## **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 7410: Instructional | Dr. Beeland            |                             |
|                          |                        | 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                            |      |   |     |      |   |     |  | STE<br>ard(s)             | Reflection (Minimum of 3-4 sentences per question)   |  |  |
|---|---|------|---|-----|------|---|-----|--|---------------------------|--|--|--|
| 6/20/2015   | <ul><li> Interview with s</li><li> Interview with s</li></ul> |      |   |     |      | PSC 2.1/ISTE 2a<br>PSC 2.2/ISTE 2b<br>PSC 2.3/ISTE 2c |     | 1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? |                           |  |  |  |
| 6/21/2015   | • Creation of student learning module PowerPoint – 3 hours    |      |   |     |      |   |     | PSC 2.4/<br>PSC 2.5/   | ISTE 2e                   | I met with Tenley's mother to discuss  |  |  |
| 6/22/2015   |   |      |   |     |      |   |     |  | ISTE 2f<br>ISTE 3c<br>6.3 | Tenley's difficulties with reading comprehension and to develop a summer assignment that would encourage her   |  |  |
| DIVERSITY  (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.) |   |      |   |     |      |   |     |  |                           | reading comprehension development.  Tenley is a strong word caller during reading and is an above average math |  |  |
| Eth   | Ethnicity   |      | P-12 Faculty/Staff         P-12           P-2         3-5         6-8         9-12         P-2         3- |     |      |   |     | Students<br>6-8  | 9-12                      | student. She enjoys her iPad and spends a lot of time watching videos and building                             |  |  |
| Race/Ethnicity  | 7:  | 1 -2 | 3-3   | 0-0 | 7-12 | 1 -2  | 3-3 | 0-0  | )-12                      | Minecraft worlds.  |  |  |
| Asian<br>Black  |   |      |   |     |      |   |     |  |                           | I decided to harness her creative energies   |  |  |
| Hispanic  |   |      |   |     |      |   |     |  |                           | and create a project she could do many times with different results, each of them                              |  |  |
| Native Ame  | rican/Alaskan   |      |   |     |      |   |     |  |                           | ultimately resulting in her creation of a new interactive storybook based on her                               |  |  |
| White Multiracial   |   |      |   |     | X    |   | X   |  |                           | comprehension of a story she read online.  |  |  |
| Subgroups:  | l   |      |   |     |      |   |     |  |                           | Because she was placed in the 3 <sup>rd</sup> grade, I thought it would be best to walk her through            |  |  |
|   | ith Disabilities  |      |   |     |      |   | X   |  |                           | the PowerPoint module the first time. She  |  |  |
| Limited En  | nglish Proficiency  |      |   |     |      |   |     |  |                           | enjoyed the process and was able to  |  |  |

| Eligible for Free/Reduced<br>Meals |  |  |  |  | understand the interactive story and create her own with an iPad app of her choice.   |
|------------------------------------|--|--|--|--|---|
|                                    |  |  |  |  | 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 you answer and reflect on all 3—knowledge, skills and dispositions.)  |
|                                    |  |  |  |  | I do not have much experience working with elementary school students, so this experience helped me to learn the elementary school literac standards and how to align them with a struggling 3 <sup>rd</sup> grade student's learning goals. I was able to research strategies specific to her ag and reading comprehension development needs and use engaging technology tools personalized to her interests. The positive outcome increased my enthusiasm for the potential of creative, technology-enhanced learning experiences for students of all ages. |
|                                    |  |  |  |  | 3. Describe how this field experience impacte school improvement, faculty development or student learning at your school. How can the impact be assessed?   |
|                                    |  |  |  |  | This field experience improved Tenley's learning by encouraging her active reading comprehension skill development. The impact was assessed by reading the interactive story shortested based on a change in the original interactive story's plot line. The impact will be further assessed via the subsequent interactive stories she creates and her future reading comprehension test scores.   |