

## UNSTRUCTURED Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Edith Wood	<b>Mentor/Title:</b> Schapley/English Teacher	<b>School/District:</b> Paulding County Schools
<b>Course:</b> ITEC 7430 (Internet Tools in Classroom)		<b>Professor/Semester:</b> Dr. Warren Goetzel

### Part I: Log

(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 rows. Thank you!)

Date(s)	1 <sup>st</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>
3/7/2014	Spent 1.5 hours observing ELL class of 6 students to gain insight into the English language proficiency of the learners and the content they are studying. / 1.5 hr.	ISTE: 1b, 1d, 2f, 3a, 3g, 6c PSC: 1.2, 1.4, 2.6, 3.1, 3.7, 6.3	<b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b>
3/10/2014	Spend .5 hour consulting with the ELL teacher about Web 2.0 lessons that would fit with her instruction. / .5 hr.	ISTE: 1d, 6c PSC: 1.4, 6.3	I worked with our ESL teacher and her class of 6 students drawing on my skills for building a partnership with the teacher as she was somewhat reluctant to collaborate in the beginning. We worked together to design a lesson incorporating technology into her classroom's study of Shakespeare's <i>Romeo and Juliet</i> . In the past her students had created comic strips using paper and colored pencil to illustrate scenes from the play. We settled on having the students create a comic strip illustrating the 5 scenes in Act III of Shakespeare's <i>Romeo and Juliet</i> using a Web 2.0 tool, <a href="http://www.stripgenerator.com">www.stripgenerator.com</a> . The students had to select a 5 panel template, one panel per scene. They had to identify the central action of each scene and illustrate each in a panel of their strip. The tool gave them flexibility in designing their
3/12/2014	Spent 1 hour familiarizing myself with flashcard Web 2.0 tools such as Quizlet and Microsoft Educational Labs Flashcards. / 1 hr.	ISTE: 1d, 2f, 2h, 3a, 3c, 3f PSC: 1.4, 2.6, 2.8, 3.1, 3.3, 3.6	
3/14/2014	Collaborated with my ESOL teacher for 2 hours discussing the plan for our collaborative lesson. She did not like the flashcard idea so we switched to an online cartoon generator and scheduled lab time for the lesson. Spent 2 hours making and publishing a screencast on how to use <a href="http://www.stripgenerator.com">www.stripgenerator.com</a> , creating a rubric for the task, and developing a lesson plan. / 4 hr.	ISTE: 1b, 1d, 2a, 2b, 2c, 2d, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5b, 6c PSC: 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.2, 6.3	
3/19/2014	Spent 1 hour teaching the ELL class and taking them to the computer lab to work on their graphic illustration of Romeo and Juliet using <a href="http://www.stripmaker.com">www.stripmaker.com</a> / 1 hr.	ISTE: 1b, 1d, 2a, 2b, 2c, 2d, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5b, 6c PSC: 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.2, 6.3	

3/20/2014	Continued to provide support to students as they finished their projects. / 1 hr.	ISTE: 1a, 1d, 2a, 2b, 2c, 2d, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5b, 6c PSC: 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.2, 6.3	characters, adding props, and creating background images.
Total Hours	<b>9 hours</b>		<b>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.)</b>

<b>DIVERSITY</b>								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
<b>Ethnicity</b>	<b>P-12 Faculty/Staff</b>				<b>P-12 Students</b>			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
<b>Race/Ethnicity:</b>								
Asian								X
Black				X				X
Hispanic								X
Native American/Alaskan Native								
White				X				
Multiracial								
<b>Subgroups:</b>								
Students with Disabilities								X
Limited English Proficiency								X
Eligible for Free/Reduced Meals								

This field experience required that I know how to inspire and lead. Though my collaborating teacher at first seemed reluctant to allow another teacher in her classroom, as we worked together to create a shared vision for effectively using technology, her misgivings disappeared and she saw her students become engaged in the activity and create outstanding work. I used my knowledge of the content standards she was addressing in the classroom and my knowledge of working with ELL students to create an authentic learning experience incorporating higher order thinking skills and utilizing learner-centered strategies. I used my skills with digital learning tools to facilitate online learning and to troubleshoot software issues as they arose. 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 my school and on myself. I gained confidence in overcoming teacher resistance and in working with a diverse population of

	<p>students. She 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 6 students in the class as evidenced by their engagement in the activity and display of higher order thinking skills. In addition, two of them went on to create additional comic strips in their own time. One student in particular excelled at the task and received an email from <a href="http://www.stripgenerator.com">www.stripgenerator.com</a> that he had achieved the level of strip master, an accomplishment which further encouraged this student.</p>
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