UNSTRUCTURED Field Experience Log & Reflection Instructional Technology Department

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Course: Internet Tools in the Classroom ITEC		Professor/Semester: Dr. T. Frazier				

Part I: Log

Date(s)	1 st Field Experience Activity/Time					PSC/ISTE Standard(s)		Reflection (Minimum of 3-4 sentences per question)						
November 8 & 11, 2013	performan students fr to prepare informatic Observed learn a rou to know th and explai	Met with the ESOL teacher to discuss academic performance and personal characteristics of three ELL students from 3^{rd} grade. Planned lessons and activities to prepare students for working on a creative informational writing assignment. Observed the ELL teacher working with the students to learn a routine of the class (a pull-out model) and to get to know the students. Introduced myself to the group and explained that I will be working with them for a week. – 2 hours						2.1/2a 3.6/3f 5.2/6c 5.3		 1. Briefly describe the field experience. What did you learn about technology facilitation an leadership from completing this field experience? Communication and collaboration with teachers are imperative in achieving best results with the students. From my conversations with the ESOL teacher and observation of the students, I've leat that technology integration does not happen often in this pull-out setting. Even though the classro has 4 desktops, the teacher believes that oral communications are more important for these stude to build language skills than use of technology. I knew that I would have to take small steps in introducing technology tools to the students so no spend valuable instructional time (1 hour a day) on teaching tech how-tos. Based on my 				
	DIVERSITY (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)						1		his	 observations, I made a decision to only introduce one web resource for the research activity (Britannica Kids), model Kidspiration for collaborative map creation, and use Google translator for supporting kids' creativity. 2. How did this learning relate to the knowledge (what must you know), skills (what must you 				
Ethn Race/Ethni	· ·	P-2	3-5	ulty/S1 6-8	9-12	P-2	-12 St 3-5	6-8	9- 12	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.)				
Asian Black Hispan Native American/Ala Native White	ic		X				X			When planning my lesson activities, I needed to work with the ESOL teacher to ensure that I would design and implement learning experience that is aligned to science and ELA standards in addition to introducing and embedding new technology skills. I had to evaluate what technology tools would be appropriate to use with the content and readiness level of the students. I had to be careful not to overload the technical part of each lesson to ensure that instructional time is spent wisely and effectively. I had to focus on evaluating tools and not the school technology infrastructure because these students have access to technology during their class (4 desttops lanton carts and Promethean				
White Multira Subgroups: Student Disabilities							x			n planning my lesson activities, I needed to work with the ESOL teacher to ensure that I would an and implement learning experience that is aligned to science and ELA standards in addition to ducing and embedding new technology skills. I had to evaluate what technology tools would be opriate to use with the content and readiness level of the students. I had to be careful not to load the technical part of each lesson to ensure that instructional time is spent wisely and				

Limited Proficiency Eligible Free/Reduce	e for x		3. Describe how this field experience impacted school improvement, faculty development of student learning at your school. How can the impact be assessed? Collaborating with the ELL teachers was a powerful experience because it helped me make a personal connection with her and discuss impacts technology may have on ELL learners. The te seemed to be willing to give a try to new tools in her lessons after observing simple tools being utilized in my lessons during this week. We also discussed possible tools that can be used to differentiate and even individualized instruction during the pull-out hour.				
Date(s)	2 nd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)				
November 12-15, 2013	 11/12: introduced content vocabulary (rocks and minerals) to the students, created a vocabulary map (used Kidspiration) to show relationships between the word meanings. Students used each word in complete sentences in a conversation. Added imaged to help visualize each term. 11/13: students used nonfiction books on rocks and minerals (chosen based on the Fountas and Pinnel reading levels of each student) and Britannica Kids to find information on the topic. I showed them how to use the read-aloud option for those words that may be difficult to read. Before they researched, we looked at the graphic organizer that they were to use to record information. As the group was conducting the research, I was helping them to analyze the information they read by asking question and encourage them to ask questions about what may be confusing to them. 11/14: the group finished the research and shared findings with each other. Students were to use topic-specific vocabulary to explain information they leaned. Students made additional notes based on new information they learned from each other. 11/15: we worked on adding "sensory" words to nouns they used in their notes. This exercise was used to prepare them for writing a creative informational paragraph about the topic. Students were encouraged to imagine what objects would feel and look like. We used an online translator to help students name adjectives correctly on English if they were only able to name them in their language. We added adjectives to the 	2.1/2a 2.2/2b 2.4/2d 2.5/2e 3.1/3a 4.1/5a 4.3/5c 6.2/6c 6.3	 1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? I used Kidspiration to create a vocabulary map with the students to show how topic-specific words are related. The students were clearly engaged and loved to add images to written meanings. Using technology helped English learners visualize new words and understand the content. I purposefully chose to use only one online resource to use for their research. Britannica Kids allowed students to have audio support in reading if they needed it and included articles on their appropriate reading levels, with multiple visual attributes. Introducing an online translation tool was a very beneficial strategy to differentiate instruction and allow students to expand their English vocabulary based on their backgrounds and knowledge in home language. Observing the students working with simple technology tools made it clear that their engagement and interest in learning improves. Technology tools helped the students work collaboratively and collect knowledge about a topic together. They were able to communicate what they knew and combine their thoughts to create one word bank (adjectives) that will serve as a springboard for their creative informational writing assignment. 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 tools for each activity was aligned to the content of ELA and Science standards that needed to be addressed with the group. After completing the ELL module, I was able to identify and choose from a variety of research-based strategies that helped me address needs of the students. Collaborative creation of the vocabulary may required higher-order thinking skills, and the visual representador of the sudents in your answer and reflect on all 3—knowl				

of the we good bar	Kidspiration vocabulary map created at the beginning of the week. At the end of this session students had a good bank of descriptive words for almost each vocabulary word. – 4 hours								
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(Place an X in the bo					subgro	ups my	volveu i	ii uiis	
field experience.) Ethnicity P-12 Faculty/Staff P-12 Studen							tuden	ts	
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Eligible for Free/Reduced Meals						Х			
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reading levels of the students.

I facilitated the small group instruction and modeled how technology tools can be used in a collaborative task. Together, the students were able to create a vocabulary map, add images to the topic-specific terms, and create a bank of adjectives for all nouns.

Based on my observations, these students do not have access to technology tools during the pull-out class. I modeled and promoted strategies for achieving equitable access to digital tools and resources for English learners. I think it was an effective demonstration because the ESOL teacher was excited to give it a try during her future lessons.

Using the online translator allowed to support diverse student needs and help them hear how different languages may sound different but have words to describe objects using "sensory" words. As I evaluate and reflect on my lessons with this group, I think I could use even more technology to boost collaboration between the peers. I think I underestimated the readiness of the students to explore and utilize technology tools in their learning.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

hope this learning experience demonstrated to the students how technology tools can effectively support different learning activities. Creating a visual map, using online resources to research, and utilizing tools to help learn English words are a take away for this group. Their knowledge of new technology tools may easily transfer to their home classrooms, and, since we are a BYOT classroom, students would have freedom of choosing these tools for similar tasks in a regular classroom. If also hope that this experience was a moment of change for the ESOL teacher who observed my essons for four days. She seems to be excited and interested in integrating technology into her essons from now on. She expressed a desire to collaborate to brainstorm ideas how technology can be used with ELL students from K to 5th grade.