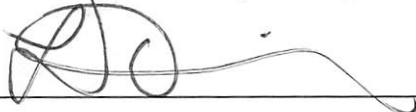


UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015

Candidate: Miranda L. Jacobs	Mentor/Title: Mr. Levi Herrin/Lead Teacher	School/District: WCLC/Ware County
Course: ITEC 7430 Internet Tools in Classroom		Professor/Semester: Dr. Laura Dias/Spring 2019

Date(s)	1 st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
3/22/2019	<i>Factoring higher order polynomials math lesson.</i> <i>Time: 1 hour and 30 minutes</i>	PSC: 2.4, 2.5, 2.6, 2.7, 2.8	ISTE: 5b, 5a

First Name/Last Name/Title of an individual who can verify this experience: Mr. Levi Herrin/Lead Teacher	Signature of the individual who can verify this experience: 
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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								
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)
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1. Briefly describe the field experience. What did you learn about technology coaching and technology leadership from completing this field experience? *In this field experience, I worked with a group of English Language Learners at WCHS. I pulled the students out of the classroom and worked with them in another classroom as a pullout group. While working with the students, I used technology during instructional time. I was modeled what I wanted students to do and slowly talked them through factoring polynomials. The students were grouped to provide peer support as needed. Before beginning the lesson, the background knowledge of factoring was reviewed. Students demonstrated their learning by showing their work and working problems on the SmartBoard. The informal assessment was used to measure the students understanding during the lesson by students completing a handout that was used to measure their learning to have an understanding of who understood the skills. What I learned about technology coaching and technology leadership when completing this lesson is that when teaching ELL students, you need to model and show visuals. Being able to have the technology to project problems while the teacher is modeling the skills is critical. Also, allowing students to use technology to demonstrate their learning was important and they were able to solve problems with their peers using technology.*

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 - *This learning experience related to the knowledge of understanding the English proficiency of the ELL students. The understanding and knowledge of the students learn related to this field experience. It is imperative to know if the students have an IEP or a 504 plan to ensure that their accommodations are met for student academic success.*

Skills - *I had to have the skills of using research-based best practices that would be effective when working with the ELL students while modeling how to factor higher order polynomials and facilitating during instructional time as students worked together and some worked independently. This learning experience skills included informal assessments to measure the students understanding and differentiation to meet the students learning needs.*

Dispositions - *While working with ELL students, I must keep the mindset that students may need to work in a flexible grouping, which is what they did with me for this field experience. I had to have the understanding that it is imperative to use the most effective research-based best practice while conducting and facilitating this lesson while using technology-enhanced learning experiences.*

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? *This learning experience positively impacted student learning because students communicated with each other in English and also in their native language. The students were comfortable speaking in their native language at times during instructional time because they were group with other students from a similar background. Students worked with their peers and some elected to work independently, but received peer help and assistance from me when needed to help them have a clearer understanding when needed. This impact could and was assessed by collecting the student work and using the data to improve and maximize student learning.*

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? *This field experience took place in my classroom at WCLC. I worked with my 9th grade ELL student that has me for Algebra 1. I worked with the student while she completed a lesson on adding and subtracting polynomials. While working with the student, the student completed the lesson using a digital resource for the online course. I differentiated the assignment by making adjustments to meet her learning needs. The student takes notes on her own and demonstrates her learning by working her problems out as she solves them. Also, the student practice adding and subtracting polynomials using a free interactive resource as a tool for drill and practice to master the skill of adding and subtracting polynomials. I modeled how to add and subtract polynomials with the student and also used a digital instructional video with the student as well. The student could view the instructional at any time as she was working on her assignment. I learned from completing this field experience to use various strategies, tools, and resources when teaching and working with the student because this process provided her with ways to learn the material that was best for her learning style which is a lot of visuals. I also learned that the ELL student enjoys working on the Chromebook when completing her assignments and also enjoys referring back to instructional videos and also examples that I modeled for her to ensure that she is following the right steps to obtain her answers.*

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.)

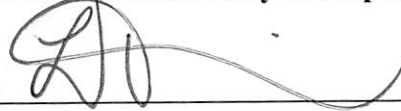
Knowledge - *This learning related to the knowledge of me understanding my ELL student background, her English proficiency, and her learning style. I also needed to know her academic abilities and if she had any accommodations to better assist her with meeting her learning needs and being successful academically.*

Skills - *I had to have the skills of using research-based best practices that would be effective when working with my ELL student while modeling how to add and subtract polynomials and facilitating during instructional time as she worked independently. This learning experience skills included informal assessments to measure the students understanding and differentiation to meet the students learning needs. I provided the student with a "Do Now" assignment, which included a couple of math problems of adding and subtracting polynomials to complete before leaving class. I used this data and the data from the student online course to measure her understanding of adding and subtracting polynomials to maximize understanding.*

Dispositions - *While working with my ELL student, I must keep the mindset that the student will benefit for seeing a lot of visuals on solving problems and also need to have detailed steps as to how to solve the equations, which is what I did with the student for this field experience. I had to have an understanding of the most effective research-based best practice would benefit the student while conducting and facilitating this lesson while using technology-enhanced learning experiences.*

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 positively impacted the student. The student received more one-on-one time from me while completing this experience. My student was able to ask for help and refer back to her notes, examples, and visuals when needed. I provided her with instant feedback which allowed her to use that feedback to help her as she solved her math equations. This field experience also helped the student use online tools and resources appropriately and effectively to maximize her learning and understanding of adding and subtracting polynomials. The student received informal assessment opportunities to demonstrate her learning before taking a summative assessment to know what skills she has mastered and what she needs to continue to practice.*

