

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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Course: ITEC 7305		Professor/Semester: Dr. Campbell / Summer 2018
Field Experience Verification: Print Name & Title		Signature:

Part I: Log

(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 rows. Thank you!)

Date(s)	Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>
Saturday, July 21, 2018 – Tuesday, July 24, 2018	<p>Unstructured Technology Field Experience: Created a Google Classroom with ELA resources for fourth-grade students (and teachers) to assist students improve in ELA including the RACE Constructed Response Strategy. This Google classroom relates directly to Action Plan Pt. 1</p> <p>Additionally, I created a Google Drive for SWD Teachers to collaborate using digital tools.</p> <p>Created Google Classroom: Fourth-Grade ELA -Planning (.25 hours) -Developing (.25 hours) -Searched for Resources (1 hour) -Uploading & Organizing Resources (1.5 hours) -Adding Team Members (.25 hours) -Adding Students (.25 hours) [3.5 hours]</p> <p>Created Google Drive: SWD Teachers -Planning (.25 hours) -Developing (.25 hours) -Searched for Resources (.50 hours) -Uploading Resources (.25 hours) -Adding Team Members (.25 hours) [1.5 hour]</p>	<p>Shared Vision 1.1/1a</p> <p>Authentic Learning 2.3/2c</p> <p>Differentiation 2.5/ 2e</p> <p>Data Analysis 2.8/ 2h</p> <p>Classroom Management & Collaborative Learning 3.1/ 3a</p> <p>Needs Assessment 5.1/ 4a</p> <p>Continuous Learning 6.1/ 6a & 6b</p> <p>Reflection 6.2/ 6c</p> <p>Field Experiences 6.3/ na</p>	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? (see reflection section below)</p> <p>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.) (see reflection section below)</p> <p>3. Describe how this field experience impacted school improvement, faculty development or student learning at</p>

	Total Time	[5 hours]	your school. How can the impact be assessed? (see reflection section below)
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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		
Native American/Alaskan Native								
White		X				X		
Multiracial						X		
Subgroups:								
Students with Disabilities		X				X		
Limited English Proficiency		X				X		
Eligible for Free/Reduced Meals						X		

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

This field experience log is for the five-hour unstructured technology experience. I created a Google Classroom for fourth-grade students (and teachers) with ELA resources designed to assist students improve the ELA GMAS scores.

I included information on 4th grade data including the Data Overview that I created for the same course, which is why the focus is the ELA content overall.

Additionally, I created a Google Drive for SWD Teachers to share common documents we use for teaching and collecting data on SWD. Only a few resources were added. The goal was to create a space for SWD Teachers to collaborate and interact using digital tools and resources.

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.)

I used my knowledge of the 2017, fourth-grade students GMAS data to realize that SWD need assistance overall in ELA because 100% of SWD scored in the Beginning level. Additionally, ELL and GE students need to improve their scores from Proficient to Distinguished.

Uploading resources and having a place for the team to collaborate using common strategies, common skills, and shared information will make teaching consistent across classrooms and efficient- having one dedicated space to share and receive information.

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

By creating the Fourth-Grade Google Classroom for students and teachers, there is one central location where teachers can share resources and information designed to help improve student achievement in ELA. Teachers and students have a central space for teaching and learning. Sharing resources makes it efficient for collaboration.

The same argument is true of SWD Teachers using the Google Drive to collaborate throughout the 2018-2019 school year.

Date(s)	2nd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
Date(s)	3rd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
Date(s)	4th Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
Date(s)	5th Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)