

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – *Updated Summer 2015*

Candidate: Amy Calley	Mentor/Title: Sandra Lake/ITS	School/District: Brumby Elementary School/Cobb County
Course: ITEC 7460 PL & Tech Innovation		Professor/Semester: Anissa Vega/Fall 2018

(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)	1 st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
11/1-11/2/18	Georgia Art Education Association Fall Conference workshops, including Integrating iPads in the Art Room, Screen-cast-o-matic: Revisiting Flipping in the Classroom, I HeART STEAM in the Art Classroom, STEAM Lessons: Interdisciplinary Connections, and STEAMing Through the Spectrum. 11/1/18: 2-3pm, 3-4pm and 11/2/18: 9-10am,10-11am, 2-3pm	2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 5.2, 6.1, 6.3	2c,2d, 2f, 3a, 3b, 3c, 4b, 6a, 6b

First Name/Last Name/Title of an individual who can verify this experience:
Sandra Lake/ITS

Signature of the individual who can verify this experience:

X *Sandra Lake*

Sandra Lake
ITS

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				
Black	X	X	X	X				
Hispanic	X	X	X	X				
Native American/Alaskan Native								
White	X	X	X	X				
Multiracial	X	X	X	X				
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
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? This field experience involved a two-day workshop that provided experiences ranging from use of iPads in the art classroom, implementation of Screencast-o-matic, STEAM in the art room, interdisciplinary connections within STEAM, and STEAM and science. The workshops included authentic learning experiences based upon instructional design, which included development of higher order thinking skills and self-reflection. Learning strategies were embodied which included classroom management, managing digital tools and resources, and online and blended learning. This professional development was specific to my subject area of art education, and provided for continuous learning in the areas of art and technology.

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 – I learned how to use various forms of technology (devices, programs, and software) to enhance the student learning experience in my art classroom. Specifically, I learned how to support STEAM in the art room by bringing in other subject matter, such as reading, writing, math, and science, through the use of technology. I felt that each of my workshops were a benefit to each other, as I found that iPads could be used to support math in the art room, and Screencast-o-matic could involve research and writing in support of STEAM initiatives.

Skills – I was able to participate in hands-on experiences involving technology devices and programs. I feel more confident using iPads in the art room to support STEAM goals, especially involving the management of such devices. Although I had previously been exposed to Screencast-o-matic, the workshops expanded upon how to successfully incorporate this tool in the art classroom, and my skills in selecting, evaluating, and managing these tools have improved.

Dispositions – My confidence in use of technology in the art room has definitely been enhanced. The opportunity to interact with other art educators from all over the state of Georgia was a booster in that I was able to see how and why other educators were using technology to improve their teaching and increase student engagement. Given a chance to reflect upon what this field experience meant to me, I have a renewed sense of belonging not only in the realm of art education, but also in the instructional technology field, and how both of these areas can provide connections to reading, writing, math, and science.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? As the only art teacher at my school, I am responsible for providing arts education to almost 1000 students, as well as supporting other grade level/subject area initiatives. Our school wide goals include increased use of technology within the art classroom as we move from STEM to STEAM. My experiences in these workshops gave me insight as to how I can provide this support and increase technology use for instruction, assessment, and student engagement. In addition, I can also coach other teachers on how art can benefit their students in those subject areas, and how we can work together towards the common goals of student achievement through technology. This impact can be assessed by student journaling involving their learning experiences, or by use of an online survey to record student and/or teacher views of the impact of iPads and Screencast-o-matic for an enhanced learning experience. I also feel confident hosting mini-workshops for staff that is interested in learning more, and then seeking feedback from those workshops.