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

Candidate: Hillary Johnson	Mentor/Title: Kathy Vinyard/Media Specialist	School/District: Lassiter HS/Cobb County
Course: ITEC 7430 – Internet Tools in the Classroom		**Professor/Semester:** Dr. Kathi Vanderbilt

(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)	1st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
3/21/16 through 4/1/16	I worked with an ELL student who speaks Arabic as her primary language. During these two weeks I implemented one on one sessions with her to help her better understand some of the more difficult topics in the current biology unit. We met on Monday, Wednesday, and Friday during 3rd period lunch and 7th period class.	2.4, 2.5, 2.7 3.2, 3.3, 3.4, 3.5 6.1, 6.2, 6.3	1a 2b, 2e, 2g 3a, 3d 5a, 5b 6a, 6c

<u>First Name/Last Name/Title</u> of an individual who can verify this experience: Ben Caulk – Special Education Teacher (Biology)	<u>Signature</u> of the individual who can verify this experience:

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								x
Native American/Alaskan Native								
White				x				
Multiracial				x				x
Subgroups:								
Students with Disabilities								x
Limited English Proficiency								x
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?**

For this field experience, I created an intensive biology plan to help a struggling ELL student in my class. This particular student is a native Arabic speaker and only recently moved to the United States so she has very limited language proficiency. Based on previous experience with her in the classroom, I know that she responds very well to visual aids and representations to learn content. After implementing this plan with her and seeing her be more successful in the classroom, I shared my methods with one of the ELL teachers at the school. Not only was she impressed with my initiative, she has now created a plan with this student to incorporate more practice with these strategies for other classes too. I coached this particular teacher through how I helped the student with flashcards and hands-on activities, and she began implementing these strategies as well. I also met with the other teachers of this student and we discussed strategies that would be more beneficial. I also demonstrated how I used Quizlet to help her make vocabulary flashcards to practice at home. Finally, the summative assessment was done via the online classroom website, Schoology, where she had to complete matching and multiple choice tasks on the computer. After moving through the IRIS module, I had many resources to share and we had a great discussion about what we can do to improve our instructional practices with all of our ELL students. In addition, we have found that by teaching this student how to successfully navigate the blogs of each of her teachers, she is able to better prepare for each class period.

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 – *To implement the plan described above, I had to know the student and understand how she learns and know the most beneficial way for her to retain content. In addition, I had to know which technologies would be beneficial for her to use to help reinforce this new information (PSC 3.4). Lastly, I had to understand what tools would help this student enhance her higher-order thinking and processing of the content (PSC 2.4).*

Skills – *For the field experience described above, I had to learn the Quizlet program and help this student create flashcards she could access outside of school to help her extend her learning beyond the classroom (PSC 3.3). In addition, I had to demonstrate how to navigate through the blog to find the additional resources that were posted via the app on her phone. I also had to create a video screencast using photos and drawing on the screen to demonstrate the symmetry (PSC 6.1).*

Dispositions – *After completing this experience, I am eager to continue working with this student leading up to the End of Course test in biology in May. By completing the IRIS module, I learned of so many more strategies that I can use with my ELL students. I chose to complete this experience with my ELL student who struggles the most, but I can easily see many of these technologies and strategies being helpful for my other ELL students too (PSC 2.5). After reflecting on this ELL module, I see how important using ELL strategies are with students and as a result I have a new desire to model the effective use of technology with ELL students in my classroom and school and hope to have other teachers join me as well (PSC 6.2).*

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 helped significantly in the understanding of my ELL students. I have had several ELL students since I have been teaching and they always hold a special place for me because of their eagerness to learn. My past and present ELL students work harder than any other students I have had, and many times I wish there was something else I could do to help them be more successful. After completing the IRIS module, I have my solution. This module had so many wonderful tips and strategies for ELL students. Typically at the beginning of each school year, we do some sort of 15 minute in-service during pre-planning regarding ELL students we will have in our classes and some strategies for them. After doing the IRIS module, I spoke with several other teachers and gave them the website. They also went through the module and were impressed with how informative it was. Now, I would like to talk to the ELL teachers at the school and share this resource with them and suggest that they have all teachers complete the IRIS module prior to the beginning of the school year to really ensure that our ELL students are receiving all the benefits they possibly can within the classroom.