**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

|  |  |  |
| --- | --- | --- |
| **Candidate:** Kathleen Landolt | **Mentor/Title:** Lena Adams/Media Specialist | **School/District:** Adairsville High School/Bartow County |
| **Course:** 7400 21st Century Teaching and Learning | | **Professor/Semester:** Dr. Williamson/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) |
| 6/25/2014  6/26/2014  6/27/2014 | Explored “teoria” music theory web site including tutorials and practice exercises [2 hours]  Continued to explore the site including reference materials and articles related to music and analysis [2 hours]  Explored the lessons, exercises, and tools on musictheory.net [2.5 hours] | PSC 3.3, 3.5, 3.6, 6.1/ISTE 3c, 3d, 3e, 6a | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  After reading about productivity tools, I decided to search for tools related to learning music. I found two great sites that can be used to help students with music theory/reading. Through this experience I learned that there are quality productivity tools available for virtually any content area which will help me coach others in the future.  **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.)**  Through this experience I learned to find and evaluate online productivity tools. This will help me in planning online and blended learning opportunities for my students, so that they can continue to learn outside of the classroom. These skills will also help me as I coach others to find and use tools that will help in their content areas. Both of the productivity tools I found during this field experience can be used at any grade level, depending on the students’ musical experiences, so I shared them with the other music educators in my school district for use in their classes as well.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This experience will impact student learning by giving students a tool to help them practice music theory/reading skills. The impact of this will be assessed by improved music reading abilities and sight-reading skills. I also shared these productivity tools with the other music teachers in the district, which will impact faculty learning. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 | X | X | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White | X | X | X | X | X | X | X | X | | Multiracial |  |  |  |  | X | X | X | X | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  | X | X | X | X | | Limited English Proficiency |  |  |  |  | X | X | X | X | | Eligible for Free/Reduced Meals |  |  |  |  | X | X | X | X | | | |