

UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department

Candidate: Angela Burgess	Mentor/Title: Ruth Allen	School/District: Lambert High School / Forsyth County Schools
Course: ITEC 7445		Professor/Semester: Jeffrey Morrison / Fall 2012

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)	1st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
08/05/2012	504 Meeting to determine accommodations for student with Cerebral Palsy / (1 hour)	<p>1. Facilitate and Inspire Student Learning and Creativity Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.</p> <p>3. Model Digital Age Work and Learning Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</p>	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? While meeting with CM and his mother, I learned about the ways that technology could assist CM with his ability to process information, as well as his ability to show what he</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								
Black								
Hispanic								
Native American/Alaskan Native								
White				X				X
Multiracial								
Subgroups:								
Students with Disabilities								X
Limited English Proficiency								
Eligible for Free/Reduced Meals								

has learned. CM is proficient with his use of technology, but struggles with asserting his learning needs. His mother requested that we as teachers help him with this by developing assignments that focus on 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 in Part I. Use the language of the PSC standards in your answer and reflect on all 3— knowledge, skills, and dispositions.)

By employing technology in not just my teaching, but also in the content created by students, I can facilitate experiences that allow SM to advance his learning. This also will allow the student to see that the knowledge and skills learned in the classroom will help him in his future professional situations.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school.

			<p>How can the impact be assessed?</p> <p>By setting up these initial modifications before the school year begins, CM will begin the year with a plan for success, instead of trying to avoid failure later on.</p>																																																																																
Date(s)	2 nd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)																																																																																
Fall 2012	Development of classroom activities and assignments that incorporate technology for all students, including the student, so that his physical disability is not a hindrance to his learning or to his demonstration of knowledge / 20 hours	<p>1. Facilitate and Inspire Student Learning and Creativity Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.</p> <p>3. Model Digital Age Work and Learning Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</p>	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p> <p>CM is sometimes resistant to using the technology available to him. He is perfectly willing to use it when preparing assignments at home, or when looking at class notes, but seems unwilling to use it for completing in-class writing assignments. This is something that will need continued work throughout the year.</p> <p>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,</p>																																																																																
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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.)

While I have enjoyed designing lessons that facilitate student learning, creativity, and innovation for this class, and while I have had no problems showing students how to use the various technologies used (Angel, Edublogs, Microsoft Office, PaperRater.com), I have had issues convincing students of the need to learn how to use them.

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

With the implementation of these classroom modifications, CM currently has the highest grade in my ELA class, a subject with which he has traditionally struggled.