UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department

Candidate: Leah Kurtz	Mentor/Title: Keith Brown, Ed.S./Social Studies Teacher	School/District: Kell High School/Cobb County
Course: ITEC 7460 PL and Tech Innovation		Professor/Semester: Kelly Luscre, Ed.D./ Spring 2014

Part I: Log

Date(s)	1st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
1/21/2014	Worked with teachers in Economics PLC to set up Remind101 accounts for each class and for CVA and to explain options within the program [1.5 hours]	PSC 1.1/ISTE 1A, PSC 1.4/ISTE 1D, and PSC 3.5/ISTE 3E	**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**
2/4/2014	Worked with teachers in Economics PLC to set up Socrative accounts for each teacher and to load in tests [1 hour]	PSC 4.1/ISTE 5A, PSC 3.7/ISTE 3G, and PSC 2.1/ISTE 2A	Within this unstructured field experience, I worked with teachers and students and advocated for new technology professional trainings for next year. What I found the most in this experience was that relationships really are the key to implementing new technology. I already have good relationships with my Economics PLC, and thus they were much more open to changes than the department was as a whole. I have worked on increasing communication with my principal all
2/6/2014	Worked with three students in a small group environment to prepare for Economics EOCT retakes including use of online Socrative practice tests [1 hour]	PSC 2.4/ISTE 2D, PSC 2.5/ISTE 2E	
2/11/2014	Worked with three students in a small group environment to prepare for Economics EOCT retakes including use of online Socrative practice tests [1 hour]	PSC 2.4/ISTE 2D, PSC 2.5/ISTE 2E	
3/7/2014	Met with Principal to discuss possibilities for new technology professional trainings for next year [1 hour]	PSC 1.1/ISTE 1A, PSC 1.2/ISTE 1B, PSC 1.4/ISTE 1D	

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								X
White				X				X
Multiracial				X				X
Subgroups:								
Students with Disabilities								X
Limited English Proficiency								X
Eligible for Free/Reduced Meals								X

this year, and he was also fairly receptive to the possibility of some new types of training for next year.

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 learning definitely increased my knowledge of what is necessary to be an effective technology leader. By exploring various programs on my own, my skills increased, which enabled me to share this knowledge with others in the department. My disposition towards technology and being a leader also improved. I am a somewhat reserved person, and this has been difficult for me. Making time to speak to the Principal enabled me to participate in the shared vision for the school and be a better part of the diffusion of innovations and change.

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

Faculty development was impacted by this experience within the context of the Economics PLC. However, as I build technology within that PLC, I know it will continue to spread through the rest of the department. Additionally, with the implementation of Socrative testing in Economics, students are becoming better prepared to take the EOCT online in May. A major challenge with most of our students

	is testing anxiety, and we have been able to eliminate most of this by utilizing online testing and mimicking the environment for them repeatedly.