**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department – *Updated Summer 2015***

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| **Candidate:** E. Drake | **Mentor/Title:** Andrew Chapman | **School/District:**  GACA |
| **Course:** ITEC 7430 Internet Tools for the Classroom | | **Professor/Semester:** Dr. Ribble / Fall 2018 |

**(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!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
| 9/25  9/26  9/27  9/28  10-9  10-10  10-17  10-18  10-19  10-22 | Read the ELL Model, met with collaborative teacher regarding resources in ELL module and uses for special education, LEP and general education students during synchronous sessions.  Researched scaffolding and interactive activities for map lesson.  Communication with student and parent regarding assignments in class and meeting in synchronous sessions.  Led student brainstorm on landforms. For map activity  Discussion assignment communication from student.  Created and recorded detailed instruction session on Discussion assignment.  Collaborated with learning teammates on allowing differentiated experience for students to complete assignment on African country.  Created presentation to record and explain directions on differentiated assignment for students.  Explained to students the differentiation aspects of assignment on African country of their choosing from standards-based list of countries  Met with student to answer follow-up questions on portfolio  [5 Hours] | 2.1, 2.3, 3.3, 3.4, 3.7, 4.3, 6.3 | 2a, 2c,3c, 3d, 3g, 5c |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:**  Maurice Lozano, Special Education Teacher | **Signature of the individual who can verify this experience:**  **Maurice Lozano** |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | Black |  |  | x |  |  |  | x |  | | Hispanic |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  | x |  |  |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | 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 worked with a student who is at the advanced level of English language proficiency. The student’s academic performance was not at the level that his parents expected, and they reached out regarding additional help. This is the students first year at an online school. I work on a collaborative team with a special education teacher. Our team is combined of general education and special education students. The student is a general education student, but English is not spoken at home. This field experience helped me understand that there are strategies that can work with both sub-groups of special education and English language learners as well as general education students. Collaborating with the special education teacher with the strategies learned in the ESIS module and determining how best to use them in our online setting ended up being beneficial to all our students.  **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 –** This field experience helped me understand that as an instructional technology leader, I need to ensure that I am a lifelong learner. I must be knowledgeable about the demographics of the student population and research best practices to ensure that the teachers stay informed on how to best serve the needs of students.  **Skills –** This field experience helped me continue to integrate my technological skills with my pedagogical knowledge. Using my prior knowledge of differentiation combined with my technological skills enabled me to create an interactive activity for the student to assess his knowledge of countries. By continuing to research best practices in technology education, English language learners and general education students I can ensure that my students are engaging the most effective activities for student growth.    **Dispositions –** This field experience enabled me to communicate effectively with parents, colleagues, and students. As a technology facilitator and leader was able to ease the concern of a parent who wants the best for her child. I was able to communicate clearly with the student and respond quickly to resolve deficits in his understanding of lessons and assignments. In this field experience I was also able to collaborate with my content area learning teammates to create a differentiated assessment for students in addition to collaborating with the special education teacher on the best practices for our special education, English language learners and general education students to learn and achieve success in our synchronous class.  **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 by providing an opportunity for all of our students to receive differentiated instruction and assessments. Faculty development was also impacted by the productive collaborative sessions with content area teachers and special education teachers which exposed them to best practices for English language learners. Impact can be assessed by the improvement of the quality of student work original submissions of work and of the quality of the student resubmissions for assignments submitted before our interactions. The reduction of the number of overall student requests to reexplain assignments combined with an increase in the overall quality of work for all students display the positive impact on student learning. | | | |