

## UNSTRUCTURED Field Experience Log & Reflection

### Instructional Technology Department

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<b>Course:</b> ITEC 7430		<b>Professor/Semester:</b> Dr. Frazier/ Fall 2013

### 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 <sup>st</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>
10/9/13 10/10/13 10/11/13	Worked with MY an ELL student, using Reading Eggs to identify the sounds of M, S and I. <b>20 min each Wed. thru Friday = 60 min.</b>	<b>ISTE 1. Visionary Leadership (Coaches)</b> b) contributes to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels.	<b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b> I felt Reading Eggs was a good research based program(2.2) to use with this student because <b>all</b> the students were using it. The students don't really understand about the levels and as they are wearing headphones, there was no uncomfortableness associated with students being on different levels. After these sessions M.Y. was retested on DIBELS and she had gained 6 more letter sounds. Using a computer is so universal and M.Y. is proficient at maneuvering a mouse, therefore, she did not stand out as different from the other students.
10/17 10/18	Used Brain Pop Jr. word list that contains audio for each word. The list was good for conversational language but also contained a few sight words. We then continued with Reading Eggs and worked on the word/blend "am." <b>20 min each Thurs. &amp; Friday = 40 min.</b>	<b>ISTE 3 Digital-Age Learning Environments.</b> a) Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments.	<b>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?</b> <b>(Refer to the standards you selected in</b>
10/24 10/25	Continued to use Reading Eggs for the word/blend "am." We went through a book that flipped pages and contained a word with the blend am. As she hovered the mouse over each page the audio spoke the word for the picture and she was able to choose the word that contained the blend "am." <b>20 min each Thurs. &amp; Friday = 40 min</b>		
10/29 10/30	Obtained children's books in Italian from mother. She translated for me in English and I read key words to her. We went back over the "am" blend in Reading Eggs giving her lots of practice with this blend. <b>20 min each Thurs. &amp; Friday = 40 min</b>		
11/6 11/7	Told her the story of "Flaco Gato" (skinny cat) these words are used in Italian and as she loves cats and is constantly drawing them, I		

11/8	thought this would engage her. I had her draw the story as she imagines it and helped her label the skinny cat and then had her draw other cats that were different from the skinny cat and labeled them. <b>20 min each Wed. Thurs. &amp; Friday = 60 min</b>	<b>PSC</b> <b>Teaching, Learning &amp; Assessment</b> 2.1, 2.2, 2.3 <b>Digital Learning Environments</b> 3.2, 3.3, 3.4 <b>Digital Citizenship &amp; Responsibility</b> 4.3 <b>Continuous Learning</b> 6.3	<b>Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)</b> After talking with MY’s mother I learned that Italian students learn their sounds through the use of blends and not on a single letter. This helped me understand how M.Y. began her learning and let me know I could use blends with her. Using Reading Eggs is fun adaptive tool to use with this ELL student (3.2, 3.3, 3.4 & 4.3). Allowing her additional computer time to use it was also a good incentive for her. Additionally, because Reading Eggs moves from one module only after mastering the previous one this allowed M.Y. to add skills at her own pace. There were days when she didn’t nap and I put her on the computer to continue learning more letter sounds. From the results of her DIBELS scores this let me know that individualizing her plan (2.5) in this way was the right decision.
11/14 11/15	Continued with Reading Eggs matching words to their picture. Some of the items were a little obscure and she needed help. However the program reads the word aloud and this helped along with my additional support. Using SMARTBoard had her do a S & M word sort. <b>20 min each Thurs. &amp; Friday = 40 min</b>		
11/21	Used Quizlet and created her a bank of vocabulary words for items she uses in the classroom.		
11/22	<b>20 min each Thurs. &amp; Friday = 40 min</b>		

<b>DIVERSITY</b>								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
<b>Ethnicity</b>	<b>P-12 Faculty/Staff</b>				<b>P-12 Students</b>			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
<b>Race/Ethnicity:</b>								
Asian					X			
Black					X			
Hispanic								
Native American/Alaskan Native								
White	X				X			
Multiracial								
<b>Subgroups:</b>								
Students with Disabilities								
Limited English Proficiency					X			
Eligible for Free/Reduced Meals					X			

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

Giving M.Y. some concentrated time and additional time helped her make great gains. Reading Eggs is developmentally appropriate and has proven to work with her. I will use it with other students and hopefully will have the same results. I will then bring my students’ scores to our next team meeting. Hopefully, other teachers will see the value of this program and be flexible in their scheduling and find time to give their students this additional tutoring.