UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department

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Course: ITEC 7430 Internet Tools in the Classroom		Professor/Semester: Dr. Sherry Grove/W06

Part I: Log

Date(s)	1st Field Experience Activity/Time	PSC/ISTE Standard(s)
8/28/17 - 11/3/17 *Ongoing	Small Group Math Instruction with ELL student(s), among others. Group times consist of practicing math skills and concepts, solving word problems and addressing any concerns from the mini-lesson. This has been an ongoing process and will continue past the date on the left. This small group time is dedicated to discussions with peers, teacher assistance, differentiation based on observations in math groups and a focus on English Language Learner Pedagogical Practices. (15-20 mins each day of the week) Practices that were embedded in this field experience were sentence frames, math manipulatives, Kahoot formative assessments, Envision Practice Buddy collaborative assessments, collaborative discussions among students and teachers, small group setting and differentiated instruction. (~10 hours and counting)	PSC: 2.1 Content Standards & Student Technology Standards 2.2 Research-Based Learner-Centered Strategies 2.7 Assessment 3.2 Managing Digital Tools and Resources 6.1 Continuous Learning 6.3 Field Experiences ISTE: (Educators) 5b active deep learning 6a group settings 7b informative assessments

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

1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?

During this field experience I worked closely with an ELL student during a math small group. The goal was to promote ELL strategies to encourage growth and comprehension of math skills. Some of those strategies included collaboration, vocabulary discussions, word banks, sentence frames and student led groups. Technology is only powerful if students engage. In weeks leading up, explicit teaching of the technology tools was critical. Modeling how to use and discuss the interactive tools used during independent and teacher led group time takes practice and knowledge about the tools. The different tools that were utilized were Zearn, Envision Practice Buddy, Kahoot and virtual manipulatives that provide immediate feedback on student measures. It's phenomenal. Technology paired with rich academic discussions and collaboration helps students gain knowledge in subject areas, it helps drive instruction for teachers and improves student data in the long run. I was able to discuss this with my math team. We are currently working through how to use sentence frames in the classroom for math instruction and I was able to provide insight on how they were utilized in my classroom. Ensuring to have an active voice in a room full of educators to share and reflect on the practices that are happening at our school.

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.)

You must be aware of how to integrate technology that reflects the content standards you are teaching in your classroom. You must also be able to implement strategies that reflect the students you are trying to engage. In this field experience, it happens to be ELL students. Allowing these students to have conversations about what they are learning in a safe, verbal, and technology rich environment with various experiences with numbers and operations influences growth and understanding of math concepts. Identifying and understanding is only the beginning. Integrating and assessing student learning objectives with various technology experiences and manipulatives enhances the students skill set. Providing meaningful instructional practices and engaging technology tools takes learning full circle. Sharing these ideas with colleagues and getting feedback enhances your instructional practices. Getting multiple perspectives from the math team made it evident that the strategies being implemented are effective but I still have some learning to do.

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

I believe this field experience starts with student learning at my school. We just started up our math team to get the collaboration going. We are looking into sentence frames because we so have such a high population of ELL students in our classrooms. Getting these students engaged with multiple forms of Web 2.0 tools has helped with getting their experiences of different perspectives flowing. The different experiences and challenges of using technology alone has helped these students grow. Not to mention, being intentional in instruction practices with this sub set of students makes all the difference. Continuing and sharing with teams at my school will help ensure I am implementing appropriate strategies and sharing the skills I am learning on my journey to benefit the education of children at my school

Signature: _Benton Burrell_   **Date:** _11/7/17_