UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department – *Updated Summer 2015*

Candidate:	Mentor/Title:	School/District:
Daniel R. Hoeh	Tracey Borup / Technology Training Integration Specialist	Sprayberry High School / Cobb County Schools
Course:		**Professor/Semester:**
ITEC 7430: Internet Tools for the Classroom		Laurie Brantley-Dias, Ph.D. / Fall 2016

(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete <u>one</u> field experience totaling 5 hours! If you have fewer field experiences, just delete the extra pages. Thank you!)

Date(s)	1ˢᵗ Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
9/9/16	Met with students and introduce myself along with sharing a little about ourselves. We began by creating a basic understanding of each other. The first assignment we completed was establishing our norms. I showed the students how to use the school network, we configured his device to the new bring your own device (BYOD) network and taught him how to change languages on different devices. Once all available students were connected we began a discussion about digital citizenship with informal conversation and presentation. (1 hour).	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3
9/23, 10/4	Reviewed over login procedure for one absent student on how to login to the network. Students reviewed about proper login and digital citizenship. After reviewing and discussing digital citizenship the students played a few games that worked on matching pictures and phrases with words in English using Kahoot and Quizizz. Along with the game we discussed answers and and how to put the words and phrases into a proper sentence. (1 ½ hour)	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3
10/19	Helped the students in small groups on reading comprehension from the book, *More True Stories*. I worked with students by discussing the text with them and gave them verbal and nonverbal clues to help them work on their understanding. I also worked with students on		

Date	Description		
	using the Google Translate app on their smartphone to aid them in translating text and determine meaning. (1 ½ hours)	2.1, 2.2, 2.5, 2.6, 3.1, 3.2, 4.1, 4.2	2a, 2b, 3a, 3b, 3d, 5a, 5b, 5c, 6c
10/31/16	Met with the teacher to determine the lesson and prepare materials. The student will be pulled out of class for individual tutoring in the media center. The tutoring lesson will integrate Cobblearning/Edublogs by using the Formidable application within Edublogs as a Web 2.0 enhancement to reading and language compression. (1/2 hour)	2.1, 2.2, 2.5, 2.6, 3.1, 3.2, 4.1, 4.2	2a, 2b, 3a, 3b, 3d, 5a, 5b, 5c, 6c
	Help small group of students in computer lab. Students receive assignment in the classroom and then I pulled them out to work in the computer lab. The students worked on a PC or smartphone in the computer lab of the media center. The students receive help completing 3-5 sentences on each set of topics provided in Cobblearning/EduBlogs. We worked on sentence structure and grammar. The students recieved help with translating their thoughts to English. (1 1/2 hours) (Total 6 hours)	2.1, 2.2, 2.5, 2.6, 3.1, 3.2, 4.1, 4.2	2a, 2b, 3a, 3b, 3d, 5a, 5b, 5c, 6c

First Name/Last Name/Title of an individual who can verify this experience: Stacey A Arnett, MAT TESOL ESOL/IEL Lead Teacher Sprayberry High School	**Signature** of the individual who can verify this experience:

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								

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

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?

As a teaching coach it is important to use technology to leverage teaching and learning. During my experience I got to know several English Language Learner (ELL) students in IEL I: Reading, Listening in the Content Areas and Communications Skills at Sprayberry High School. The class is comprised of students from various age levels and backgrounds from 9th to 12th grade. During my experienced I supported teaching and learning with a focus on educational technology. I supported several students and their uses of Web 2.0 tools to enhance English language skills and concepts.

The field experience began with a brief introduction to the students and some time to, get to know each other. I then taught the students the basics of computer usage and helped them get their digital devices setup on the new computer network. This introduction to school technology was followed by using 21st century resources such as Kahoot and Quizizz as a formative assessment of English terms. The students were able to use the phones and computers available to answer the questions. The students were given the task of matching basic pictures to their names in English. The system timed their responses and the students enjoyed the challenged.

The next lesson used Web 2.0 tools like Google Translate to help students read and comprehend English satirical stories to the students' native language. The students were expected to read stories and answer questions based on situations that existed inside the stories. The translation app allowed the students to use their native language to help them comprehend English.

The final lesson the students worked on sentence structure and grammar. The students were given a series of questions and they were expected to answer them online using the Formative app in Edublogs. The students answered the blog questions using both computers and their smartphones to help them create complete sentences. I helped the students by discussing the rules of sentence structure and talking through their ideas. The students would listen to different variations of the same sentence and were given the option to choose which sentence they thought was correct. We would then discuss why that sentence was correct and the rules of grammar that associated with that selection.

One lesson I learned from this field experience is that just because there may be a language barrier between individuals, we can still learn a lot from each other. Although many of the students were still learning the English language, they had a great desire to learn. Many people may assume that the students would not have a firm grasp on educational technology and technology period, because of their ELL background. I found that a lot of the students had a great understanding of technology, and even were able to teach me a few technology tricks. Although a few students were "digital natives" and required a lot of instruction, they were eager to learn and enhance their knowledge. I found using technology helped to bridge not only "digital divide" but also language and cultural divide. Through the use of technology the students I worked with were able to leverage their digital tools to increase their understanding of the English language.

I also learned that you do not have to expert in the students' "native tongue" to teach and work with them. During my time I was able to use technology to communicate with the students in a deep and meaningful way. I learned that the students were more than willing to work with my limited understanding of their language, as I helped them understand the English language. The exchange of cultural understanding was the great takeaway that I had from this experience. The use of blogs, Web 2.0 formative assessment tools and translation software really helped us use technology to connect in a powerful way.

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 learned that English language learners (ELL) education is a lot more than just immersion into the English Language. I learned that there are different ELL models with English as Secondary Language (ESLO) being the model my school currently uses. I also learned that students should be able use their own native language as they work towards the mastery of the English language. Digital equity thru the use of Bring Your Own Device (BYOD) and Web 2.0 tools can be leveraged to help bridge both the "digital divide" and "language divide."

Skills – While doing this field experience I learned that I must be extremely organized and prepared for instruction. I also must remain open to ideas and discover new ways to use and manage digital tools and resources to help ELL students work towards English language mastery. Classroom management and collaborative learning are key to making an ELL classroom work. An educator must be flexible in their classroom management and be understanding to the different cultural issues that can arise from having a diverse learning environment.

Dispositions – When working with ELL students I learned that you must always have a calm and patient disposition. During my time working with ELL students I have often found myself slowing down and becoming more intentional with my directions. The language barrier that exists between teacher and students require me to give directions that are clear and concise. As an educator I found that along with patience one also has to remain flexible and constantly offer differentiation at all time. A teacher needs to be ready to alter and change instruction within the lesson to best serve the diverse needs of the classroom. The teacher should also be open to utilizing Web 2.0 tools, to further enhance differentiation in classroom.

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

After completing this field experience I am going to work closer with ELL teachers to find ways to better leverage technology to help students working towards English mastery. I plan on holding workshops that focus on using visual cues and translation software to help students who are struggling with English. I also plan to work closely with teachers to help them find the latest research proven resources and technology tools that help to further enhance teaching and learning in the ELL classroom and beyond.