UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department

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Course: ITEC 7500		Professor/Semester: Stephen Rahn

Part I: Log

(This log contains space for up to 5 different field experiences for your 10 hours. You may only need one! If you have fewer field experiences, just delete the extra rows. If you have more than 5 field experiences, please copy and paste additional rows. Thank you!)

Date(s)	1st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
1/7/2015 – 1/30/2015	Engaged in a series of discussions with my ELL teacher, Amy Loeffler, regarding ideas for this field experience activity. I suggested several options and we generally settled on a response to literature using a cartoon maker online. 30 minutes	ISTE: 1b, 1d, 2a, 2b, 2c, 2d, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5b, 6c	1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? I worked with our ELL teacher and her class of 2 students drawing on my skills for building a partnership with the teacher as she was somewhat hesitant to collaborate in the beginning. One student was a 5th grader and the other was in 3rd grade. As visual representations facilitate learning in ELL students, my original plan was to work with the students to create an online comic strip based on a story they were reading. However, as I experimented with various
2/2/2015 – 2/16/2015	Researched cartoon makers online. I had used Strip-generator in the past which was very powerful, but had the rather large disadvantage of not being able to save works in progress. You have to complete the comic strip in one session. I began looking around for more user-friendly comic strip makers. We also settled on a time frame for early April. 30 min.	ISTE: 1b, 1d, 2a, 2b, 2c, 2d, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5b, 6c	
3/7/2015 - 3/11/2015	Planned the lesson with Stripgenerator and Pixton. 2.5 hr.	ISTE: 1b, 1d, 2a, 2b, 2c, 2d, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5b, 6c	

3/20/2015	Completed the field experience by presenting the 2 ELL students and their teacher with the Don Johnston assistive software package which included ReadOutloud, WriteOutloud, and SnapRead.	ISTE: 1b, 1d, 2a, 2b, 2c, 2d, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5b, 6c

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		x				
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

comic strip generators, I began to worry they would be too complicated for the student age level. I met with the collaborating teacher to express my concerns and suggest introducing some adaptive technology instead. She responded enthusiastically, so we began exploring options and settled on Don Johnston's Read Outloud and Write Outloud software. I began mastering the software and planning the lesson. I had been warned by the collaborating teacher that the 2 students I would work with were the shyest students she had ever taught. As I implemented the lesson, the students were shyly interested, but very quiet. The ELL teacher, however, was very enthusiastic and excited about using this technology to facilitate learning in her classroom.

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.)

This field experience required that I know how to inspire and lead. Though my collaborating teacher at first seemed willing to help me, but less than enthusiastic about what I could do for her and her students, I worked with her to create a shared vision for effectively using technology in her classroom. Her neutrality turned to enthusiasm as she saw her students become engaged in the activity and saw how this assistive technology could improve learning for her ELL students. I used my knowledge of how ELL students learn to create an authentic experience utilizing learner-centered strategies. I used my skills with digital learning tools to facilitate online. I used my disposition toward professional growth to engage with teachers and students in a field experience that helped synthesize my content and professional knowledge, skills, and dispositions.

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 had a positive impact on the ESL teacher at Burnt Hickory Elementary School and on myself. I gained confidence in overcoming teacher resistance and in working with a diverse

	population of students. The collaborating teacher gained a sense of confidence in incorporating digital tools into the classroom and collaborating with another teacher on this endeavor. Success can be accessed by the fact that she made positive comments and expressed a desire to collaborate again in the future. The field experience also positively impacted the 2 students in the class as evidenced by their engagement in the technology.