

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015

Candidate: Amy Calley	Mentor/Title: Sandra Lake/ Instructional Technology Coach, STEM Coordinator	School/District: Brumby Elementary/ Cobb County School District
Course: No Course Specified		Professor/Semester: Fall 2019

(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 pages. Thank you!)

Date(s)	1 st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
3-28-19	Mentoring session with Wheeler High School students at Brumby Elementary to develop preliminary STEAM entries [1 hour]	2.1, 2.3, 3.2, 4.3, 6.3	2a, 2c, 3b, 5c
4-11-19	Second mentoring session with Wheeler students to provide guidance and support to Brumby students in developing STEAM submission [1 hour]	2.1, 2.3, 3.2, 4.3, 6.3	2a, 2c, 3b, 5c
4-18-19	Third mentoring session with Wheeler students to finalize STEAM submissions with Brumby students [1 hour]	2.1, 2.3, 3.2, 4.3, 6.3	2a, 2c, 3b, 5c
4-25-19	Participation in STEAM Symposium at Wheeler High School [2 hours]	3.7, 6.1, 6.3	3g, 6a, 6b

First Name/Last Name/Title of an individual who can verify this experience:
Sandra Lake, Instructional Technology Coach, STEM Coordinator

Signature of the individual who can verify this experience:
Sandra Lake

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	X	X				X		X
Hispanic						X		X
Native American/Alaskan Native								
White	X	X				X		
Multiracial						X		X
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals						X		X

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? This field experience involved working with eight students from Wheeler High School in collaboration with four groups of Brumby students who were entering the STEAM Symposium at Wheeler with various projects based upon Science, Technology, Engineering, Art, and Mathematics. The Wheeler students, who were participants in the Fine Arts Pathways and Career Tech Pathways at their school (as part of the STEM Academy), assisted Brumby students with developing ideas, incorporating technology and arts, and finalizing collaborative projects to be presented at the STEAM Symposium. Prior to meeting with Brumby students, two colleagues and myself gave Wheeler students an overview as to how to assist groups with the technology aspect of their symposium submission. From this experience, I learned how to work with high school students to develop a collaborative relationship with elementary students through use of technology to support STEAM initiatives.

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 - I gained knowledge in using technology with a grade level outside of my area of expertise, as well as creating a relationship between elementary and high school students with a common goal of developing a successful STEAM project. I learned how to implement a technology-enhanced learning experience across age and grade levels.

Skills - I gained skills in mentoring students of varying ages and grade levels in integrating science, math, technology, engineering, and art specific to a project/goal. Skills were also developed in managing digital tools and resources as part of an authentic learning experience. Because the participants were of varying ages, grade levels, and ethnicities, I gained skills in supporting diverse learner needs.

Dispositions – My confidence in working with students outside of my level of expertise, including grade level and subject matter, was increased through working initially with the high school students and then supporting the collaborative efforts of the high school and elementary. I am more confident in use of digital tools and resources to develop a project relating to STEAM, and to apply the knowledge and skills gained in other areas of instruction and projects.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? This field experience impacted student learning in that elementary students were able to develop a positive relationship with myself, colleagues, and high school students through development of a STEAM project for display and explanation to those visiting the STEAM Symposium. The impact could be assessed by implementing a survey for STEAM Symposium visitors and participants as to their evaluation and understanding of the technology being used, and by observation of the conversations that both elementary and high schools students had with visitors to the Symposium that viewed their work.