**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** **Eamonn Kelly**  | **Mentor/Title:** **Chester Forsch/ Mentor**  | **School/District:** **Douglas County HS****Douglas County Schools**  |
| **Course: ITEC 7400**   |  | **Professor/Semester:** **Roberts/ Summer 2013**  |

**Part I: Log**

**(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete one field experience totaling 5 hours!**

**If you have fewer field experiences, just delete the extra rows. Thank you!)**

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| **Date(s)**  | **1st Field Experience Activity/Time**  | **PSC/ISTE Standard(s)**  |  | **Reflection** (Minimum of 3-4 sentences per question)  |
| 7/11/137/12/137/13/13 | I created a narrated presentation for colleagues and teachers of Douglas County schools to show how to navigate and find results from a database called EBSCO Host. In the presentation I showed them how to navigate and how to utilize these sites for research purposes. Here teachers will be able to find resources for their classes and content area. This can also be modeled for use with students and their research practices.Total hours- 5 hours | PSC 1.1/ISTE 1a PSC 2.4/ISTE 2d PSC 3.2/ISTE 3b PSC 3.5/ISTE 3e PSC 3.7/ISTE 3g PSC 4.2/ISTE 5b PSC 5.2/ISTE 4b PSC 6.1/ISTE 6a, 6b)  |  | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  In this experience I was able to make a instructional presentation and share it with colleagues and member of my cohort. The video covered the use of EBSCO Host. I put this presentation together to assist my colleagues in their pursuit of better research practices and ideas. I learned more about the actual site that I was teaching other teachers about. I was able to share these presentations with all grades of teachers.     |
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|  | **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  | X  | X  | X  | X  | X  |   |   |
|  Black  | X  | X  | X  | X  | X  |  X |   |   |
|  Hispanic  | X  | X  | X  | X  | X  |  X |   |   |
|  Native American/Alaskan Native  | **X**  | **X**  | **X**  | **X**  | **X**  |   |   |   |
|  White  | **X**  | **X**  | **X**  | **X**  | **X**  |   |   |   |
|  Multiracial  | **X**  | **X**  | **X**  | **X**  | **X**  |   |   |   |
| **Subgroups:**  |   |   |   |   |   |   |   |   |
|  Students with Disabilities  |   |   |   |   |   |   |   |   |

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|  |  Limited English Proficiency  |   |   |   |   |   |   |   |   |  |   **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.)** This was a great way for me to begin the process of presenting material to colleagues. It is was not as easy to do than I thought it would be. This is one of those dispositions (confidence) that is needed to be a technology coach. I think that the skills needed to be a good leader is the ability to implement these tools you are wanting others to know. I feel that this gives me a head start on future attempts of professional development.   **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** This could impact school improvement by having teachers share this presentation with one another. If teachers were to share and embrace this, better lessons could be created with the use of this site. From there students will benefit because of the better lessons that are being created. This type of assignment can have a trickle- down effect on the whole skill and system if teachers were to buy in to continuous learning opportunities.  |
|  Eligible for Free/Reduced Meals  |   |   |   |   |   |   |   |   |
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