

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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Course: ITES 7430	Professor/Semester: Dr. Ribble / Fall 2018	

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)	1 st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>
10/23/18	Planning of the lesson- Review of David's current understanding and status in his ELA class. -2 hours. I took the time to create a lesson plan for a small group in his class (workshop style) on the Diary of a Wimpy Kid (the 1st one). This lessons would include different comprehension strategies, focusing on more liberal questions (looking for author's purpose of the story). David has a difficult time with anything that is not concrete in the English Language because it takes extra time and effort to figure out what the question is asking from the text. / 1 hour time	PSC 1.2, 2.3/ISTE 3a	1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? The technology facilitation provided an opportunity to be able to communicate with the student via Google docs and collaborate on his overall project before he shared his thoughts via Flipgrid. One idea that I learned about technology facilitation is that not every teacher is familiar with all of the different opportunities that are available for the kids, such as sketch note and Flipgrid. This would be a great opportunity for a training PD at our school. The opportunity to work with this student for an extended period of time was such a note joy to see his growth over a period of 10 hours. The planning was neat because I was intrigued on how to make him thing more literally rather than so concrete when it came time to imagine why
10/24/2018	For the first visit, I worked with David and other students in a small group in the classroom. We talked about what why journaling (especially with drawings) was a different approach to creating a story and their personal feelings about it. I had the students create a mini-comic strip about a memory from the summer with their family. David did a comic book strip about his day when he fell from a hoverboard and had to use a wheel chair. In small group discussion, we discussed how it can be difficult to be the younger brother and to be an older brother. David only discussed his recent family experiences. / 2-hour time	PSC 2.3, 2.4, 2.5/ISTE 1d, 1a	
10/26/2018	When we were in large group, David was struggling with a vocab	PSC 2.5, 3.2/ISTE 3a, 5a,	

<p>11/1/2018</p>	<p>5c</p>	<p>the author wrote the book. 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.) For the knowledge for my activities, I was able to really plan my assessments and ideas for my student because I have a previous relationship with him (PSC 1.2). The skills that the student understand has improved drastically over the course of the few weeks. He has continued to grow and used Flipgrid as a way to express his point of view of the story and why the author wrote the story (ISTE 1a). There are so many things that are needed for a technology leader to contribute for success in the classroom. Based on ISTE 5c, I had to ensure the student knew how to find the author's purpose from the complex reading comprehension strategies that have been presented to him and ensure he knew how to share that response via flipgrid, verbally.</p>
<p>11/6/2018</p>	<p>PSC 6.3, ISTE 5a</p>	<p>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 was an opportunity was a great way to see how small groups can be used in the regular education classroom. It did allow me to personalize learning for a select group of students and to use some of the students' talents. Overall, it showed me that we need more influence on technology in the classroom.</p>
<p>11/7/2018</p>	<p>PSC 1.2/ISTE 3a</p>	
<p>11/1/2018</p> <p>warm-up. He consulted with his neighbor but they were unsure of the context that the word was being used. I used context clues strategies to have the students decipher what the word meant by breaking down the sentences. I shared with David that he could use that strategy in any class, and he told me that he was good. The funny thing about this student is that he always has a sense of humor and can make someone laugh instead of focusing on when he needs help. In the small group, we read some of the chapter and began to discuss what the author's purpose for presenting the chapter was in the book. As we were discussing the book, the reading comprehension questions were reworded to make better sense for David and the other students so that there may not be any confusion. /2 hours' time.</p> <p>For this day, I pulled a pair that included David and we proceeded to read and discuss the book. I used a sheltered instruction approach when I modeled for David and the small group on how I wanted them to answer the comprehension question. As we continued to read the book, we made notes about how the author was sharing memories from the main character's perspective which provided a resource for how Greg tended to overact when it came to his little brother. When we began to discuss the three different reasons why authors write and which one did he feel the purpose was for this book. David agreed it was to entertain because it made him laugh so much. As we were taking notes, I provided a graphic organizer to help mainstream his thoughts. / 2 hours' time.</p> <p>On the last day of the book, I worked with David another student and discussed what happened at the end of book and had them create a plot diagram of the events in the story. They used a graphic organizer and we verbally discussed how to complete it. After reviewing and sharing with the class, we discussed a script to share with parents via Flipgrid. This was going to be a culminating activity for their parent/teacher conference night and David wanted to share his new strategies and how to define author's purpose verbally instead of writing a paper. He filmed the activity at the end of the small group time. / 2 hours' time.</p> <p>After all of the lessons, I took a moment to reflect upon the lessons and complete an assessment on the student. He did show improvement in understanding the author's purpose on a fun and easy text. He also did a great job incorporate new vocabulary into his flipgrid. As a teacher, I reflect upon how I lead my discussion with students. Therefore, it was a great learning opportunity. <i>Wt. CW</i></p>	<p>PSC 3.2, 6.3/ISTE 3a, 5c</p>	

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

* 10 Mrs. Carol-Grand