Field Experience Log & Reflection

School of Instructional Technology & Innovation – *Updated Fall 2021*

Candidate: Mari Mullen	Mentor/Title: Susan Thach / Library Media Specialist	School/District: Sanders Elementary / Cobb County
Course: ITEC 7400 – Technology, Teaching, and Student Engagement		Professor/Semester: Dr. Jo Williamson / Fall 2022

Date(s)	Field Experience Activity/Time	PSC Standard(s)/ISTE Standard(s) Ex: (PSC-IT 1.1, ISTE-E 1a)	
10/04/2022 10/06/2022- 10/07/2002 10/13/2022 10/17/2022 10/18/2022	team training – 45 minutes set up online assignments – 90 minutes 1 student – 10 minutes 14 students – 140 minutes 2 students – 20 minutes	PSC-IT 1.3, ISTE-E 1c PSC-IT 4.1, ISTE-E 4a PSC-IT 4.2, ISTE-E 4b PSC-IT 4.4, ISTE-E 4d PSC-IT 5.1, ISTE-E 5a PSC-IT 5.3, ISTE-E 5c PSC-IT 6.2, ISTE-E 6b	PSC-IT 7.1, ISTE-E 7a PSC-IT 7.2, ISTE-E 7b PSC-IT 7.3, ISTE-E 7c PSC-IT 8.3

<u>First Name & Last Name/Title</u> of an individual who can verify this experience: Jamie Crunkelton / 5th grade teacher	<u>Signature</u> of the individual who can verify this experience: *Jamie Crunkelton*

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						X		
Black	X	X				X		
Hispanic						X		
Native American/Alaskan Native								
White	X	X						
Multiracial						X		
Subgroups:								
Students with Disabilities						X		
Limited English Proficiency						X		
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 integration and/or technology coaching from completing this field experience?

As part of my role as an interventionist, I must assess the students' reading fluency for my Progress Monitoring Data. During a team meeting, our Technology Training Integration Specialist and Academic Coaches introduced us to the Reading Progress tool as part of the Microsoft Teams application. Here, I was able to upload reading passages on each student's level and assign it to them. Students used headsets with video and microphone capabilities to record their reding. This recording calculates a student's average words per minute and average accuracy rate so an oral fluency score could be obtained. This field experience gave me the opportunity to learn about a brand-new tool and how to best use it in my classroom. I will continue to use this as part of my quarterly Progress Monitoring Data.

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/ISTE-E standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

Knowledge – current research that can best support improved student learning outcomes; cultural competency was essential for communicating with all my students, especially those with disabilities and limited English proficiency; students' current reading level to be able to personalize their learning experience; use technology to assess the students from paper to computer and communicate back to them on their progress

Skills – collaborate with colleagues effectively to practice using the new tool; use the newly learned tool, Reading Progress, effectively; calculate oral fluency scores, working with students by helping them troubleshoot as it was their first time using this tool; manage the use of technology; evaluate and reflect on the professional learning of this program

Dispositions – willingness to try something new; being comfortable using the technology effectively; encouraging students in a positive way to also try something new (this was the first time they were asked to record themselves reading using the video and audio)

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

During this field experience, I had the opportunity to collaborate with my team and learn the use of a new technology tool. This tool is extremely useful, especially in elementary school where we are tasked with helping students improve not only their reading comprehension but their reading fluency. The data provided from this field experience can be used to monitor students growth and drive instruction.