

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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Course: ITEC 7430 Internet Tools for the Classroom		Professor/Semester: Dr. Tricia Frazier / Fall 2013

Part I: Log

(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 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>																																																																																																																					
11/11/13, 11/12/13, 11/13/13, 11/14/13, 11/15/13, 11/18/13, 11/19/13, 11/20/13	6 hours: Working with ELL students to develop understanding of text structure.	PSC 2.1/ISTE 2a PSC 2.2/ISTE 2b PSC 2.5/ISTE 2e PSC 4.3/ISTE 5c PSC 6.3	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p> <p>I worked with the ELs in my classroom to improve their understanding of text structure for the standard: ELACC5RI5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. I used multiple forms of input (online video clips, graphic organizers, leveled and bi-lingual magazine articles, and ActivBoard games) to assist them in understanding the concept.</p> <p>I learned that technology has great potential to assist ELs in developing understanding in content areas. I also learned that while a strategy may work for some students, it may not work for all students, so being flexible and having knowledge of a variety of tools is very helpful in meeting the diverse needs of ELs.</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; margin: 0 auto;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 25%;">Ethnicity</th> <th colspan="4">P-12 Faculty/Staff</th> <th colspan="4">P-12 Students</th> </tr> <tr style="background-color: #e0e0e0;"> <th></th> <th>P-2</th> <th>3-5</th> <th>6-8</th> <th>9-12</th> <th>P-2</th> <th>3-5</th> <th>6-8</th> <th>9-12</th> </tr> </thead> <tbody> <tr style="background-color: #e0e0e0;"> <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 style="text-align: center;">X</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 style="text-align: center;">X</td><td></td><td></td> </tr> <tr style="background-color: #e0e0e0;"> <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> <tr> <td>Eligible for Free/Reduced Meals</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		X							Hispanic						X			Native American/Alaskan Native									White									Multiracial						X			Subgroups:									Students with Disabilities									Limited English Proficiency						X			Eligible for Free/Reduced Meals						X		
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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 furthered my understanding of the importance of using research-based, learner-centered strategies to address the diverse needs of all my students (PSC 2.1/ISTE 2a). My English Learners (ELs) need very specific and targeted instruction to meet the demands of our content standards, and at the same time, they must develop their English skills. It is imperative that I have the knowledge to assist them in making gains in both areas using a variety of methods, including technology.

Through this experience, I strengthened my skills in facilitating the use of digital tools and resources to support diverse student needs (PSC 4.3/ISTE 5c). As an educator, I must have the knowledge of various technologies to assist my students, but also possess the skills to know when and how to manage its use to assist students in reaching their full potential, no matter their background or culture.

It is important that I hold the disposition and attitude that not all my students will benefit from the same type of instruction. It is important that I naturally plan to differentiate for my students using different content, process, product, and learning environment (PSC 2.5/ISTE 2e). Technology can be extremely helpful in making these adjustments to my lesson plans to better

differentiate for the needs of all my students.

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 student learning at my school. My students not only benefitted from the variety of technology we used to master the standard, they are now more comfortable in accessing this technology on their own. Their new confidence in navigating various internet sites will assist them in their future learning, as they will know where to go to support their own understanding as they dive into new content throughout the school year.