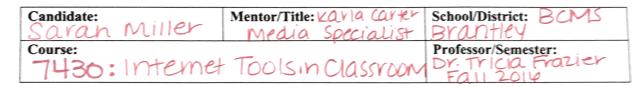
UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department - Updated Summer 2015



(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete <u>one</u> field experience totaling 5 hours! If you have fewer field experiences, just delete the extra pages. Thank you!)

Date(s)		1* Field Experience Activity/Time					ISTE Standard(s)						
OCT.	Writing Brains & Graphic Org	PSC	3.2 3.7		ISTE-T 1.C 4.B								
First Name/I	ast Name/Title of an individual who c	an verify th	is Signat	ure of the	individ	ual who c	an verif	y this experien					
experience:	1 Rees, Teacher		Ţ.) ev	an	P	le	3					
	DIVERSITY (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)												
	Ethnicity	P-12	Faculty/St	aff		P-12 St	Students						
		P-2 3-	5 6-8	9-12	P-2	3-5	6-8	9-12					
					55	11.	1	5 8					
	Race/Ethnicity:						100	10 III III III III III III III III III I					
	Race/Ethnicity: Asian							X					
								X					
	Asian Black Hispanic							×					
	Asian Black							×					
	Asian Black Hispanic							X					
	Asian Black Hispanic Native American/Alaskan Native							×					
	Asian Black Hispanic Native American/Alaskan Native White							×					
	Asian Black Hispanic Native American/Alaskan Native White Multiracial							×					
	Asian Black Hispanic Native American/Alaskan Native White Multiracial Subgroups:							×					

Date(s)	2 nd Field Experience Acti	vity/Tin	ne 👘 👘		PSO	C Standa	rd(s)		ISTE St	tandard(s)	
OCt.	Writing Rough D	writing Rough Draft Zhrs. " and proof reading Zhrs."						ISTE-T I.C			
18	and proof read	ing		<i></i>		2.1			Ц	·B	
First Name/L	ast Name/Title of an individual who c	an veri	fy this	Signati	ire of the	individ	ual who	can veri	fy this ex	perience:	
experience.			·							•	
Deva	n Rees, Teacher			\mathcal{D}	eva	n	Per	N			
				RSITY							
	(Place an X in the box representit					volved in					
	Ethnicity	F	P-12 Fac	ulty/Sta	aff		P-12 St	tudents			
		P-2	3-5	6-8	9-12	9-12 P-2 3-5		6-8 9-12			
	Race/Ethnicity:										
	Asian								X		
	Black										
	Hispanic										
	Native American/Alaskan Native										
	White										
	Multiracial										
	Subgroups:										
	Students with Disabilities										
	Limited English Proficiency								X		
	Eligible for Free/Reduced Meals										

Date(s)	3 rd Field Experience Activity/Time					PSC Standard(s)			ISTE Standard(s)			
OCt. F	-inal Draft & Publish		Ih	.	PSC	, 3.2 3.7		ISTE	E-T	1.C 4.B		
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	<u>st Name/Title</u> of an individual who c	an veri	fy this	Signatu	<u>ire</u> of the	individ	ual who	can verif	fy this ex	perience:		
experience:				5	0 1	~ ^	10	~ ~ ~				
Devar	1 Rees, Teache	V			\mathbb{O}	()/)		021	V			
			DIVE	RSITY								
	(Place an X in the box representing	ng the rad	ce/ethnici	ty and sub	bgroups involved in this field experience.)							
	Ethnicity	Р	-12 Fac	ulty/Sta	aff		P-12 St	tudents				
		P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12			
	Race/Ethnicity:											
	Asian								X			
	Black											
	Hispanic											
	Native American/Alaskan Native											
	White											
	Multiracial]		
	Subgroups:											
	Students with Disabilities											
	Limited English Proficiency								人			
	Eligible for Free/Reduced Meals]		
	Hispanic Native American/Alaskan Native White Multiracial Subgroups: Students with Disabilities Limited English Proficiency								×			

UNSTRUCTURED Field Experience Log & Reflection Instructional Technology Department – Updated Summer 2015

Candidate: Sarah Miller	Mentor/Title: Karla Carter, Media Specialist	School/District: BCMS, Brantley County
Course:		Professor/Semester:
7430: Internet Tool	s in the Classroom	Dr. Tricia Frazier/Fall
		2016

Date(s)	1 st Field Experience Acti	vity/Time			PSC Standard(s)					ISTE Standard(s)	
October 17,	Writing Brainstorm and Graphic Organize	r- 2 hours			PSC 3.2				ISTE-T 1.C		
2016					PSC 3.7	,		ISTE-7	ľ 4.B		
	<u>ast Name/Title</u> of an individual who o	an verify	this	Signat	<u>ire</u> of the	e individ	ual who	can veri	fy this experie	ence:	
experience:						_					
Ms. Devan Re	ees, Teacher					<mark>0</mark>	N SCAN	NED CO	PY		
				RSITY		1 1.	.1				
		(Place an X in the box representing the race/ethnicity a									
	Ethnicity		ulty/Sta			1	tudents				
		P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12		
	Race/Ethnicity:										
	Asian								X		
	Black										
	Hispanic										
	Native American/Alaskan Native										
	White										
	Multiracial										
	Subgroups:										
	Students with Disabilities										
	Limited English Proficiency								X		
	Eligible for Free/Reduced Meals										
			D 7								
		Minimum		ection ntences per	augustian)						

