

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – *Updated Summer 2015*

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| Candidate: Amy Calley | Mentor/Title: Sandra Lake/ITS | School/District: Brumby Elementary School/Cobb County |
| Course: ITEC 7430 – Internet Tools in Classroom | | Professor/Semester: Laurie Brantley-Dias |

(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!)

| Date(s) | 1 st Field Experience Activity/Time | PSC Standard(s) | ISTE Standard(s) |
|--|---|---|------------------------------------|
| 2/26/19 2/28/19 3/5/19 3/7/19 3/12/19 3/14/19 3/19/19 3/21/19 3/26/19 3/28/19 | This field experience took place during 30-minute time increments, twice a week, for five weeks, as part of an ELL assignment. The time frame was 11:45-12:15 each day listed. The activities included conversation about student background, discussing vocabulary with words and pictures, creating a narrative, and designing a screencast based upon the narrative. | 2.1, 2.2, 2.3, 2.4, 2.4, 2.6, 2.7, 2.8, 4.3, 6.3 | 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 5c |

First Name/Last Name/Title of an individual who can verify this experience:

Sandra Lake/ITS

Signature of the individual who can verify this experience:

X *Sandra Lake*

Sandra Lake

ITS

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 | | | | | | | | |
| Hispanic | | | | | | X | | |
| 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?** This experience involved working with two 4th Grade ELL students on using art vocabulary to describe the steps in the clay process. Our first meeting was conversational, as I got to know more about the students' background as far as language, their families, hobbies, and academic knowledge. After reviewing recent Word Recognition, Literacy, Oral Vocabulary, and Reading Comprehension scores, both students were determined to be in Stage 2: Early Production. To help students begin their narrative, we reviewed art vocabulary, as well as words that would describe the steps in the clay process. Students then began creating slides to describe each step, and pictures were also included as support and teaching tools. After the slides were created, I began working with the students to create a screencast, which will serve as to help other ELL students understand the necessary vocabulary and concepts for creating a container from clay.

Being my first experience using technology directly with ELL students, I learned what types of technology are used for literacy assessments, as well as how to analyze and review scores to determine proficiency levels. A technology coach would need to be able to direct and support ELL teachers in using technology for these purposes, including device use and actual program implementation. It would also be necessary to support the use of PowerPoint or another presentation tool for the slideshow/narrative, as well as provide training regarding screencast tools such as Screencast-o-matic. From a leadership standpoint, using technology to support student learning is a role that would not only improve student achievement, but that would set an example and motivate other educators to do the same. In that case, a technology coach and leader would provide professional learning to those willing to try a similar approach with their ELL student population.

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 – I am more knowledgeable of how technology is used to assess vocabulary, literacy, and comprehension levels of ELL students, and how to use that data to determine stages. I have also gained knowledge of how to support these students through technology use in the art room, and how I can implement technology to not only improve student understanding and achievement, but to build confidence of the learner. I can model and facilitate implementation of technology-enhanced learning as it applies to content standards.

Skills – This learning experience enabled me to develop my skills relating to PowerPoint and Screencast-o-matic, specifically for teaching ELL students how to manage and use this technology for presentation. I am also more proficient at troubleshooting these programs, and in using each to improve student understanding in meeting art standards and grade level standards involving vocabulary, literacy, and comprehension. I can model and facilitate the use of technology tools to support diverse learner needs.

Dispositions – My enthusiasm for working with ELL students has been increased by seeing and hearing the learning that took place through this experience. Although my interactions with most ELL students have been positive, I found it difficult to determine whether they understood more than just what they were seeing and doing. I now see that when I put forth effort to use technology to support and relate to students, they know that I care and they care more about what I know. I'm excited to use the screencast with future classes, as I believe all students will benefit from not only the concepts being presented, but by realizing that speakers of other languages have just as much (if not more) to contribute to the classroom. This authentic learning experience uses technology to address diversity in a way that can support all learners.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? As far as school improvement, I am much more equipped for using technology with our large ELL population, and able and willing to help others do the same. Not only do these two students have a better understanding of art vocabulary, concepts, and processes, but the screencast they are creating will benefit other students in years to come. I am planning to demonstrate this project for other Core Extension teachers at my school, as well as present during our countywide elementary art meeting. The impact can be assessed by implementing a teacher survey prior to and following these presentations, through student data collection, pre- and post-assessments, and observation of and conversation about student work.