

## UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – *Updated Summer 2015*

<b>Candidate:</b> Lilly Hanna	<b>Mentor/Title:</b> Sandra Lake – Technology Coach, Brumby Elementary School	<b>School/District:</b> Cobb County Schools
<b>Course:</b> ITEC 7430 – 21 <sup>st</sup> Internet Tools in the Classroom		<b>Professor/Semester:</b> Dr. Laurie Brantley-Dias

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

Date(s)	1 <sup>st</sup> Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
2/25/19	3:30-4:30 Used food manipulatives to discuss fractions find the numerator, denominator and halves.	2.1; 2.2; 2.5; 2.6; 2.7; 3.2; 4.3; 6.1; 6.2; 6.3	2.e; 3.d; 6.a; 6.b; 6.c
3/4/10	3:30-4:30 Used manipulatives to review fractions and then watched videos using Mathletics to review visual fractions. Used Mathletics to practice determining what fraction was shaded.		
3/11/19	3:30-4:30 Used Educreations to create a video on how to represent fractions with visual models.		
3/18/19	3:30-4:30 Used Fog Stone Isle to explore equivalent fractions.		
3/25/19	3:30-4:30 Used a recipe to make a trail mix using fractions and then doubled the recipe.		

**First Name/Last Name/Title of an individual who can verify this experience:**

Sandra Lake, Technology Coach, Brumby Elementary School

**Signature of the individual who can verify this experience:**

*Sandra Lake*

**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
<b>Race/Ethnicity:</b>								
Asian								
Black	X	X						
Hispanic						X		
Native American/Alaskan Native								
White								
Multiracial								
<b>Subgroups:</b>								
Students with Disabilities						X		
Limited English Proficiency						X		
Eligible for Free/Reduced Meals						X		

**Reflection**

(Minimum of 3-4 sentences per question)

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

I completed this field experience working with a nine year old girl that is enrolled in the ELL and special education program. I worked with an Elsa one day a week for five weeks and an hour each session. Upon completing this field experience I learned the benefits of working one-on-one with students. I learned so much about Elsa she opened up to me and became comfortable. I feel there is a sense of trust with her that did not exist before this experience. I feel Elsa will be willing to take more risks in class now that I came to her home. I feel as though she now believes that I care about her and her learning.

**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 above. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)**

**Knowledge** –This experience gave me an appreciation on the impact of individualized learning. I also learned that it is critical to use a variety of tools when working with ELL students and referring back to the student’s native language is helpful. There are several digital tools available to support ELL students including translation apps.

**Skills** –This experience gave me perspective in how to use digital tools to support students and ELL learners. I know I must be familiar with the tools ahead of time before introducing them to students. I must show students that I am willing to take risks and expect them to as well.

**Dispositions** –The student I worked with is a quiet, shy, and well behaved student she has opened my eyes to other ELL students with the same domineer. I feel that in the past I thought they were begin good students and understood everything that was going on. I now understand and believe that I have been looking over these students and been doing them a disservice. I need to be more intentional in making connections with my quiet well behaved students make sure they are understanding what to do and how to do it. I am confident with technology and I know that I can show students what to do but I need to be mindful that those who speak up are not always the only ones who need help.

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

This experience impacted our school improvement by other students in the community seeing me in their neighborhood. Students and parents that saw me in their neighborhood continued to seek me out at school. We built a rapport and trust that otherwise would not have been there. I became a positive aspect of school for some students and parents that I was able to get them involved in more school activities because of my presence.