

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate: Ke'Ondra Clark	Mentor/Title: Dr. Tamiaka Grizzle/STEM Teacher	School/District: Harmony-Leland Elementary/Cobb County
Course: ITEC 7430 Internet Tools for the Classroom		Professor/Semester: Dr. Dias/Spring 2019

Part I: Log

(This log contains space for up to 5 different field experiences for your 5 hours. You may only need one! If you have fewer field experiences, just delete the extra rows. If you have more than 5 field experiences, please copy and paste additional rows. Thank you!)

Date(s)	1 st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>																																																															
3/18-3/28	Cardinal directions and map skills/Two weeks in 45 minute sessions (Monday-Thursday each week)	PSC 2.1/ISTE 2a PSC 2.2/ISTE 2b PSC 2.3/ISTE 2c PSC 3.1/ISTE 3a PSC 6.2/ISTE 6c	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p> <p>For this field experience, I worked with a student on practicing map skills. The student's task was to learn vocabulary terms and explore cardinal directions using online technology tools. I learned from this field experience that technology facilitation and leadership play a huge role in engaging student learning. It is imperative for the instructional coach to be familiar with different technology components that are age appropriate. One major key is to gain as much knowledge as you can about the student and their learning needs so that learning can be authentic and meaningful.</p>																																																															
<p>DIVERSITY (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Ethnicity</th> <th colspan="4">P-12 Faculty/Staff</th> <th colspan="4">P-12 Students</th> </tr> <tr> <th></th> <th>P-2</th> <th>3-5</th> <th>6-8</th> <th>9-12</th> <th>P-2</th> <th>3-5</th> <th>6-8</th> <th>9-12</th> </tr> </thead> <tbody> <tr> <td>Race/Ethnicity:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Asian</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Black</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Hispanic</td> <td></td><td></td><td></td><td></td><td></td><td>X</td><td></td><td></td> </tr> <tr> <td>Native</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>			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									Black									Hispanic						X			Native									<p>2. How did this learning relate to the knowledge</p>
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American/Alaskan Native								
White								
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency						X		
Eligible for Free/Reduced Meals						X		

(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.)

During this field experience, I was able to identify the importance of being knowledgeable about general instructional practices that can be beneficial to students who are learning to speak English. It is also important to be familiar with the PSC/ISTE standards and then understanding how they are used to enhance learning in the classroom. When it comes to skills, an instructional coach must be able to model and facilitate the implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards. The IC should also “use research-based, learner-centered strategies addressing the diversity of all students.” Finally, with disposition, educators must have a true understanding about the beliefs and theories in which they abide by. This will hold a great impact on their success with mentoring and building healthy relationships with students.

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

With this assignment, I was able to gain new strategies of implementing researched-based practices to assist with lessons for an ELL student. I used technology resources to enhance learning by building student’s higher order thinking skills

	<p>through evaluating, demonstrating, and summarizing. Student impact can be assessed through presentation of learned material and the results of the summative assessment.</p>
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