

## UNSTRUCTURED Field Experience Log & Reflection

### Instructional Technology Department – Updated Summer 2015

<b>Candidate:</b> Brandy Stapleton	<b>Mentor/Title:</b> Natalie Smith/ Technology Integration Specialist	<b>School/District:</b> Gainesville City/Gainesville High
<b>Course:</b> 7430: Internet Tools in the Classroom		<b>Professor/Semester:</b> Dr. Sherry Grove/ Spring 2020

**(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 <sup>st</sup> Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
3/11/2020	Introduced math concepts (polynomial long division, then synthetic division) to ELL group as a whole. Allowed students to discuss and practice. Recognized two students who needed additional supports and pulled them for 1:1 instruction. Utilized MathisFun.com for explanations in their home language and whiteboards for guided practice. [1.5 hour]	PSC 2.1, 2.6, 3.1, 3.2, 3.3, 3.6	ISTE 3a, 3b, 3g, 5c
3/12/2020	Continued practice with synthetic division but added factoring completely to the task. With C&J, reviewed a graphic organizer for how to choose which factoring method. Used whiteboards and assisted as students worked on Quizizz activity to ensure understanding [1.5 hours]	PSC 2.1, 2.6, 3.1, 3.2, 3.3, 3.6	ISTE 3a, 3b, 3g, 5c
3/13/2020	Coronavirus changed plans. Introduced students to virtual learning tools that would be used to conduct learning-from-home. Tools reviewed included Google Classroom (accessing, completing, and submitting assignments), Zoom, Edpuzzle. [1.5 hours]	PSC 2.1, 2.6, 3.1, 3.2, 3.3, 3.6	ISTE 3a, 3b, 3g, 5c
3/17/2020	Provided students with support via Zoom. Modeled Google Classroom processes and walked students through Think-Tac-Toe assignment (which they had technically already started some tasks for). [1.5 hours]	PSC 2.1, 2.6, 3.1, 3.2, 3.3, 3.6	ISTE 3a, 3b, 3g, 5c
	Total Hours: 6		

**First Name/Last Name/Title of an individual who can verify this experience:**

**Trailly Holland, Math Teacher (Asst. Department Chair)**

**Signature of the individual who can verify this experience:**

**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
<b>Race/Ethnicity:</b>								
Asian								X
Black								X
Hispanic								X
Native American/Alaskan Native								
White				X				
Multiracial								
<b>Subgroups:</b>								
Students with Disabilities								
Limited English Proficiency								
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?**

For this field experience, I worked with a small group of ELL learners. At Gainesville High School, 42% of students are ELL, so this was not difficult. In fact, I currently teach an ESOL class that has 12 ESOL-served students from varying backgrounds. On 3/11/2020, I introduced math concepts (polynomial long division, then synthetic division) to the ELL group as a whole. While on-target students were discussing and practicing content with a Seated Trail run activity, I recognized two students (C&J) who needed additional supports and pulled them for small group instruction. I used MathisFun.com for explanations in their home language and whiteboards for guided practice, with me scaffolding questions to guide learning. The next day, we continued practice with synthetic division but added factoring completely to the task. With C&J, reviewed a graphic organizer for how to choose which factoring method. Again, we used whiteboards and assisted as students worked on Quizizz activity to ensure understanding. On the 3/12/2020, Coronavirus changed our plans. I introduced students to virtual learning tools that would be used to conduct learning-from-home, including Google Classroom (accessing, completing, and submitting assignments), Zoom, Edpuzzle. For C&J, I had them annotate on Zoom, so that we would be able to continue our whiteboard sessions online. Over the next week, I provided students with support via Zoom. C&J both benefit from having access to a teacher in a virtual format.

From this field experience, I learned that I am able to provide solutions to technology problems or concerns in a timely manner. In the beginning, I used technology resources and websites to help teach math content, including for practice and assessments. Because of the Coronavirus, my plans were pushed into a virtual environment. I was able to assist my ESOL students by modeling the programs we would use to continue instruction. I chose programs that would closely relate to the routines and strategies we had used previously in class. This experience allowed me to focus on implementing technology in order to have good visual/graphical representations for students struggling to understand content related topics and vocabulary. In many instances, technology resources are readily available and do not have to be created, students just need practice with using them. ELL students can benefit from the interactive nature and feedback immediately received from technology tools.

**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.)**

Technology Leaders must be able to solve technology problems and meet technology needs in a timely manner. Technology leaders must be able to propose effective solutions, model efficient methods, and help teachers/students with learning tools and resources. I believe that the digital tools (MathisFun.com & Google Translate for vocabulary and Google Slides & Quizizz for practice and immediate feedback) that I chose to use with the ELL students (C&J, and class) enhanced the students' content related learning experience. These tools offered the ELL students a visual and interactive way to understand the mathematics content, and also served as an assistive technology to learn the content standards with language supports as needed. Technology leaders must also show optimism and faith, even in times of uncertainty or emergency. I feel that I use passion when presenting tools to my students, essentially "selling" it to them. If the teacher has a positive outlook, the students will adopt it. This helped to relieve stress and anxiety about school closures with my 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 impacted student learning in a positive way. The resources I demonstrated and provided offered supports for students in the classroom and in a virtual learning setting. While ELL students have diverse needs, regarding both content learning and language acquisition, working with students to help them master processes and take ownership of their learning, is impactful beyond the current class. These students will forever be changed and comforted in knowing that they can reach a teacher outside of school, and practice concepts online. One of my students stated that he wanted to use the index on MathisFun.com to become a stronger math student. Because of this experience, I am also a stronger teacher. I can recognize the needs and identify resources for students to support learning in more personalized environments. This will help with school improvement. The impact of this field experience can be measured through student feedback and progress based on summative assessments and future ACCESS scores, as well as through the continued and increased use of learning supports.

