

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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Course: 7430 ITEC Internet Tools		Professor/Semester: Dr. Frazier



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Part I: Log

(This log contains space for up to 5 different field experiences for your 10 hours. You may only need one! If you have fewer field experiences, just delete the extra rows. If you have more than 5 field experiences, please copy and paste additional rows. Thank you!)

Date(s)	1 st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>
Feb 23 Feb 27 Feb 28 March 6 March 7 March 22	ELL Field Work Project Reading – Individual and small group instruction- 3 hours Used Seesaw app to practice and record reading activities Math – Individual and small group instruction – 2 hours Used Osmos to practice/develop math skills	PSC 2.1/ISTE 2a PSC 2.2/ISTE 2b PSC 3.1/ISTE 3a PSC 2.8/ISTE 2h PSC 2.7/ISTE 2g PSC 2.6/ISTE 2f PSC 2.5/ISTE 2e PSC 2.4/ISTE 2d PSC 2.3/ISTE 2c PSC 3.2/ISTE 3b PSC 3.5/ISTE 3e PSC 3.6/ISTE 3f PSC 4.3/ISTE 5c PSC 6.1/ISTE 6a, 6b PSC 6.3	1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? I worked with a small group of 1 st grade ELL students, and more intensely with one student in particular, in the area of math and reading. I learned how technology can facilitate learning for ELL learners by providing additional scaffolding and support. By reflecting frequently, using student formative assessment data, and consulting with the teacher I was able to use technology to support the ELL students in building their skills in content area skills. 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.)

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

Knowledge- This experience exposed me to 1st grade content standards in which I had to use research-based, learner-centered strategies to address the needs of a diverse group of learners. It was important to use technology to give authentic learning experiences which was possible through using the Seesaw app. Using the Osmo games for math required the students to use critical thinking skills, problem-solving skills, and metacognition to get through the various levels.

Skills- I improved on my skills in managing digital tools and resources in the context of student learning experiences by having students collaborate on devices while providing learning experiences that engaged the students. At times I had to trouble shoot software and hardware issues that came up during the learning time so that students did not lose critical time. This led to putting effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources.

Disposition- Working with this age group was new to me. I had to develop ways to engage students in effective technology-enhanced learning experiences that are accessible to students with little to no knowledge of online tools. Also, I had to provide instruction in learning-centered strategies and vocabulary they knew to activate prior knowledge to build new knowledge.

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 directly impacted the small group of students I was able to work with. These students improved on their reading skills and math skills. Additionally, they learned technology skills they otherwise might not have learned as quickly because I was able to work with them in a small group. This

	<p>project also impacted, although in the small way, to the school's improvement plan. Small group direct instruction for ELLs is a research based strategy for improving reading and math levels which is a part of the school's plan.</p>
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