

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015

Candidate: Alyssa Sills	Mentor/Title: Christy Neal/LSTC
Course: ITEC 7430- Internet Tools in the Classroom	School/District: Taylor Elementary/Gwinnett County
	Professor/Semester: Sherry Grove/Fall 2017

(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete one field experience totaling 5 hours! If you have fewer field experiences, just delete the extra pages. Thank you!)

Date(s)	1 st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
10/18	7:45 to 8:30 (3 times) 2 hours and 15 minutes Total	MGSE3.OA.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 1	Educators understand and use data to drive their instruction and support students in achieving their learning goals: Use assessment data to guide progress and communicate with students' parents and education stakeholders to build students self-direction.
10/25			Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions: 5c: Students break problems into component parts, extract key information, and develop descriptive models to understand complex
11/1			

systems or facilitate problem-solving.

First Name/Last Name/Title of an individual who can verify this experience:
Christy Neal- LSTC Taylor Elementary

Signature of the individual who can verify this experience:
Christy Neal

DIVERSITY

(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)

Race/Ethnicity:	P-12 Faculty/Staff				P-12 Students			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
Asian								
Black								
Hispanic						X		
Native American/Alaskan Native								
White		X						
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency						X		
Eligible for Free/Reduced Meals								

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?

The ELL student that I worked with is struggling with math. I have been working with him in the mornings on Wednesday to go over two-step word problems for a summative assessment. We have been working with the study guide for the test but we have also worked with a tool called Math Playground (https://www.mathplayground.com/grade_3_games.html). This tool has the option for the student to do 2 step-word problems with online manipulatives. The student can physically move the blocks to the correct location in the diagram of the word problem and it will not let them move on until they complete the correct placement of the blocks. I learned that with ELL students online resources could help with motivation and especially help students have a visual of the problem. This tool helped guide this student to problem solve, use technology to break up the problem, and extract key information. Math Playground was an excellent tool to use with my student who needs the extra support of manipulatives and visuals.

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 experience related to knowledge because in ITEC 7430 we learned about many web 2.0 tools and how they can facilitate learning in classrooms. Online tools can also create a higher sense of motivation for students. Students are more interested when they get to use technology to learn. I liked that I was able to use Math Playground to understand more about how technology can work in a classroom to benefit student learning. This student was able to problem solve and use the technology to guide their knowledge.

Skills – This experience also related to skills because I must be able to work with the student and use online tools to help him grasp concepts that we are learning in class. This tool related to the content that we were learning in my room by having students solve two-step word problems using a ? for the unknown number. I was able to use this tool to help this student as well as other students in my class. I also talked to my grade level about using this tool for their students which shows coaching skills. We talked about how this tool can be used in collaborative groups for math and how it is a hands-on technology tool. After using this tool I was able to show others how to facilitate this learning in their own room as well as put this tool on my eClass page so that I can teach the rest of my class how to use math playground.

Dispositions –This experience related to dispositions as well. This student was able to solve a two-step word problem using a ? for the unknown number and this tool was motivational because it feels like a game. This tool created a sense of enthusiasm for the student because he was practicing the skill but in a fun way. This changed his attitude toward learning so that he was able to practice problem solving and working through problems. With this tool, my student was able to go at his own pace. Being ELL he struggles to keep up sometimes and this tool helped him work slowly and corrected him if he made a mistake. This created confidence in him and his abilities to solve the two-step problems.

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

For one, this impacted student learning at my school because I used Math Playground with one ELL student to try it and now that I like the results I will be able to use it with the rest of my class. This tool should help other students in my class especially the ELL students have a visual understanding of two-step problems as well as other types of problems. They will be using technology to problem solve and they will have more motivation to learn. I can assess the impact by looking at test scores and seeing if the word problem work helped my ELL student be able to break down the parts of the problem to find a correct answer. Secondly, this tool will help others in the school because other classes have never used this tool. I talked about Math Playground in our math-planning meeting so that the other teachers could benefit from it as well. I will assess the impact by staying up to date with my team to check in and see how they feel about Math Playground as a learning tool.

Date(s)	2 nd Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
10/20- Math Group	Math Group: 10:30-11	MGSE3.OA.8. Solve two-step word problems using the four operations.	Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators: 7c
10/20- Recess	Recess 11:50-12:20	Represent these problems using equations with a letter standing for the unknown quantity.	Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.
10/27- Math Group	3 hours total	Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 1	Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. Educators: 6a
10/30- Math Group			Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
10/30- Recess			
10/31- Math Group			

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?

I worked with and ELL student in small groups in math class and at recess to get extra practice with two step word problems/multiplication and division. I used assessment data to put this student in a small group and communicate with him and his parents the areas that he needed more support. Math was a big area of weakness especially word problems due to being ELL. I learned that there are many ways to support ELL students using technology in the classroom. One way I worked with this student using technology in small groups was that I use a flipped classroom model. I would show a video of how to work on a problem usually from Learnzillion and after the video was complete, the student could try the problem. Using the video to introduce the topic created extra time for practice and support from me. I learned for one that the use of technology to do a Flipped Classroom can facilitate students having ownership in their learning. This student really paid attention to the video because he knew that is where the learning took place and that the support came next. I learned that I could also create my own videos for Flipped Classroom which could help with technology coaching. I could teach other teachers how to use specific tools in their own room. I have been talking with another teacher at my school who wants to try the flipped classroom model and I will be helping her get started.

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 knowledge because as a technology coach I will need to know information about flipped classroom and how it works. It is a new idea for many teachers and many teachers would like to use this format in their classroom. It is a good experience to understand how it works in a classroom and how it can scaffold learning for different levels of learners.

Skills – This experience also related to skills or what I must be able to do because I used data from online assessments to guide my learning. I saw that this student struggled with word problems and I was able to use that data to form a small group where I could add support to learning. Data guides all small group instruction in my classroom and in particular, I was able to communicate the learning needs from the assessment with the students' parents to show the areas needed for growth.

Dispositions – This experience relates to dispositions because two-step word problems can be more challenging and discouraging for some students. By having a flipped classroom where this student was able to see a visual representation before trying a problem created a better attitude toward learning. I also think that setting goals based on assessment data created enthusiasm toward learning.

2. 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 impacted school improvement because I am now able to show other teachers how to use the data to guide their lessons as well as use a flipped classroom model. I have talked to another teacher on my grade level who wants to try out this technique with her class and I am going to be able to coach her through the process. I can assess the impact by observing the flipped classroom lessons that other teachers on my grade level do and how they use what I have talked to them about in their own way. This experience also helped student learning due to test scores improving. I can see through various formative assessments that this students' scores have gone up because we have been working with videos with visuals to help him grasp topics for two-step problems. I should also see the impacts of goal setting when the next test is given to see if the student met their goal that was decided based on data.