**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department – *Updated Summer 2015***

|  |  |  |
| --- | --- | --- |
| **Candidate:  Lindsay Barnette (Faber)** | **Mentor/Title:  Keith Brown/teacher** | **School/District:**  **Kell/Cobb** |
| **Course: ITEC 7410** | | **Professor/Semester: Dr. Fuller/Summer 2015** |

**(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 pages. Thank you!)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date(s)** | **1st Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
| July 1, 2015 | **Soccer Passing Challenge (with pedometers)** | PSC 2.1 PSC 2.3 PSC 2.5 PSC 4.1 | ISTE 2a ISTE 2c ISTE 2e ISTE 5a |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:**  **Chani/Silverman/Camp Director** | **Signature of the individual who can verify this experience:** |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | Black |  |  |  |  |  |  |  |  | | Hispanic |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White | x | x |  |  | x | X |  |  | | Multiracial |  |  |  |  | x | x |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  | x | x |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | | |
| **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?**   The goal of the assessment is to practice soccer dribbling and passing skills, while becoming aware of meeting the step goals that should be met each day (10,000). Each student selects a partner and are given one soccer ball and one pedometer. The dribbler puts on the pedometer and resets it to zero. On signal, the dribbler starts and the partner jogs throughout the challenge course. The groups follow a predetermined set of rules to earn points for their team. After two minutes, signal the students to stop. Have the student with the pedometer record his/her steps on the Step Recorder Sheet. Then the jogging partner becomes the dribbler. Alternate every round.  As the technology coach, working with 5-12 year old students, I realized the value of being revamping a drill if the technology had a glitch, or modifying specific portions of the lesson in order to meet the goals of utilizing technology while following the standards.  **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 -** Candidates model and facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards. In order for the students to be successful, a plan must be put in place to accommodate knowledge students require in order to be successful using technology while engaging in physical activity.   **Skills -** Candidates model and facilitate the use of digital tools and resources to engage students in authentic learning experiences.  Candidates model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals. The students must be comfortable and confident with the technology to properly use it and engage fully in the activity.   **Dispositions -** Candidates model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers. The lesson must pertain to students of all levels, while keeping the interest of each student involved.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  Because this filed experience took place off campus, with students who do not attend Kell High School, the focus of this field experience was faculty development. It was an opportunity for me, as a teacher, to become more familiar with technology and the ways technology can be incorporated in many PE lessons. I was able to work on trouble shooting, when things did not go as planned. As well, I was able to see what generally worked and was liked by the students. I was also able to modify the lessons to take out the portions that did not go well. | | | |