

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate: Shanyon Storey	Mentor/Title: Ms. Edmondson/ Media Specialist	School/District: Tubman Elementary School/ Fulton County
Course: ITEC 7400 21st Century Teaching and Learning		Professor/Semester: Dr. Williamson/ Spring 2014

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)	1 st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>																																																																																																																					
3/8/14 7:00- 3:00	GAETF- State Tech Fair Judge March 8 at Macon State College/Middle GA College and University in Macon, Georgia [8:00 hours]	PSC 2.1/ ISTE 2a PSC 2.3/ ISTE 2c PSC 2.4/ ISTE 2d PSC 2.5/ ISTE 2e PSC 2.6/ ISTE 2f PSC 4.2/ ISTE 5b PSC 6.2/ ISTE6c PSC 6.3	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p> <p style="text-align: center;">Please read reflection 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.)</p> <p style="text-align: center;">Please read reflection below</p> <p>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?</p> <p style="text-align: center;">Please read reflection below</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; margin: 0 auto;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 25%;">Ethnicity</th> <th colspan="4" style="width: 25%;">P-12 Faculty/Staff</th> <th colspan="4" style="width: 25%;">P-12 Students</th> </tr> <tr style="background-color: #d3d3d3;"> <th></th> <th style="width: 5%;">P-2</th> <th style="width: 5%;">3-5</th> <th style="width: 5%;">6-8</th> <th style="width: 5%;">9-12</th> <th style="width: 5%;">P-2</th> <th style="width: 5%;">3-5</th> <th style="width: 5%;">6-8</th> <th style="width: 5%;">9-12</th> </tr> </thead> <tbody> <tr style="background-color: #d3d3d3;"> <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 style="text-align: center;">X</td><td style="text-align: center;">X</td> </tr> <tr> <td>Black</td> <td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">X</td><td style="text-align: center;">X</td> </tr> <tr> <td>Hispanic</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Native American/Alaskan Native</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>White</td> <td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">X</td><td style="text-align: center;">X</td> </tr> <tr> <td>Multiracial</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr style="background-color: #d3d3d3;"> <td>Subgroups:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Students with Disabilities</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Limited English Proficiency</td> <td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">X</td><td style="text-align: center;">X</td> </tr> <tr> <td>Eligible for Free/Reduced Meals</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <p style="text-align: center;">Reflection</p>				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	X	Black							X	X	Hispanic									Native American/Alaskan Native									White							X	X	Multiracial									Subgroups:									Students with Disabilities									Limited English Proficiency							X	X	Eligible for Free/Reduced Meals								
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1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?

I attended the state technology fair as a judge in the area of gaming for students in two ability categories 1) grades 6-8, and 2) grades 9-11. I learned how to evaluate the application of specific technology standards used to create video games by utilizing a rubric. My co-judge and I had to rank students 1st, 2nd, and 3rd to recognize students in both grade categories in two judging sessions- AM and PM.

I learned that students are resourceful when motivated and encouraged to use technology responsibly to create a product innovative enough to make it to the state technology fair. This was another way for students to interact with other students outside of their building to share common interests.

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 did not have to know all of the PSC or ISTE standards by hand, but the standards for technology use was embedded in the rubrics used by judges. My assumption is that the standards were specific to each technology category. I had an opportunity to engage with students and hear about their authentic learning experiences and student explorer, and producers. Students had to implement higher-order thinking and differentiate their products based upon a various factors. Students had to use technology responsibly and in a safe and legal manner. Some students' cultural and global awareness were evident as they spoke about their project and what influenced them. The students reflected on their work and were making plans to improve for next year. A sound argument is easy to make for most of the PSC and ISTE standards, but I highlighted the ones I feel were the most prevalent.

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

A third grader from my school had a photography project. I would like for her to compete again next year. I would also like for her participation to motivate more students in my building to participate. I would like to see more African American and Hispanic students from all schools engaged in learning and competing at this level. I was assigned to a specific area and did not encounter very many students in the minority groups mentioned in my judging category (video gaming) and grade levels (6-8, and 9-11).

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)