direction and final format of the school compact. This experience was invaluable in not only the collaborative aspects, but in seeing first hand how stakeholder input is measured and utilized to inform strategic plans of Buford Elementary. Overall, this experience taught me a lot about project facilitation and stakeholder collaboration, which is directly in line with the duties and responsibilities on an instructional

	technology coach.
--	-------------------