

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015

Candidate: Sarah Miller	Mentor/Title: Karla Carter Media Specialist	School/District: BCMS Brantley
Course: 7430: Internet Tools in Classroom		Professor/Semester: Dr. Tricia Frazier Fall 2014

(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 pages. Thank you!)

Date(s)	1 st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
Oct. 17	Writing Brainstorm 2hrs & Graphic Organizer	PSC 3.2 3.7	ISTE-T 1.C 4.B

First Name/Last Name/Title of an individual who can verify this experience: Devan Rees, Teacher	Signature of the individual who can verify this experience: Devan Rees
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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								X
Black								
Hispanic								
Native American/Alaskan Native								
White								
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								X
Eligible for Free/Reduced Meals								

Reflection

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: 7430: Internet Tools in the Classroom		Professor/Semester: Dr. Tricia Frazier/Fall 2016

Date(s)	1 st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
October 17, 2016	Writing Brainstorm and Graphic Organizer- 2 hours	PSC 3.2 PSC 3.7	ISTE-T 1.C ISTE-T 4.B

First Name/Last Name/Title of an individual who can verify this experience: Ms. Devan Rees, Teacher	Signature of the individual who can verify this experience: <div style="text-align: center; background-color: yellow; padding: 2px;">ON SCANNED COPY</div>
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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								X
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Native American/Alaskan Native								
White								
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								X
Eligible for Free/Reduced Meals								

Reflection (Minimum of 3-4 sentences per question)
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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.

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.

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.