

# UNSTRUCTURED Field Experience Log & Reflection

## Instructional Technology Department

<b>Candidate:</b> Shanna Irving	<b>Mentor/Title:</b> Melissa (Lisa) Wheeler Media Specialist	<b>School/District:</b> North Cobb High School Cobb County School District
<b>Course:</b> ITEC 7460: Professional Learning & Technology Innovations		<b>Professor/Semester:</b> Dr. Julia Fuller Spring 2015

### Part I: Log

Date(s)	1 <sup>st</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>						
03/10/15 03/12/15 03/17/15	<p>PREPARATION</p> <p>.5 hours: Pre-conference with student X and parents</p> <p>1 hour: Diagnostic testing of student X to determine specific grammar test prep needs</p> <p>2 hours: Developing ACT grammar Google Sheet with embedded lessons</p> <p>1.5 hours: Working with student to understand use of Google Sheets and embedded conceptual lessons tailored to her specific gaps in ACT grammar knowledge</p> <p>.5 hours: Shared the Google Sheets tailored review sheet idea with teacher colleagues</p> <p style="text-align: right;">Total: 5.5 hours</p>	PSC 2.1, 2.4, 2.5, 3.2, 3.3, 3.7, 6.3	<p><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b></p> <p>I met with Student X in early March. She and her parents were concerned about her understanding of grammar in relation to the ACT she would soon take. A bright student in math, science, and reading, she struggled in writing and needed some focused review to help prepare her for the exam. I agreed to administer a diagnostic assessment and to create a Google Sheet with grammar concept-specific lessons and information tailored to her grammar knowledge gaps. I also shared the idea and a copy of the Google Sheet with some colleagues who discussed means of manipulating it to help with their students' individual needs as well.</p>						
<b>DIVERSITY</b>									
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)									
<b>Ethnicity</b>		<b>P-12 Faculty/Staff</b>		<b>P-12 Students</b>					
		P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
<b>Race/Ethnicity:</b>									
Asian									
Black									
Hispanic									
Native American/Alaskan Native									
White									X
Multiracial									
<b>Subgroups:</b>									
Students with Disabilities									X
Limited English Proficiency									
Eligible for Free/Reduced Meals									

**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.)**

Knowledge:  
I learned that teaching students to practice metacognition can be empowering for them; this experience made it necessary for me to utilize technology to help this student develop both her grammar skills and her ability to think about her grammar skill

development. Digital tools cannot always be trusted, though, and it is important to always have a back-up plan. Google Drive is a platform with multiple applications, a useful knowledge bit when it became necessary for me to move all of the collected resources from Sheets – which wasn't working correctly – to Docs – which have proven much more reliable.

**Skills:**

The technology standards were useful in expanding my focus from student content standards to college-readiness level content standards. I was able to collect data relevant to college-readiness and use a technology tool to create an online/blended learning environment tailored to Student X's specific needs. During our sessions, we spent time reflecting on her learning and discussing her developing fluency in grammatical analysis.

**Dispositions:**

Google Drive as a platform for digital collaboration with students and parents is powerful and worthy of more exploration. I plan to utilize the specific functionality employed in this experience to help future students learn to think about and track their own learning. I also plan to continue playing with the applications, researching, and brainstorming potential uses for each application and its associated add-ons.

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

This field experience took place in the student's home and from my own home and was not tied directly to a school. However, it improved her grammar knowledge, a development made evident in our review sessions before her ACT and statistically quantifiable once her ACT score is released. I hope that the teachers with whom I shared the strategy will implement this individualized but collaborative review strategy and emphasize active metacognition as well. To gauge whether they use the strategy and what impact it has if they do, I will interview those teachers at the close of the school year and promote the strategy during summer curriculum development sessions.