

## UNSTRUCTURED Field Experience Log & Reflection

### Instructional Technology Department

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<b>Course:</b> ITEC 7430 Internet Tools in the Classroom		<b>Professor/Semester:</b> T.Fraizer/Fall 2012

#### 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 <sup>st</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
9/05/12 9/12/12 9/19/12 9/26/12 10/3/12 10/10/12 10/17/12 10/24/12 11/07/12 11/14/12	ELL Field Experience: 5 hours (30 minutes each day)	PSC Standards 3.6, 4.3  ISTE Standards 5b, 5c	<p><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b></p> <p><b>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)</b></p> <p><b>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?</b></p>
<p><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b>            During this field experience, I worked with a first grade student on mastering the concept of solving word problems and the importance of visualization/understanding while solving them. We worked on the following skills: using addition and subtraction within 20 to solve word problems involving situations of “putting together and “taking apart”, and connecting key math vocabulary terms for addition and subtraction words with meaning by using nonverbal clues and nonlinguistic representation of ideas, including modeling. As a result of this field experiment, I gained knowledge for working with English Language Learners and learned effective strategies to strengthen their academic progress. I learned that technology is important because we used the iPad at times during this experience. Technology provided stimulation and at times we’d look up proper translation from English to Spanish and vice versa. Having this dual-language connection helped close the bridge between what the child needed to know and what he already knew.</p>			
<p><b>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</b></p>			

**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.)**

As a technology facilitator, it is very important to be aware the proper knowledge, resources, and method of delivery required of a person in that role. Having an understanding of the ELL learner and the effective ways to instruct, helped me model and facilitate the use of digital tools and resources to support diversity, enhance cultural understanding, and increase global awareness. Also, the fact that I could reflect on this experience with the school community helped me educate them on the use of technology with ELL and while working with ELL in general.

**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 student learning because of the fact that I directly worked with a student. From the ELL module in this course, I learned that teachers should give language learners many opportunities to read and write in meaningful contexts, in their first and second languages. I also learned that teachers should draw on effective strategies for increasing literacy skills, and integrate technology to support writing instruction and motivate students to use written language to communicate. Since students to develop literacy skills in their native language, transferring these skills to learning English is the next effective step. Finally, I learned that teachers should work from student strengths by building on what students already know. The experience helped me see this, use it with a specific student, and I can now use this knowledge the future. It can therefore be expected that other students will learn from my experience because of the new knowledge gained.

Date(s)	2 <sup>nd</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
11/11/12	Prepared PowerPoint for an information session (PowerPoint) that introduced various Internet Tools and showed ways to integrate them into classroom lessons. (2 hours)	<b>PSC Standards</b> 2.1, 2.2, 2.5,3.2,3.6,6.1,6.2,6.3 5.2	<b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b>  <b>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.)</b>  <b>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?</b>
11/27/12	Hosted information session introducing various Internet Tools and their integration into classroom lessons to the Technology Professional Learning Committee, to share with their team level. (1 hour)	<b>ISTE Standards :</b> 2a,2b,2e,3b,3f, 4b, 6a,6b,6c	
12/3/12	Hosted information session introducing various Internet Tools and their integration into classroom lessons to coworkers interested in improving their technology integration knowledge. (2 hours)		

<b>DIVERSITY</b>								
(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
<b>Race/Ethnicity:</b>								
Asian					X	X		
Black	X	X			X	X		
Hispanic	X				X	X		
Native American/Alaskan Native					X	X		
White	X	X			X	X		
Multiracial	X	X			X	X		
<b>Subgroups:</b>								
Students with Disabilities					X	X		
Limited English Proficiency					X	X		
Eligible for Free/Reduced Meals					x	x		

**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**

My mentor in the program, an Assistant Principal for my school, sent out a technology needs survey to my staff at the beginning of the school year. One area of need was training on how to use the internet to increase student learning. I created a PowerPoint presentation in preparation for an information session that introduced various Internet Tools and showed ways to integrate them into classroom lessons. I took this information and first presented it to the school technology team, which I am a grade level representative for. This session allowed me to deliver content to teachers from each grade level, which they could choose to redeliver at their own convenience. After this particular session, I reflected on my delivery practices and hosted an information session introducing various Internet Tools and their integration into classroom lessons to coworkers interested in improving their technology integration knowledge. I learned that a proper leader learned listens to the people they are helping, and structures what they do based off of the people's needs. Just like a good teacher bases instruction off of the readiness levels and needs of their students, a good leader of teachers does the same.

**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 experience showed me how to create a professional learning opportunity for staff members. I learned any professional learning opportunity needs to be driven by need, carefully planned for, and that the presenter must have proficient skills with the product. After I conducted multiple sessions, I started to reflect and evaluate the effectiveness of my training. I made sure to plan ahead of time for a variety of questions and structured sessions based on a group of individual's needs. I reflected after my first session, changed strategies based on what I concluded, and saw growth in my knowledge as well as skills the internet tools: Prezi, VoiceThread, YouTube, Flickr, Podcasting, StoryJumper, Blabberize, Wikis, and RSS Feeds. Applications that I had knowledge of turned into proficiency after working with them multiple times within this course, then within my redelivery. The way that I conducted myself during the professional learning opportunities was reflected on. I really began to see how to be an effective presenter and trainer. This was something that I applied to improve personal productivity and my professional practice.

**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 impacted school improvement and faculty development. I was able to facilitate professional development opportunities to staff members and meet their specific needs. Teachers were comfortable asking questions because they had the opportunity to do so in a relaxed environment. This supports faculty development and school improvement, because it was generated from within the staff. There was no outside presenter or obligation. Staff members were able to have their needs met and student learning therefore resulted. I also felt like I had gained positive relationships with staff members during this experience, and I know others are more comfortable coming to me with questions or concerns because of this professional learning effort. This impact cannot necessarily be assessed, but as student learning will likely increase because of the rigor and student driven learning that Web 2.0 tools naturally promotes.