

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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| Candidate: Adam Meador | Mentor/Title: Stacie Gadlage/Media Specialist | School/District: Buford City Schools Buford Elementary |
| Course: ITEC 7410 | | Professor/Semester: Williams/Spring 2015 |

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 st Field Experience Activity/Time | PSC/ISTE Standard(s) | Reflection (Minimum of 3-4 sentences per question) |
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| 01/26/15 | I worked on #BCSSPLN Buford City Schools Professional Learning Network , which directly impacted grade 3-5 teachers in the Buford City School System. This was done in preparation for the January Technology Leadership Team Meeting held at Central Office. (2.5 hours) | 1.1, 2.6, 5.2, 6.1, 6.3 2a, 2b, 2f, 3c, 3f, 3g, 4b, 6a, 6b, 6c | 1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? This field experience was very beneficial to expanding my knowledge, skills, and dispositions in the areas of Instructional Technology and technology-focused professional learning. For the field experience I worked closely with the chair of the Buford City Schools Technology Leadership Committee, Buford High School Media Specialist Rebecca Moon and the co-chair of the committee, Buford Academy Technology Teacher, Lisa Archer. Collaborating with the chairs of the BCSS Technology Leadership Committee was a great experience as I got to participate in some top-level meetings regarding the future courses of technology at Buford |
| 02/24/15 | I prepared a video tutorial using CamStudio screen capture software to educate Buford City Schools Technology Leadership Committee members on how to properly use Jing to screencast. Committee members included teacher leaders from Buford Academy (Grades 3-5) (2 hours) | 1.4, 2.1, 2.6, 4.2, 5.2, 6.1, 6.3 2a, 2b, 2f, 3c, 3f, 3g, 4b, 5b, 6a 6b, 6c | |
| 02/26/15 | I drafted a fieldtrip proposal for a future Buford City Schools Technology Committee site visit of the GaDOE's Center for Classroom Innovation. Committee members include teachers from Buford Academy (Grades 3-5) (1 hour) (Total 6.5 hours) (See accompanying grade band logs) | 1.1, 2.1, 2.6, 5.2, 6.1, 6.3 4b, 6a, 6b, 6c | |

DIVERSITY

(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)

| 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 | | | | | | |
| Black | | X | | | | | | |
| Hispanic | | X | | | | | | |
| Native American/Alaskan Native | | | | | | | | |
| White | | X | | | | | | |
| Multiracial | | X | | | | | | |
| Subgroups: | | | | | | | | |
| Students with Disabilities | | | | | | | | |
| Limited English Proficiency | | | | | | | | |
| Eligible for Free/Reduced Meals | | | | | | | | |

City Schools. The work that I did for this particular field experience was far reaching as it impacted teachers spanning all twelve grade levels. The committee decided to implement a PLN with unique spin, a “professional learning network”. Work was conducted to populate a support wiki for the system. Further, close analysis of technology practices at all grade levels within the system was conducted to document and inform system stakeholders including board members. A video was created to illustrate technology successes in Buford City Schools. The work that I did with this field experience positively affected the implementation of the Buford City Schools Professional Learning Network and impacted all grade levels of teachers within the Buford City School System.

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.)

Researching, planning, and recommending a professional learning fieldtrip benefitting teacher leaders from each school within the Buford City School System was directly in line with the duties and responsibilities of an Instructional Technology Coach or Technology Coordinator. Unfortunately, the proposed professional learning fieldtrip won't see the calendar until the 2015-2016 or the 2016-2017 school year. However, planning the fieldtrip was still a great exercise in coordinating professional

learning experiences for educators. Also, the work I did in conjunction with the Buford City Schools Technology Leadership Committee will hopefully benefit other educators and committee members in the future and ultimately affect positive learning outcomes for all grade levels of students within the Buford City School System. Further, my previous work making digital handouts and tip sheets was used to populate [the system professional learning wiki](#). Overall, I value the experiences that I had on the committee and feel like I was extremely lucky to have my committee membership coincide with this course.

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

The work that I did working on the professional learning network will have the most impact. All teachers of Buford City Schools will definitely benefit from the work that I did and hopefully as users of the system technology wiki begin employing new strategies, the students will begin to benefit as well. Additionally, I think the work that I did helping to coordinate the filming of various technology-related lesson plans in the system will have a positive impact on all BCSS stakeholders. The [finished video](#) that was created documenting technology practices within the system will both inspire teachers in the system and demonstrate to the Board of Education that technology in BCSS is of paramount importance. Overall, all the components of this field experience were rewarding and will help make me a stronger technology leader. In conclusion, I am excited to see my proposed field trip for the BCSS Technology Leadership

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| | <p>Committee get implemented and am extremely proud of how the instructional wiki and system technology video turned out.</p> |
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