



Field Experience Log & Reflection

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

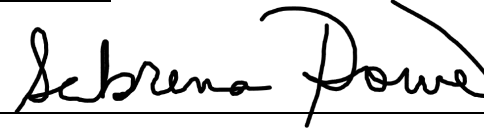
Candidate: Mari Mullen	Mentor/Title: Susan Thach / Library Media Specialist	School/District: Sanders Elementary / Cobb County
Course: ITEC 7485 – Creating with Emerging Technology		Professor/Semester: Dr. Jason Harron / Fall 2022

Date(s)	Field Experience Activity/Time	<u>PSC Standard(s)/ISTE Standard(s)</u> Ex: (PSC-IT 1.1, ISTE-E 1a)	
11/08/2022	Session 1 – Understanding Reports & Data in DreamBox – 50 minutes Session 2 – Number Sense – Multiplication and Division Fluency / Word Problems – 50 minutes Session 3 – How do I Support Students with Disabilities in the Intervention Classroom? – 50 minutes Session 4 – Creating Opportunities for Academic Conversations for English Learners – 50 minutes Session 5 – Trauma-informed Practices – 50 minutes Session 6 – Table Topics – 50 minutes	PSC-IT 1.1, ISTE-E 1a PSC-IT 1.2, ISTE-E 1b PSC-IT 2.1, ISTE-E 2a PSC-IT 2.2, ISTE-E 2b PSC-IT 4.1, ISTE-E 4a PSC-IT 4.4, ISTE-E 4d PSC-IT 5.1, ISTE-E 5a PSC-IT 5.2, ISTE-E 5b 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 8.1 PSC-IT 8.3 PSC-IT 8.4

First Name & Last Name/Title of an individual who can verify this experience:

Sabrena Dowe / AC Math Teacher, Math Interventionist

Signature of the individual who can verify this experience:



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

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 participate in district wide Interventionist Professional Learning Days. During these learning and collaboration days, we have different sessions to choose from and time to work with other interventionists across all grade levels. I attended the following sessions, and these were my technology takeaways from them:

Session 1 – Understanding Reports & Data in DreamBox – I reviewed how to identify areas of struggle within standards and across grade levels, monitor learning growth over time with automatically generated progress reports, and predict if students are on track to meet individualized learning goals.

Session 2 – Number Sense – Multiplication and Division Fluency / Word Problems – I engaged in hands-on activities to investigate multiplication and division fluency strategies. I also practiced using strategies such as the relationship between multiplication and division, the properties of operations, doubling, halving, decomposing a factor, removing a group, and partial quotients. Teachers shared different websites they recommend for virtual manipulatives and online fact fluency practice.

Session 3 – How do I Support Students with Disabilities in the Intervention Classroom? – We reviewed important components to take into consideration when working with students with disabilities in an interventionist classroom. We also discussed essential information and strategies to support students with disabilities including the use of assistive technology.

Session 4 – Creating Opportunities for Academic Conversations for English Learners – This session discussed the online assessment English Learners take, called ACCESS, and learned how the scores can be used to jumpstart language and literacy in our classes.

Session 5 – Trauma-informed Practices – I learned the importance of having a trauma informed learning environment, along with practical ways to implement evidence-based interventions and build resilience among my students. Practical ways included discussing computer “free time” as teachers often use this as a distraction mechanism.

Session 6 – Table Topics – This session was a collaboration between all interventionists.

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 – having a shared vision that empowers learning with technology; cultural competency was essential for communicating with different colleagues; be able to personalize students’ learning experience; design authentic learning activities; use technology to assess the students and communicate back to them on their progress

Skills – advocate for equitable access to educational technology; collaborate with colleagues effectively to create authentic learning experiences; manage the use of technology; evaluate and reflect on the professional learning sessions

Dispositions – set goals willingly and reflect on their effectiveness; actively network and seek collaboration outside of the local school; willingness to try something new; being comfortable using the technology effectively

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 local team but also tens of other interventionists across the district. The sessions reviewed important components to take into consideration when working with students of all different abilities; equipped me with the tools needed to monitor progress within the technology resources we are required to use and provided new technology resources. All this knowledge will be used to monitor students’ growth and drive instruction as it would greatly impact their learning and school improvement at large.