1. Briefly describe the field experience. What did you learn about technology coaching and technology leadership from completing this field experience? During this field experience, I worked with my student on brainstorming ideas and filling out a graphic organizer for her writing assignment. This student is an ELL student and is not proficient in writing in English. We used Google Translate to connect some of the vocabulary words to her native language. In addition, we used dramatization and Google Images to determine the perfect English words to use in her short story. I filled out a graphic organizer as she dictated her ideas for her story. 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 standards in your answer and reflect on all 3-knowledge, skills, and dispositions.) Knowledge – Using my knowledge of potential Google tools, I was able to create an effective digital learning environment by modeling to my student how to use the tools. Skills – I was required to effectively manage digital tools and resources within the context of our lesson. We used Google to help bridge the language gap, as she is a native Mandarin speaker. I used Google Translate, which was not completely accurate, but got us close enough. In addition to Google Translate, I used Google Images to connect words to her background knowledge. Dispositions – My disposition needed to foster an environment in which diversity is respected, as well as being encouraging to my student who struggles with writing in English.

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 impacts student learning because I worked directly with one student on a very specific assignment. This can be assessed by her writing brainstorm and graphic organizer the student produced during the lesson.

Date(s)	2 nd Field Experience Activity/Time		PSC Standard(s)	ISTE Standard(s)
October 18, 2016	Writing Rough Draft and Proofreading- 2 hours		PSC 3.2 PSC 3.7	ISTE-T 1.C ISTE-T 4.B
First Name/L experience: Ms. Devan R	<u>ast Name/Title</u> of an individual who can verify this ees, Teacher	<u>Signatu</u>	<u>ure</u> of the individual who c <mark>ON SCANN</mark>	an verify this experience: ED COPY

Ethnicity	I	P-12 Fac	culty/Sta	aff		P-12 St	tudents	
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
Race/Ethnicity:								
Asian								Х
Black								
Hispanic								
Native American/Alaskan Native								
White								
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								Х
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 coaching and technology leadership from completing this field experience?

During this field experience, I worked with my student on writing a rough draft and proofreading based on our brainstorming graphic organizer for her writing assignment. This student is an ELL student and is not proficient in writing in English. We used Google Translate to connect some of the vocabulary words to her native language. In addition, we used dramatization and Google Images to determine the perfect English words to use in her short story. I modeled various sentence structures for my student to use in her writing. We used Google Docs to compose her short story. I collaborated with her on Google Docs by leaving suggestions and comments.

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 standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

Knowledge – Using my knowledge of potential Google tools, I was able to create an effective digital learning environment by modeling to my student how to use the tools.

Skills – I was required to effectively manage digital tools and resources within the context of our lesson. We used Google to help bridge the language gap, as she is a native Mandarin speaker. I used Google Translate, which was not completely accurate, but got us close enough. In addition to Google Translate, I used Google Images to connect words to her background knowledge.

Dispositions – My disposition needed to foster an environment in which diversity is respected, as well as being encouraging to my student who struggles with writing in English.

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 impacts student learning because I worked directly with one student on a very specific assignment. This can be assessed by her rough draft writing.

Date(s)	3 rd Field Experience Act	tivity/Ti	me		PSC Standard(s)			ISTE Standard(s)		
October 20,	Final Draft and Publish- 1 hour		PSC 3.2			ISTE-T 1.C				
2016					PSC 3.7	,		ISTE-1	Г 4.В	
First Name/L	<u>_ast Name/Title</u> of an individual who	can ver	ify this	Signat	<u>ire</u> of the	e individ	ual who	can veri	fy this ex	perience:
experience:				_		<mark>O</mark>	<mark>N SCAN</mark>	NED CO	<mark>PY</mark>	
Ms. Devan R	ees, Teacher									
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	(Place an X in the box represent	-		-		volved in		-		
	Ethnicity	P-12 Faculty/St						tudents		
		P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12	
	Race/Ethnicity:									
	Asian								Х	
	Black									
	Hispanic									
	Native American/Alaskan Native									
	White									
	Multiracial									
	Subgroups:									
	Students with Disabilities									
	Limited English Proficiency								Х	
	Eligible for Free/Reduced Meals	1								

Reflection

(Minimum of 3-4 sentences per question)

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

During this field experience, I worked with my student on writing her final draft and publishing it based on a rough draft composed in a previous tutoring session for her writing assignment. This student is an ELL student and is not proficient in writing in English. She used Google Docs to compose her short story and published to Google Classroom (where her teacher required).

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 standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

Knowledge – Using my knowledge of potential Google tools, I was able to create an effective digital learning environment by modeling to my student how to use the tools.

Skills – I was required to effectively manage digital tools and resources within the context of our lesson. We used Google to help bridge the language gap, as she is a native Mandarin speaker. I used Google Translate, which was not completely accurate, but got us close enough. In addition to Google Translate, I used Google Images to connect words to her background knowledge.

Dispositions – My disposition needed to foster an environment in which diversity is respected, as well as being encouraging to my student who struggles with writing in English.

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 impacts student learning because I worked directly with one student on a very specific assignment. This can be assessed by her final draft writing assignment.