**Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chris Rogers | **Mentor/Title:** Kathy Schmidt / Media Specialist | **School/District:** Harbins Elementary School / Gwinnett County Public Schools |
| **Field Experience/Assignment:** ELL Lesson Plan / Project | **Course:** ITEC 7430 : Internet Tools in the Classroom | **Professor/Semester:** Tricia Frazier / Fall 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 9/23 | Written conversation activity with 1st graders – 1 hour | 2.2 |
| 9/29 | Blogging activity with 1st graders – 1 hour | 2.2 |
| 10/9 | Blogging activity with 1st graders – 1 hour | 2.2 |
| 10/20 | Blogging activity with 1st graders – 1 hour | 2.2 |
| 10/31 | Blogging activity with 1st graders – 1 hour | 2.2 |
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|  | Total Hours: [30 hours ] | 5 hours |

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| **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 |  |  |  |  | X |  |  |  |
| Black |  |  |  |  | X |  |  |  |
| Hispanic |  |  |  |  | X |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White | X |  |  |  | X |  |  |  |
| Multiracial |  |  |  |  | X |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  | X |  |  |  |
| Limited English Proficiency |  |  |  |  | X |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  | X |  |  |  |

**Part II: Reflection**

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| **CANDIDATE REFLECTIONS:**  (Minimum of 3-4 sentences per question) |
| **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  I learned a lot about supporting ELL students as early readers and writers, and how student publishing can enhance that process. I completed a weekly model lesson for 5 consecutive weeks with a 1st grade class that focused on writing. We used Kidblog to publish student writing and for students to comment on the writing of others. I discovered that student engagement is a hugely important factor for ELL students learning to write. |
| **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 learning helped to reinforce the aspects of good instructional technology coaching, including regularity of scheduling, and structure of the lessons to help the classroom teacher continue the work on her own. I used learner-centered strategies to promote student engagement through publication of digital work. I developed my leadership skills through collaboration with the classroom teacher and through intentional differentiation for special needs and ELL students. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This experience played a part in our school goal of increasing proficiency of student writing. It also supported our implementation of ISTE-S and ISTE-T standards through authentic publication and promoting written conversations using digital tools. This impact can be assessed by reading student blogs (we now have over 15 K-5 teachers using blogs) and by talking to teachers about how student blogging has impacted their writing instruction. |