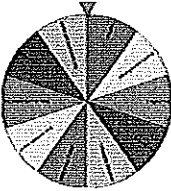


UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate: Caitlin Tucker	Mentor/Title: Mrs. Andrews (Media Specialist)	School/District: Whitehead Road Elementary Clarke County
Field Experience/Assignment: Various Technology Interactions with Web 2.0 tools and colleagues	Course: ITEC 7430 Internet Tools in the Classroom	Professor/Semester: Dr. Sherry Grove /Section W06 Fall 2017

Date(s)	1 st Field Experience Activity/Time	PSC/ISTE Standard(s)
8/7/17	I collaborated one on one with a 4th grade team member to discuss technology resources that we use in 4th grade. The topics consisted of Pearson, our math interactive resource. The meeting was designed to discuss set up and use of this resource. I created a " <u>signup</u> " powerpoint to prevent confusion and a take away from the meeting. (~1 hour)	PSC: 1.1, 2.2, 2.2, 2.5, 2.6, 2.7, 2.8, 3.1, 3.4, 3.7, and 6.1 ISTE-C: 1a-d, 2a-b, 2e, 2h, 3b-c, 4a, 6a-c
	Signature: <u><i>Supper Miller</i></u> Date: <u>10/16</u>	
8/8/17	Worked with a team member to discuss technology tools for math. First, Prodigy, a "video game" style learning tool students love to play at home. We discussed how to set up and assign works that are reflected from class. We created our Zearn accounts, another math resource, used in small group technology centers during math and at home. Assigning and documenting progress was among the many issues in discussing this tool. Xtramath was the third and final math resource we observed and discussed in detail. The goal was to give a general overview of the different technology resources used at our grade level, assess use/functions in the classroom and answer any questions about the resources. (~1 hour)	PSC: 1.1, 2.2, 2.2, 2.5, 2.6, 2.7, 2.8, 3.4 and 6.1 ISTE-C: 1a-d, 2a-b, 2e, 2h, 3b-c, 4a, 6a-c
	Signature: <u><i>Supper Miller</i></u> Date: <u>10/16</u>	
9/10/17 and 9/13/17	Shared a resource that was discovered through this course with my teammates in 4th grade. The email included a quick overview of virtual environment and their benefits to student engagement and learning. On the following Wednesday, I took a half hour to discuss Missions US to use in conjunction with our Social Studies unit on Colonial America and possible uses for units to come. (~2 hours)	PSC: 1.4, 2.2, 2.3, 2.4, 2.5, 3.1, 3.3, 3.7, 4.3, 5.2 and 6.1 ISTE-C: 1a-d, 2a-b, 2e, 2h, 3b-c, 4a, 6a-c
	Signature: <u><i>Benton Rowland</i></u> Date: <u>10/20/17</u>	

10/9/17	<p>Participated in a Literacy team Professional Learning about using Language and Talking strategies. When we broke out into groups, our team discuss ways to implement and target communication strategies. With assistance from colleagues, we collectively were able to come up with an interactive spinner to use as a digital tool for conversations and communication/sentence starters for our classrooms. This tool was shared with other individuals around the school. (~1 hour)</p>  <p>Signature: <u>Benton Brunm</u> Date: <u>10/20/17</u></p>	<p>PSC: 1.1, 1.3, 1.4, 2.1, 2.2, 2.5, 2.7, 2.8, 3.1, 3.3, 3.5, 3.7, 6.1 and 6.3</p> <p>ISTE-C: 1a-d, 2a-b, 2e, 2h, 3b-c, 4a, 6a-c</p>
10/10/17 - Ongoing	<p>Working as a pilot for MobyMax. Administrators wanted to see whether we will pay for the online learning program school wide. Members of the technology group at our school set up and see how the program works. Will relay information back at a later time. The program can be used for progress monitoring and targeted differentiated learning goals for students. This experience is documented by time to set up the program, using the program in the classroom and conversations with 4th grade team and parents. Discussions with team and administrators at various times. (3+ hours and counting)</p> <p>Signature: <u>[Signature]</u> Date: <u>10/16/17</u></p>	<p>PSC: 1.1, 1.3, 1.4, 2.1, 2.2, 2.5, 2.7, 2.8, 3.1, 3.3, 3.5, 3.7, 6.1 and 6.3</p> <p>ISTE-C: 1a-d, 2a-b, 2e, 2h, 3b-c, 4a, 6a-c</p>

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

Reflection:

1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?

Since this field experience log consists of many different experiences I think the biggest take away for me is collaboration. The best way to get information out there or to learn new information is through experiences with those you work with. This field experience log, as you can see is apparent in different settings. One on one, back and forth emails and elaboration on student success during planning time and faculty wide professional learning. The collaboration never stops. It's important to communicate your ideas and explore others ideas on your own and implement and try out these tools and strategies. Students benefit from teacher collaboration and communication.

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.)

These various experiences reveal that perspective makes a difference. You should know what makes your students engaged, how a specific tool or strategy will look in your classroom and whether or not will benefit them. You also must be able to work with tools that you are unfamiliar with and design a setup or model effectively what you want students to be able to do. The conversations between your colleagues and students are drastically different. Tailoring to your students and their dynamic needs as a whole can be difficult and cumbersome but the reward is student success. Sometimes I have to remember that my students are different from the class next door. This allows me to reflect on my own classroom style and implement these ideas effectively.

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

Overall, the key is collaboration. One of our goals at Whitehead Road is to teach our students how to collaborate and communicate. This was apparent in the Professional Learning experience listed above and that starts with teacher communication. We must first model this with faculty and then bring it to the classroom level. Sharing these ideas grade level to grade level is key. Sometimes we work too closely with our team and forget that we are a school tool! Collaboration and communication are key to this field experience and our collective goal.