Date(s)	3 rd Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
3-26-2019	Math lesson over multiplying polynomials Time: 1 hour and 30 minutes	PSC: 2.4, 2.5, 2.6, 2.7, 2.8	ISTE: 3a, 3b, 3c, 5a, 5b, 5c

First Name/Last Name/Title of an individual who can verify this experience: Mr. Levi Herrin/Lead Teacher	Signature of the individual who can verify this experience: 
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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								
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? *This field experience took place in my classroom at WCLC. I worked with my 9th grade ELL student that has me for Algebra 1. I worked with the student while she completed a lesson on multiplying polynomials. While working with the student, the student completed the lesson using a digital resource for the online course. I differentiated the assignment by making adjustments to meet her learning needs. The student takes notes on her own and demonstrates her learning by working her problems out as she solves them. Also, the student practice multiplying polynomials using a free interactive resource as a tool for drill and practice to master the skill of multiplying polynomials. I modeled how to multiply polynomials with the student and also used a digital instructional video with the student at well. The student could view the instructional at any time as she was working on her assignment. I learned from completing this field experience to use various strategies, tools, and resources when teaching and working with the student because this process provided her with ways to learn the material that was best for her learning style which is a lot of visuals. I also learned that the ELL student enjoys working on the Chromebook when completing her assignments and also enjoys referring back to instructional videos and also examples that I modeled for her to ensure that she is following the exact steps to obtain her answers.*

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 - *This learning related to the knowledge of me understanding my ELL student background, her English proficiency, and her learning style. I also needed to know her academic abilities and if she had any accommodations to better assist her with meeting her learning needs and being successful academically.*

Skills - *I had to have the skills of using research-based best practices that would be effective when working with my ELL student while modeling how to multiply polynomials and facilitating during instructional time as she worked independently. This learning experience skills included informal assessments to measure the students understanding and differentiation to meet the students learning needs. I provided the student with a "Do Now" assignment, which included a couple of math problems of multiplying polynomials to complete before leaving class. I used this data and the data from the student online course to measure her understanding of multiplying polynomials to maximize understanding.*

Dispositions - *While working with my ELL student, I must keep the mindset that the student will benefit for seeing a lot of visuals on solving problems and also need to have detailed steps as to how to multiply polynomials, which is what I did with the student for this field experience. I had to have an understanding of the most effective research-based best practice would benefit the student while conducting and facilitating this lesson while using technology-enhanced learning experiences.*

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 positively influenced the student. The student received more one-on-one time from me while completing this experience. My student was able to ask for help and refer back to her notes, examples, and visuals when needed. I provided her with instant feedback which allowed her to use that feedback to help her as she solved her math equations. This field experience also helped the student use online tools and resources appropriately and effectively to maximize her learning and understanding of adding and subtracting polynomials. The student received informal assessment opportunities to demonstrate her learning before taking a summative assessment to know what skills she has mastered and what she needs to continue to practice on and remediate when required.*

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? *This field experience took place in my classroom at WCLC. I worked with my 9th grade ELL student that has me for Algebra 1. I worked with the student while she completed a lesson on dividing by a monomial. While working with the student, the student completed the lesson using a digital resource for the online course. I differentiated the assignment by making adjustments to meet her learning needs. The student takes notes on her own and demonstrates her learning by working her problems out as she solves them. Also, the student practiced dividing by a monomial by using a free interactive resource as a tool for drill and practice before completing a graded assignment. I modeled how to divide by a monomial for thirty minutes with the student by providing direct instruction with the student and also used a digital instructional video with the student as well. This learning experience was completed using a blended learning approach. The student could view the instructional at any time as she was working on her assignment. I learned from completing this field experience to use various strategies, tools, and resources when teaching and working with the student because this process provided her with ways to learn the material that was best for her learning style which is a lot of visuals. I also learned that the ELL student enjoys working on the Chromebook when completing her assignments and also enjoys referring back to instructional videos and also examples that I modeled for her to ensure that she is following the right steps to obtain her answers.*

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 - *This learning related to the knowledge of me understanding my ELL student background, her English proficiency, and her learning style. I also needed to know her academic abilities and if she had any accommodations to better assist her with meeting her learning needs and being successful academically.*

Skills - *I had to have the skills of using research-based best practices that would be effective when working with my ELL student while modeling how to divide by a monomial and facilitating during instructional time as she worked independently. This learning experience skills included informal assessments to measure the students understanding and differentiation to meet the students learning needs. I provided the student with a "Do Now" assignment, which included a couple of math problems of dividing monomials to complete before leaving class. I used this data and the data from the student online course to measure her understanding of dividing by a monomial to see if the student needs re-teaching or remediation to maximize understanding.*

Dispositions - *While working with my ELL student, I must keep the mindset that the student will benefit for seeing a lot of visuals on solving problems and also need to have detailed steps on dividing by a monomial, which is what I did with the student for this field experience. I had to an understanding of the most effective research-based best practice would benefit the student while conducting and facilitating this lesson while using technology-enhanced learning experiences.*

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 positively impacted the student. The student received more one-on-one time from me while completing this experience. My student was able to ask for help and refer back to her notes, examples, and visuals when needed. I provided her with instant feedback which allowed her to use that feedback to help her as she solved her math equations. This field experience also helped the student use online tools and resources appropriately and effectively to maximize her learning and understanding of dividing by a monomial. The student received informal assessment opportunities to demonstrate her learning before taking a summative assessment to know what skills she has mastered and what she needs to continue to remediate and practice.*