

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015

Candidate: Amy Calley	Mentor/Title: Sandra Lake/ITS	School/District: Brumby Elementary School/Cobb County
Course: ITEC 7445 Multimedia and Web Design		Professor/Semester: Jordan Cameron/Summer 2018

(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)
7/1/2018	Introduction to Starfall website (www.starfall.com) and preview of the levels/categories in order to evaluate how student's needs can be best met. Student was guided through the ABCs, Learn to Read, It's Fun to Read, and I'm Reading and it was determined that student is at Level 2, Learn to Read. (9am-10:30am = 1.5 hrs)	2.1, 2.3, 2.5, 2.7	2a, 2c, 2e, 2g

First Name/Last Name/Title of an individual who can verify this experience:
Karyn Bacon/parent

Signature of the individual who can verify this experience:

Karyn Bacon

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	X				X			
Multiracial								
Subgroups:								
Students with Disabilities					X			
Limited English Proficiency								
Eligible for Free/Reduced Meals					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? During the field experience, I learned how to use a reading website with different levels in order to assess a student's needs. I was able to work with the student using games and activities to analyze her knowledge of the alphabet, word recognition, use of phonics, as well as comprehension. The student was successful with the alphabet and the initial activities in Level 2 "Learn to Read". Level 3 "It's Fun to Read" provided some challenges as far as word recognition and sounding out words, and Level 4 "I'm Reading" was much too difficult. It was determined that the student should practice reading skills at Level 2.

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 learned how to model and facilitate the implementation of technology-enhanced learning aligned with student content standards and technology standards. By taking the student through each level of the Starfall website, I was able to determine the best level to begin working at to meet the student's needs at this time.

Skills – I was able to model and facilitate the use of digital tools and resources to engage the student, in support of the development of higher order thinking skills such as analyzing, evaluating, and metacognition. Through exploration of the levels of reading in the Starfall website, I was able to help the student recognize her abilities as far as letter sound and word recognition as well as using pictures for context clues.

Dispositions – I feel more confident in evaluating a student's needs through use of technology, specifically through the different levels of the website. By having the student work through a portion of each one, I was able to see more clearly what the student was already successful with and where she could use support. This also helped the student to feel more confident about what she was capable of, and assessing through use of games and activities (technology) provided the engagement necessary in order to measure student learning and technology literacy.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? The experience of using the Starfall website in order to assess student abilities and needs increased my understanding of how technology can support engagement in the content area of reading, which would improve student learning by providing differentiation while increasing confidence. This impact can be assessed as student moves through the various levels and her knowledge is re-assessed in order to measure learning.

Date(s)	2 nd Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
7/5/2018	Use of games/activities in Level 2 "Learn to Read". Student moved through the Make a Word activities 1-7, working with vowel sounds and consonant blends in order to make words, and completing a correlating story (9am-10:30am = 1.5 hours).	2.8, 3.2, 3.4	2h, 3b, 3d

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Multiracial								
Subgroups:								
Students with Disabilities					X			
Limited English Proficiency								
Eligible for Free/Reduced Meals					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? During this field experience, the student was guided through games 1-7 of Level 2 “Learn to Read”. Each game consisted of a specific skill, such as vowel sounds, silent e, consonant blends, and reading from left to right. Each game correlated with a story that supported practice using that specific skill. The student was proficient in vowel sounds but initially struggled in sounding out words. As we went through the stories, her abilities and confidence improved with vowel sounds and silent e. Consonant blends also provided a struggle and the student listened to the corresponding stories out loud in order to gain more practice hearing the sounds while seeing the word. I learned how to coach a student through a process of using technology in order to practice and become more proficient in reading skills, while continuing to assess student needs.

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 – My knowledge of assistive technology has been increased by the experience of using 7 different games and corresponding stories in order to support individual student learning needs.

Skills – I am continuing learning how to analyze, evaluate, interpret results, and implement interventions through use of the levels and games/activities of the Starfall website.

Dispositions – I am more confident in moving forward with games 8-15 of Level 2 “Learn to Read”, and in my abilities to manage digital tools and resources within the context of student learning experiences.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? In working through the first 7 games of Level 2, I understand how to better use technology to impact student learning. The level of engagement is increasing for the student and had time permitted, she was eager and ready to move on to the next 8 games. I am also more prepared in being able to share this technology with colleagues in order to make a bigger impact within my school as a whole.

