

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate: Meador	Mentor/Title: Stacie Gadlage – BES Media Specialist	School/District: Buford City Schools
Course: ITEC 7400: 21 st Century Teaching & Learning		Professor/Semester: Dr. Cuby-Richardson Summer 2014

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 <small>(Minimum of 3-4 sentences per question)</small>
	During this field experience I collaborated with the Buford Academy computer lab teachers on the creation and development of their Student Learning Objective pre and post technology assessments for the following 2014-2015 school year. I collaborated with the Buford Academy Computer Lab teachers for seven hours that day. (Total UFE Time: 5 hours).	PSC Standards – 1.4, 2.6, 2.7, 2.8, 5.2, 6.1, 6.2, 6.3 ISTE Standards – 1d, 2g, 2h, 6a, 6b, 6c	1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? Buford City Schools is required to implement new SLO pre and post assessments for the 2014-2015 school year as required by the Georgia Department of Education. Each special area teacher is required to rebuild a SLO assessment that falls within the new state guidelines. I agreed to meet with the Buford Academy computer lab teachers when they became aware of the work that I was doing integrating Google Forms into my testing strategy. Also, I had an advantage because I had benefited from an early session with Bethany LeMoyné, an Evaluation System Specialist from the GA DOE. My task as a technology facilitator and leader was to successfully relay the information I had acquired from Bethany, help fill out the appropriate DOE documents,
DIVERSITY (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)			
Ethnicity		P-12 Faculty/Staff	
		P-2	P-12 Students
		3-5	P-2
		6-8	3-5
		9-12	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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and help build from the ground up a satisfactory pre and post assessment that integrated successfully with Google Forms.

As a technology coach, I was able to bring my background knowledge of Google Forms to help build an online version of the assessment. I showed the Academy teachers how to do required questions, page breaks, insert image items, and shuffle answer choices. We discussed the first three items being collected being name, homeroom teacher, and lab teacher. These items help in the excel data collection process. We also briefly discussed IF statements. I sent them a sample file of my IF statements that they can easily modify to their needs. This will prove valuable when it comes time to take the captured data and figure percent of items correct.

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.)

My Content Knowledge acquired from the DOE Evaluation System Specialist had to be on the same level as my Technological Content Knowledge about Google Forms. This field experience gave me a clearer understanding of having the different domains of (TPACK) align in order to successfully navigate a coaching opportunity. As a technology coach, I think I succeeded in successfully suggesting and implementing a new assessment strategy in Google Forms to my colleagues. The professional

	<p>development opportunity that I provided for my colleagues is in alignment with the necessary knowledge, skills, and dispositions that effective technology coaches must have. The coaching that I provided will undoubtedly become a best practice for administering the SLO pre and post assessments to large groups of students.</p> <p>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?</p> <p>This field experience was a great opportunity to directly impact school improvement. I managed to successfully introduce a new evaluation concept in Google Forms. I was able to help my colleagues with data collection, which is so crucial now. The impact can be easily assessed. We now have a tool that captures needed data for the required DOE pre and post assessment SLO objectives.</p>
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