UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department – *Updated Summer 2015*

Candidate: Alyssa Sills	Mentor/Title: Christy Neal	School/District: Taylor Elementary School/Gwinnett County Public Schools
Course: **ITEC 7305 Data Analysis and School Improvement**		Professor/Semester: **Chet Fuller/Summer 2019**

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

Date(s)	1st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
June 13 2019	Pretest and analysis to decide on what student needed help with. (1 hour)	2.1 2.2 2.3	2a 2b 2c
June 22	Creation of plan to help student (3 hours)	2.4 2.7	2d 2g
June 29 July 6 July 13	Math help session- online (3 hours)	3.2 3.5 3.6 6.2	3b 3b 3g 6c
July 13	Post test and reflection (1 hour) Total: 8 Hours		

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

<table>
<tr><td colspan="9">DIVERSITY
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)</td></tr>
<tr><td>Ethnicity</td><td colspan="4">P-12 Faculty/Staff</td><td colspan="4">P-12 Students</td></tr>
<tr><td></td><td>P-2</td><td>3-5</td><td>6-8</td><td>9-12</td><td>P-2</td><td>3-5</td><td>6-8</td><td>9-12</td></tr>
<tr><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></td><td></td></tr>
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<tr><td>Multiracial</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><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></td><td></td></tr>
<tr><td>Eligible for Free/Reduced Meals</td><td></td><td></td><td></td><td></td><td></td><td></td><td>X</td><td></td></tr>
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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?

For this experience I was able to tutor a 6th grade student through an online format. This student was looking for a tutor that would be able to help her with math because she was struggling with word problems. This student lives out of state so it was essential that I be able to work with the student in an online format. Using Skype as well as GoogleDocs I was able to complete a pretest to first figure out what she needed help with. To create a technology enhanced lesson I first needed to analyze the pretest. I decided that she struggled with math vocabulary and using higher order thinking skills to understand the problem. Because she did not know the vocabulary, she was struggling with the whole word problem. After deciding what I needed to teach this student I was able to evaluate technology tools to decide on which tools wouldhelp this student the most. My plans used skype and google docs to give the student information as well as an online tool called math playground and a tool called Flippity. I made learning more engaging by using the visuals on math playground as well as the learning games on Flippity to help the student with vocabulary as well as practice word problems. I then did a post test to ensure her learning through wizer.com This experience taught me about technology leadership because I needed to be able to use multiple forms of troubleshooting, online communication, and web 2.0 tools and resources to accomplish the tutoring sessions.

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 related to knowledge or what you must know because I needed to have knowledge of emerging technologies as well as the ISTE technology standards. I had to know how to use an online format to tutor online as well as GoogleDocs so that I could send this student the information

that we would be using in class for the online tutoring session. With web 2.0 and emerging technologies that I learned about at technology conferences I was able to ensure that I had enough resources to ensure this student understood the content. When finding the tools, I had to evaluate whether or not the tool was sufficient for what I wanted the student to learn. I not only had to give the student online content but teach her how to use it and get to the place I wanted her to get to and make it easy to use. Knowledge of multiple forms of technology really helped me during this tutoring session.

Skills – This experience relates to skills of what I must be able to do because it gave me the ability to differentiate this students' diverse needs and use research-based learner centered strategies. I usually teach with manuplatives in the classroom so I had to find a program with online manipulatives to help this student get help by using visuals. Because this student struggled to understand word problems because of the language I made sure to differentiate by looking at those words first. I also started out using Flippity to show this student the vocabulary by using flashcards online and then we played Flippity games using the vocabulary. I ensured the student had background knowledge of the math words using online tools before starting each lesson. I was able to meet this students learning needs.

Dispositions – This experience also related to dispositions or attitudes, beliefs and enthusiasm. For this tutoring I had to ensure that I got this student excited about learning. Many times, middle school students struggle to get excited about learning so by involving digital learning games into the tutoring sessions I was able to keep this student interested and learning for all of the sessions. I needed to have researched based strategies and keep the student challenged by using higher order thinking skills in the online lessons. I enjoyed working with the student and she will need more tutoring in the future so I will continue to help her out.

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 faculty development at my school because I now have knowledge of more tools that can help teachers in the classroom. I will be able to share the tools that I used in professional development meetings and share with other teachers so that they can use these online tools in their own tutoring and help sessions as well as in their classrooms for teaching and in small groups. By ensuring that I am up to date on emerging technologies I can help other teachers learn more about what they can use in their classroom. This impact can be assessed though surveys at the end of professional development to see if teachers feel the tools are useful.