

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate: Shanna Irving	Mentor/Title: Melissa (Lisa) Wheeler	School/District: North Cobb High School Cobb County School District
Course: ITEC 7430: Internet Tools in the Classroom		Professor/Semester: Dr. Tim Clark Fall 2014

Part I: Log

Date(s)	1 st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>						
11/10/2014 11/12/2014 11/14/2014	PREPARATION 1.5 hours: Pre-conference with Mr. D 1 hour: Developing lesson 2 hours: Extrapolating academic vocabulary from course study guide and generating Google Doc; preparing screencast 1.5 hours: Lesson plan and technology tool review with Mr. D	2a,c 3a,b 5b,d	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p> <p>In preparation for my teaching field experience with English language learners, I spent time collaborating with Mr. D in order to determine an impactful way to integrate technology into his ELL classroom while fulfilling a specific need for his students and not impeding on his instructional time. After our initial conference, I developed a lesson that would benefit his students by introducing and facilitating the use of new technology tools to improve their learning in preparation for his course EOCT and final as well as for any other curriculum for which they decide to use it.</p> <p>Mr. D gave me a study guide, which he had created by copying and pasting questions and answers from USATestPrep.com. I extrapolated all of the course-specific academic language and created a Google Docs collaborative graphic organizer to help students define the terms, visualize their meaning and application, and create cognate bridges to their own native languages. I prepared two screencasts to help remind students how to complete the objectives.</p> <p>I met with Mr. D again in order to go over the lesson plan I generated and to preview the technology tools with him so that he could help me to fully consider the needs of his</p>						
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		P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
Race/Ethnicity:									
Asian									
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Subgroups:									
Students with Disabilities								X	
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Eligible for Free/Reduced Meals								X	

students and that we could both facilitate their learning throughout the process.

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.)

Knowledge: 3a

By introducing Mr. D and his students to Google Docs, Memrise, Snipping Tool, and screencasting, I modeled digital age learning and demonstrated my own fluency in technology systems. I also worked to help them understand the applicability of technology tools to their specific purposes.

Skills: 2a,c; 5b

The design and development of the technology-based learning experience were based upon the understanding that self-clarification of concepts and creation of engaging mnemonics promotes student learning. Memrise is a platform that allows students to customize and personalize their own learning experiences by generating courses relating content they need to study and creating visual and verbal study tools that are accessible via website or mobile app. Memrise provides the scaffolding option of relating native language content to English content as well.

For Mr. D, who does not incorporate technology and, though he was welcoming, considers technology as frivolous extra work as opposed to a body of new and more research-based methodologies, I demonstrated a vision of technology integration by introducing him to the technology tools during our personal conferences as well as send him links to my own applicable blog posts.

Dispositions: 3b; 5d

During my collaboration with Mr. D and his students, I presented myself warmly and professionally and introduced the tools as resources applicable to their learning in many capacities. My initial goal was to introduce Mr. D and his students with tools that can be useful throughout their high school tenure, contributing to the effectiveness and engagement level of Mr. D's teaching and of the students' learning, both teacher-directed and self-directed.

3. Describe how this field experience impacted school improvement, faculty development or student learning at

your school. How can the impact be assessed?

Several teachers became interested in the lesson I presented in Mr. D's class, and I will be sharing that strategy with other teachers throughout the school. Because the English language learners in Mr. D's class needed more time and scaffolding to complete the Google Doc assignment, the impact assessment will be delayed until that Doc's completion or another group of students completes a similar version.

Date(s)	2 nd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
11/17/2014 11/18/2014	<p>OBSERVATION 1.5 hours: Observing Mr. D. with his students; noting usages of SIOP model</p> <p>ASSISTANCE 1.5 hours: Assisting students with classwork</p>	5c	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p> <p>I observed Mr. D as he disseminated tests, graphed test score data, and reviewed test concepts with which students struggled. Mr. D used the smartboard and projector for one engaging but unrelated video. He allowed students to work on USATestPrep.com practice before class and after completing assignments. He used his laptop for email communication and lesson planning and had not hooked up his document camera, a tool that would have been useful during test review. He asserted that he does not see the value in a document camera outside of a math course.</p>

While students worked on reviewing the formulas for speed, velocity, and related, I walked the room, assisting and redirecting students. I illustrated concepts for them on their notes when they struggled, and I encouraged student-to-student collaboration.

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.)

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Knowledge: 5c

The two most salient bits of understanding I took from this experience are (1) there are teachers who view technology as frivolous, akin to the crossword puzzles of the 90s, instead of as new engaging approaches to curriculum; and (2) for many students, learning to use technology effectively is like learning a new language. For this class of English language learners, this need for double-language acquisition made the implementation difficult and more time-consuming than I anticipated.

Skills: 5c

I used several digital tools, including 1-to1 school laptops, Mr. D's blog, Google Docs, Memrise.com, screencasting, and the Snipping Tool in order to support Mr. D's technology repertoire development and his students' learning.

