**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:  Anna Luther** | **Mentor/Title:  Valerie Agramonte/Teacher** | **School/District:  Cobb County** |
| **Course:**  ITEC 7430- Internet Tools in the Classroom | | **Professor/Semester: Spring 2015**  **Dr. Frazier** |

**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!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| January 2, 2015  January 6 and 7, 2015 | 8:00-11:00 pm:  Total Time: 3 Hours  9:30-10:25 on Tuesday and Wednesday  10:45-11:30 on Tuesday and Wednesday  12:20-1:15 on Tuesday and Wednesday  1:45-2:15 on Tuesday Only  Total Time:  340 minutes or 5 hours and 40 minutes  Combined Total Time: 8 hours 40 minutes |  | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  To introduce our Literature Circle unit for the Spring Semester, I created a Web Quest for my sixth grade students. We are doing a unit on Carl Hiaasen’s young adult novels about endangered animals in Florida. This Web Quest gave the students an introduction to Carl Hiaasen as an author and the endangered animals in Florida. This previews our upcoming lesson on author’s purpose. The Web Quest is published online at lutherwebquest.weebly.com.  Throughout my experience creating this Web Quest, I learned the importance of making sure the websites are accurate and appropriate for students to get information from. I also had to experiment with ways to make the website easy to navigate. Ultimately, I decided to have a start and finish button with the steps to the Web Quest in order. Students were instructed to put their answers on a Word Document and upload that to Edmodo or to post the content on their Weebly portfolio.    **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.)**  This Web Quest required me to go through and show the students step-by-step on how to set up a page and how to navigate the websites. The students also learned how to insert text and pictures into their Weebly portfolio.  I believe it is essential that teachers know how to create technology for their students to easily use and learn from. Personally, I had never done a Web Quest with students before and I wanted to see how this would work. This Web Quest had the students become familiar with the novel, online research, and developing their Weebly page.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This activity promoted student learning and technology literacy. It allowed students to become even more excited about our new unit and get to know the personality of our author. In turn, students have a better understanding of author’s purpose before reading the book. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  | | Hispanic |  |  |  |  |  |  | x |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  |  |  |  |  | x |  | | Multiracial |  |  |  |  |  |  | x |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  | x |  | | Limited English Proficiency |  |  |  |  |  |  | x |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  | x |  | | | |
| **Date(s)** | **2nd Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
|  |  |  | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  **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.)**  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | Black |  |  |  |  |  |  |  |  | | Hispanic |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  |  |  |  |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |
| **Date(s)** | **3rd Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
|  |  |  | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  **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.)**  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | Black |  |  |  |  |  |  |  |  | | Hispanic |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  |  |  |  |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |
| **Date(s)** | **4th Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
|  |  |  | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  **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.)**  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | Black |  |  |  |  |  |  |  |  | | Hispanic |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  |  |  |  |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |
| **Date(s)** | **5th Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
|  |  |  | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  **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.)**  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | Black |  |  |  |  |  |  |  |  | | Hispanic |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  |  |  |  |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |