

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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Course: Internet tools in the classroom		Professor/Semester: Dr. Timothy Clark

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>																																																																																																												
11/12/2014 11/13/2014 11/17/2014 11/18/2014 11/19/2014 11/20/2014	45 minutes 45 minutes 45 minutes 45 minutes 45 minutes 45 minutes	PSC 2.1 PSC 2.2 PSC 2.3 TF-IV A.1 TF-III.D.1	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p> <p>This field experience involved working with a 4th grade ELL student. She learned about phases of the moon. Assignments were posted in Edmodo. The student listened to a song, watched a Brainpop movie, visited interactive websites, and reviewed content from her science book. She used the information to make a poster and presented her project to the class. She used word to find pictures to print information for her poster. I learned that using the various strategies helped the student. She understood the phases of the moon, presented a correct poster, and explained the phases to the class. This experience reinforced the importance of using various</p>																																																																																																												
<p>DIVERSITY (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Ethnicity</th> <th colspan="4" style="width: 25%;">P-12 Faculty/Staff</th> <th colspan="4" style="width: 25%;">P-12 Students</th> </tr> <tr> <th></th> <th style="width: 5%;">P-2</th> <th style="width: 5%;">3-5</th> <th style="width: 5%;">6-8</th> <th style="width: 5%;">9-12</th> <th style="width: 5%;">P-2</th> <th style="width: 5%;">3-5</th> <th style="width: 5%;">6-8</th> <th style="width: 5%;">9-12</th> </tr> </thead> <tbody> <tr> <td>Race/Ethnicity:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Asian</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Black</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Hispanic</td> <td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">X</td><td></td><td></td> </tr> <tr> <td>Native American/Alaskan Native</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>White</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Multiracial</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Subgroups:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Students with Disabilities</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Limited English Proficiency</td> <td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">X</td><td></td><td></td> </tr> </tbody> </table>				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			Native American/Alaskan Native									White									Multiracial									Subgroups:									Students with Disabilities									Limited English Proficiency						X		
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methods, and technology. The student watched the video several times, listened to the song several times, and used the interactive website. I don't think she would as successful without using technology.

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.)

This field experience was vital in the ability for me to teach all students and teachers. My district has several students who are ELL. I have three or four students who fall into this category every year. The strategies and resources that the module taught are beneficial to my students and my ability to help other teachers as they use technology for our ELL students. I knew a lot about our ELL population but there were things that I thought were fact that were actually myths. The field experience enabled me to design and implement technology enhanced learning experiences that were supportive of the modalities of learning necessary for my student. I was able to use Edmodo and interactive websites that I evaluated and applied in the classroom. The student was engaged and enjoyed learning with these technology tools.

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 has improved student learning by adding strategies and resources for working with ELL

	<p>students. This also enables me to share the strategies and resources with faculty and staff. The impact can be assessed by student achievement in projects, rubrics, observations, and standardized tests.</p>
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