Dispositions: 5c

I maintained professionalism and courtesy, encouraging Mr. D and his students to use the new and unfamiliar tools by presenting them in positive and simplified ways while encouraging the use of native language cognates in order to strengthen mental bridging and to demonstrate my appreciation of their cultural selves.

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

I have offered to return to Mr. D's class in order to review the concepts with him and his students, but the proximity to exams made his opening his classroom to me again this semester difficult. However, he did invite me back at the beginning of next semester in order to teach the same tools for usage throughout the semester. The impact on students learning will be assessed by comparing students' test data before implementation (this semester's students) and after implementation (next semester's students).

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11/19/2014 11/21/2014	<p>LESSON DELIVERY 1.5 hours: Activating prior knowledge, introducing Memrise’s purpose and potential, presenting screencasts’ content and location, modeling Mem creation and Google Doc entry input</p> <p>FACILITATION 1.5 hours: Facilitating Mem development</p>	1a,c,d 4b,c,d	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p> <p>This experience consisted of introducing the study guide created by Mr. D, the Google Doc collaboration study guide of extrapolated academic vocabulary, and the vocabulary-development tool Memrise.com to a group of eight 9th grade English language learners in a Physical Science course. After demonstrating the tools and how to use them as an effective, creative, and collaborative study group assignment, I joined Mr. D in assisting students with the technological and content-related aspects on their student-centered creation of Memrise courses and Google Doc entry input.</p> <p>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.)</p> <p>Knowledge: 4b During this experience, I learned how different planning for and implementing learner-centered technology tool usage can be. The students were as diverse in their technology fluency as they were in their English fluency and academic abilities, and to truly harness the power of the tools I introduced to them will require more time and review of the tools and their purposes.</p> <p>Skills: 1a,c,d To create Memrise Mems, students were asked to observe my modeling and to create cognate-based, humorous visual and verbal bridges to the content information. Students were encouraged to assist one another during the creation, and Mr. D and I planned to provide feedback and conceptual clarification where necessary within the collaborative study guide as students complete their portions.</p> <p>Dispositions: 4c,d Because the Google Doc is collaborative and freely accessible to anyone who links to it from Mr. D’s blog, we discussed the need to respect one another’s content entries. I also modeled how to insert image links when students were ready to do so.</p>																																																																																																																																						
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="9" data-bbox="142 565 1283 597">DIVERSITY</th> </tr> <tr> <th colspan="9" data-bbox="142 602 1283 634">(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)</th> </tr> <tr> <th data-bbox="142 639 579 672" rowspan="2">Ethnicity</th> <th colspan="4" data-bbox="579 639 905 672">P-12 Faculty/Staff</th> <th colspan="4" data-bbox="905 639 1283 672">P-12 Students</th> </tr> <tr> <th data-bbox="579 677 653 709">P-2</th> <th data-bbox="653 677 737 709">3-5</th> <th data-bbox="737 677 810 709">6-8</th> <th data-bbox="810 677 905 709">9-12</th> <th data-bbox="905 677 989 709">P-2</th> <th data-bbox="989 677 1083 709">3-5</th> <th data-bbox="1083 677 1178 709">6-8</th> <th data-bbox="1178 677 1283 709">9-12</th> </tr> </thead> <tbody> <tr> <td data-bbox="142 709 579 742">Race/Ethnicity:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="142 742 579 774">Asian</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="142 774 579 807">Black</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">X</td> </tr> <tr> <td data-bbox="142 807 579 839">Hispanic</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">X</td> </tr> <tr> <td data-bbox="142 839 579 872">Native American/Alaskan Native</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="142 872 579 904">White</td> <td></td><td></td><td></td><td style="text-align: center;">X</td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="142 904 579 937">Multiracial</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="142 937 579 969">Subgroups:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="142 969 579 1002">Students with Disabilities</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">X</td> </tr> <tr> <td data-bbox="142 1002 579 1034">Limited English Proficiency</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">X</td> </tr> <tr> <td data-bbox="142 1034 579 1066">Eligible for Free/Reduced Meals</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">X</td> </tr> </tbody> </table>				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	Hispanic								X	Native American/Alaskan Native									White				X					Multiracial									Subgroups:									Students with Disabilities								X	Limited English Proficiency								X	Eligible for Free/Reduced Meals								X
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			<p>My instruction and the directions on the Google Doc encouraged students to use Spanish cognates and to explain unclear information in their native language as necessary. Memrise offers students the ability to translate from English to Spanish or vice versa, but most students were fluent enough to focus completely on English development for English speakers.</p> <p>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?</p> <p>Ultimately, I plan to introduce this strategy to other teachers and students at North Cobb High School. With educator buy-in and support and time enough for implementation early in the semester, I anticipate strong academic returns for students and positive feedback from teachers. This can be assessed by comparing next semester's performance data to this semester's.</p>
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