## UNSTRUCTURED Field Experience Log & Reflection Instructional Technology Department

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		Thomas County		
Course:		Professor/Semester:		
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## Part I: Log

(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 rows. Thank you!)

Date(s)	1 <sup>st</sup> Field Experience Activity/Time						PSC/ISTE Standard(s)			<b>Reflection</b> (Minimum of 3-4 sentences per question)
7/7/14I worked with four girls in my neighborhood in math. I conferenced with their parents and learned they each were struggling in 3 <sup>rd</sup> grade math. Their parents shared their report card and I found the common element they all needed was division and word problems. I decided 									<ol> <li>Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</li> <li>The girls used the online SLDS game Operation Blustery Day and Operation Snowman. Each of these games asks the student which math operation is needed for the word problem. Before allowing them to answer the problem I provided large chart paper and had each of them draw out the problem and defend their answer to the other three. These</li> </ol>	
<b>DIVERSITY</b> (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)										
Et	Ethnicity P-12 Faculty/Staff		P-12 Students			drawings helped identify where the				
D / E41		P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12	students misconceptions were. The
Race/Ethnicity	y:									student who proposed the right answer
Black							X			the case of Operation Snowman another
Hispanic										part of his body is built. This game
Native American/Alaskan Native										helped them understand the correct
White							x			operation for word problems.
Multiracia	1						X			Next we used fraction builder in SLDS
Subgroups:										to help with their division skills. This
Students w	vith Disabilities									game was a real challenge for the
Limited Er	nglish Proficiency									students. The game is extremely visual
Eligible fo	or Free/Reduced									as the students had to create a
Meals										representation of fractions with either squares or circles. It also had a feature
										of a number line that moved allowing the

students to see when they were close to the right answer.

I learned you can never be too prepared. It took some time for me use the game and to formulate an idea on **how** I wanted it used, just plugging students into the game was **not** what I wanted. Additionally, there was no down time as I knew what to expect.

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.)

Knowledge and Dispositions: I used all the SLDS games before I introduced it to the students. I did not want any surprises that would take them off task (3.6). I do not teach this grade and wanted to be very familiar with the online game to be sure it fit the students' needs (3.2, 2.1).

Skills: This tutorial facilitated the use of online and traditional paper learning. I felt like Operation Blustery Day and Operation Snowman was a perfect match to help facilitate dialogue, proving your work and collaboration (2.3). As well, with Fraction Builder I was able to use two computers and pair the students, allowing again dialogue and collaboration (3.2).

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

The summer allowed me time to investigate the resources of SLDS that I don't usually have time for. I will be able to discuss my discoveries during

teacher planning time and professional learning time. The games allowed the students to visually see when their answers were right, wrong or when they were getting close to the right answer. As well, the dialogue and collaboration they experienced further helped facilitate their thinking about math. The games were also fun and the girls were completely engaged in the lessons.