# UNSTRUCTURED Field Experience Log \& Reflection 

Instructional Technology Department

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| Course: <br> 7410 Instructional Leadership | Professor/Semester: <br> Dr. Fuller |  |

## 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) | $1{ }^{\text {st }}$ Field Experience Activity/Time |  |  |  |  |  | PSC/ISTE Standard(s) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 7/7/14 | I worked with four girls in my neighborhood in math. I conferenced with their parents and learned they each were struggling in $3^{\text {rd }}$ grade math. Their parents shared their report card and I found the common element they all needed was division and word problems. I decided to use SLDS with the girls because the site allows me to choose an activity by choosing the students' grade, subject and element of the standard they need help with. As I still have access to it during the summer I felt this was the perfect tutorial for the girls. |  |  |  |  |  | 2.1, 2.3, 3.1, 3.6, |  |  |
| DIVERSITY |  |  |  |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  | x |  |  |
| Multiracial |  |  |  |  |  |  | X |  |  |
| Subgroups: |  |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |  |


#### Abstract

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?


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 drawings helped identify where the students misconceptions were. The student who proposed the right answer clicked on the operation choice and, in the case of Operation Snowman, another part of his body is built. This game helped them understand the correct operation for word problems.

Next we used fraction builder in SLDS to help with their division skills. This game was a real challenge for the students. The game is extremely visual as the students had to create a representation of fractions with either squares or circles. It also had a feature of a number line that moved allowing the

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
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.