Date(s)	3 rd Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
7/7/2018	Continued to work through games 8-15 within Level 2 “Learn to Read” of the Starfall website, which included consonant blends, chunking, and vowel teams. The activities advanced into word sorting and also corresponded with stories that supported each skill. (9am-10:30am = 1.5 hours)	2.5, 3.2, 3.4	2e, 3b, 3d

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Eligible for Free/Reduced Meals					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? Continuing with games 8-15 in Level 2 “Learn to Read”, I learned how to further coach a student in using technology to practice consonant blends, chunking, and vowel teams through letter games, word sorts, and stories that corresponded with each skill set. As the student struggled with some of the consonant blends within the stories, I was able to go back through the games/sorting activities in order to reinforce what we previously practiced. Continued use of the Starfall website has helped me understand how the activities build upon each other and how this type of technology can support specific skills necessary for reading fluency.

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 – Increased understanding of adjusting content and process in order to support student achievement based upon analysis of readiness levels, student interest, and personal goals. Working through the last 8 games, I was able to reflect upon what I had learned about use of activities, combined with student observation, in order to help student meet goals of activities.

Skills – Improved management of student resources within the learning experience and continued facilitation of assistive technology as I was able to adjust and revisit activities based upon student needs, and further explore the activities in Level 2.

Dispositions – As I continue working through the Starfall website with student, I am gaining insight as to how technology can truly assist students with deficiencies in reading, as well as provide confidence as student recognizes how certain skills relate to one another and how the specific skills enable words to form and make meaning.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? A specific way that I have found this website supports student learning is that the skills build upon one another and can be revisited easily, so that students themselves can discover how to navigate their learning and take ownership. This gives the student a sense of confidence about their abilities, as they are not just working on one skill that they struggle with but on several skills which may include things they know and need to know.

Date(s)	4 th Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
7/8/2018	Explored Level 3 “It’s Fun to Read” within the Starfall website. Student began with the “All About Me” activities, which allowed for further practice of skills presented in Level 2, and continued into the “Art Gallery”, which supported student interest in the visual arts while expanding upon word recognition and use of pictures for clues. (9am-10:30am = 1.5 hours)	2.4, 3.2, 3.4, 6.1, 6.2, 6.3	2d, 3b, 3d, 6a, 6b, 6c

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Eligible for Free/Reduced Meals					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? In beginning Level 3, the first activity “All About Me” was highly engaging for the student as it provided choices that involved the student building a character, adding a pet, describing living areas (kitchen, bathroom, bedroom) through picture/word matching and word scrambling. The choices built upon the skill sets that were practiced in Level 2, and unlike when we explored the entire site during field experience 1, the student was more eager to sound words out and make meaning on her own versus waiting for me to initiate her to do so. She was also more successful in matching words and pictures based upon beginning and ending sounds. The “Art Gallery” provided more of a struggle as she was unable to read many of the bigger words, but the words that corresponded with the details of the paintings were understood and recognized. We chose this specific activity due to her interest in visual art, and because of that, even though it was a more difficult activity for her, she was eager to continue working through the paintings in order to learn more about vocabulary and making meaning through sentence structure. As the student now understands how to navigate the site and how to activate the read-aloud aspect when she is struggling at Level 3, she is prepared to continue use of Starfall at home in order to support her reading goals.

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 – Increased knowledge of how to use Starfall in order to give student choices of activities. As the levels increase, the student has more options for independent learning, which supports higher order thinking skills such as evaluating, metacognition, self-regulation, and reflection. I learned how to support her in making a decision about what activities are appropriate, how to revisit games, and how to use the read-aloud option as a tool for understanding and advancing.

Skills – Increased ability to effectively model and facilitate technology-enhanced learning experiences. As the student’s abilities in reading improved, my personal skills in implementing the activities did as well.

Dispositions – I am eager to continue growing in my knowledge and skills of current and emerging technologies due to this field experience, in which I’ve had the opportunity to synthesize and apply understanding of how technology can improve reading skills and confidence of students in their own abilities.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? As I now more fully understand how technology that supports reading skills can be implemented, I plan to use the “Art Gallery” portion of the site within my visual art lessons in order to assist my students in that subject area. I am also able to coach other teachers in use of Starfall.com to help struggling readers of various levels, and plan to share my knowledge with others when we return to school in the fall.