## **UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department** 

Candidate:	Mentor/Title:	School/District:
Shanna Irving	Melissa (Lisa) Wheeler	North Cobb High School
	Media Specialist	Cobb County School District
Course:	Professor/Semester:	
ITEC 7305: Data Analys	Dr. Jim Wright	
·	Summer 2015	

## Part I: Log

(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete <u>one</u> field experience totaling 5 hours! If you have fewer field experiences, just delete the extra rows. Thank you!)

Date(s)	1st Field Experience Activity/Time							PSC/I Standa		Reflection (Minimum of 3-4 sentences per question)		
6/20/2015	• Interview with student's mother to determine needs – 45 min							PSC 2.2/ISTE 2b PSC 2.4/ISTE 2d PSC 3.2/ISTE 3b		1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?		
6/21/2015	• Interview with student to determine interests – 45 min							PSC 3.7/ISTE 3g		I met with Bella's mother to discuss Bella's difficulties with executive functioning and to		
6/22/2015	<ul><li> Creation of str</li><li> Practice using</li></ul>								discuss the idea of a shared executive functioning monitor log that would encourage her metacognition and self-monitoring of assignment			
										organization and completion. Bella becomes overwhelmed sometimes and shuts down, so I also		
(Place an	<b>DIVERSITY</b> (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)							eld	met with her to encourage a self-regulatory approach to resolving her executive functioning difficulty. The goal we developed together was to			
Ethnicity		P-12 Faculty/Staff					P-12 Students			work each week on listing and coding her		
Race/Ethnicit	y:	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12	assignments on a scale of high priority to low priority and high grade impact to low grade impac		
Asian										Bella shared the Google Sheet file with her parents		
Black										and me, and we practiced implementing the strategy to prepare her for the new school year.		
Hispanic Native Ame	erican/Alaskan											
Native White					X			X		2. How did this learning relate to the knowledge (what must you know), skills (what must you be able		
Multiracial										to do) and dispositions (attitudes, beliefs, enthusiasm) required of a technology facilitator or technology		
<b>Subgroups:</b>										leader? (Refer to the standards you selected in Part I.		

Students with Disabilities Limited English Proficiency			Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)
Eligible for Free/Reduced			
Meals			During this experience, I helped Bella learn to use the research-based higher-order thinking strategies of self-regulation, metacognition, and decision-making. I came to know the impact of helping students self-regulate as she began to use executive functioning language like ", and my enthusiasm for encouraging self-regulation and metacognition grew. The collaboration and communication through the Google Sheets medium was powerful to support her executive functioning development, so this strategy is one I will continue to use with students struggling to self-monitor.  3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be
			assessed?  Working with Bella to develop her self-monitoring, self-regulation, and metacognition skills will impact Bella's learning as she moves into her 8 <sup>th</sup> grade school year. Her mother and I will monitor her use of the tool and her grades to assess her executive functioning development
			and its impact on her learning.