**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

|  |  |  |
| --- | --- | --- |
| **Candidate:  Leah Kurtz** | **Mentor/Title:  Keith Brown, Ed.S./Social Studies Teacher** | **School/District:  Kell High School/Cobb County** |
| **Course:** ITEC 7305 Data Analysis and School Improvement | | **Professor/Semester:** Dr. Judith Jones/  Summer 2014 |

**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)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| 6/17/2014  6/19/2014  6/20/2014  6/23/2014  6/25/2014 | For this field experience, I worked one-on-one with Jack, an upcoming second grader who is eligible for free or reduced lunch, to develop a practice portfolio for acceptance into Cobb County’s gifted program. We worked over the course of six hours to develop, research, and create a final assessment of his choice. Jack wanted to focus on airplanes over the last 100 years. [5 hours] | PSC 2.1/ISTE 2a  PSC 2.2/ISTE 2b  PSC 2.3/ISTE 2c  PSC 2.4/ISTE 2d  PSC 3.2/ISTE 3b  PSC 3.4/ISTE 3d  PSC 4.1/ISTE 5a  PSC 6.3 | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  I learned a great deal about technology facilitation and leadership from completing this field experience with Jack (pseudonym). Jack is an upcoming second grader from an underprivileged background, and his mother is pretty sure that he is gifted, but he has not been registering on assessments given by the county. Jack and I worked on researching and developing a portfolio on airplanes over the last 100 years. Jack utilized a variety of search engines and finally created a PowerPoint to display his new knowledge.  **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.)**  Working with Jack challenged me as I am not used to working with students as young as he is. However, I was able to introduce Jack to a few new search engines, and we worked together to develop his PowerPoint on airplanes over the past 100 years. I am a big believer that all students can succeed, and working with Jack forced me into proving that.  **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 will impact student learning for Jack. He is going to be showing his new teacher his PowerPoint in the fall when school begins. This impact can best be assessed by reviewing his scores from teachers on this PowerPoint and if he gains admittance into the gifted program. I do believe that Jack is a gifted student, but at times, gifted students from lower socioeconomic statuses are underrecognized. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  | X |  |  |  | | | |