UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department

Candidate: **Jennifer Kinne Burke**	Mentor/Title: **Karin Searls, 5th grade teacher**	School/District: **Atlanta Public Schools**
Course: **ITEC 7430 Internet tools in classroom (W03)**		Professor/Semester: **Dr. Tricia Frazier, Fall 2013**

Part I: Log
(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete <u>one</u> field experience totaling 5 hours!
If you have fewer field experiences, just delete the extra rows. Thank you!)

Date(s)	1st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
9-12-13	Demonstrated International Children's Digital Library to media specialist and ESOL teacher and two ELL students @ North Atlanta HS (2 hours)	PSC 5.2/ISTE 4b - develop and implement technology-based professional learning that aligns to state and national professional learning standards, integrates technology to support face-to-face and online components, models principles of adult learning, and promotes best practices in teaching, learning, and assessment.	**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** International Children's Digital Library (ICDL) is an online collection of books available free. The books are accessible on any computer, tablet or smartphone and are intended for children ages 4-13. The books include many folktales in many languages as well as some chapter books. The engaging stories and online format makes text accessible to ELLs and struggling

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								x
Black				x				
Hispanic								x
Native American/Alaskan Native								
White				x				
Multiracial								x
Subgroups:								
Students with Disabilities								x
Limited English Proficiency								x
Eligible for Free/Reduced Meals								x

DIVERSITY

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

readers. This field experience helped me facilitate a new technology resource that teachers in several disciplines and for older students can use.

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.)

One of the responsibilities of a media specialist and technology leader/facilitator is to provide professional learning opportunities to other teachers. This does not require a formal class, but is often most effective in small group or even individualized instruction.

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 impacts faculty development and student learning at North Atlanta High School. The ICDL resource include an app called StoryKit that students can use to create digital products to demonstrate their learning and share these products with the teachers or others on the web. The resource also helps reinforce ELL students acquisition of vocabulary and practicing reading in an engaging online environment. Impact can be assessed through teachers' observation of student engagement with reading text as well as improved English academic vocabulary.

Date(s)	2nd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
9/18/13	Collaboratively with Timothea Cokley, ESOL teacher at Centennial Place Elementary School, I developed and submitted an application for $1000 to the Council of Intown Neighborhoods and Schools (CINS). The application is for funding to purchase interactive electronic books, an iPad, and Word-to-Word dictionaries in 19 languages. 5 hours over 3 days (submitted application on 9-18-13).	PSC 1.3/ISTE 1c - Research, recommend, and implement policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school, district, state, and federal technology plans and guidelines. Funding strategies may include the development, submission, and evaluation of formal grant proposals.	**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** I developed the draft application and then collaboratively edited and submitted the grant application for $1000 to the Council of Intown Neighborhoods and Schools (CINS). The application is for funding to purchase interactive electronic books, an iPad, and Word-to-Word dictionaries in 19 languages. The items we selected cannot all be purchased with library funds so additional revenue is needed. Therefore it is important for me to be able to submit successful proposals and grant applications for innovative practices and materials. **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.)** A technology leader needs to be proficient in developing budget plans and identifying and seeking funding for programs and activities in support of technology plans and materials supporting the curriculum.

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Race/Ethnicity:								
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Black		x						
Hispanic					x	x		
Native American/Alaskan Native								
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Multiracial						x		
Subgroups:								
Students with Disabilities					x	x		
Limited English Proficiency					x	x		
Eligible for Free/Reduced Meals					x	x		

	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 will directly impact school improvement as it leads to the purchase of resources authorized specifically for use by ELLs taking standardized tests. This will yield immediate benefit by helping ELL students to understand test questions and instructions so they can demonstrate their understanding of content without getting bogged down reading test questions. Also, Interactive ebooks are useful for ELL students as well as those with reading and learning disabilities because the books include video that illustrates the text, a glossary, and read-aloud/along function that lets the child hear the book being read while the words are highlighted. Use of these books has been shown by research to support student acquisition of vocabulary and comprehension skills. Since ebooks are available in nonfiction as well as fiction titles, the books support the acquisition of academic vocabulary.

Date(s)	3rd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
10/11 – 11/12/13	At the request of our ESOL teacher, I assisted *Saara, a student who emigrated from Ethiopia, to complete research and components for her required Academic Fair experiment and project. This included helping her with research strategies, using questioning to develop an outline to guide research and writing, and learning specific technology tools including use of Google Drive and electronic information sources, databases, and electronic books. Activity was completed over a 12 day period (9 hours). *pseudonym	PSC 2.4/ISTE 2d - model and facilitate the effective use of digital tools and resources to support and enhance higher order thinking skills (e.g., analyze, evaluate, and create); processes (e.g., problem-solving, decision-making); and mental habits of mind (e.g., critical thinking, creative thinking, metacognition, self-regulation, and reflection)	**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** I assisted one of our ELL students as she developed her project for our school's annual Academic Fair. She visited the media center frequently before school and right after lunch (during her recess) to use the computers. *Saara is used to drafting written work by hand and then typing and printing for readability. During her visits I worked one-on-one with her in using productivity tools such as Google Drive as well as online research sources. One thing that was emphasized to me was that it is important not to assume that my students (and teachers) have advanced technical skills even though they seem to use the computers well. They may need additional support and instruction to be able to effectively complete tasks. I also recognize the importance of finding resources that include video and images to support ELLs in their research.

10-11-13 – 0.5 hour internet research
10-24-13 – 0.5 hour internet research & note taking strategies – using library OPAC
10-25-13 – 0.5 hour internet research & note taking strategies – using GALILEO for research
10-29-13 – 1.0 hour internet research & note taking strategies - using GALILEO for research
10-30-13 – 1.0 hour internet research & note taking strategies
11-1-13 – 1.0 hour internet research & note taking strategies – using World Almanac Online
11-4-13 – 1.0 hour internet research & note taking strategies
11-6-13 – 0.5 hour writing (draft) and typing products – using Google Drive for composing documents
11-7-13 – 1.0 hour writing (draft) and typing products - using Google Drive for composing documents
11-8-13 – 1.0 hour reviewing data and creating charts using Google Drive
11-11-13 – 1.0 hour polishing data chart using Google Drive
11-12-13 – 0.5 hour typing and printing for display, searching for copyright-free images online
11-13-13 - 0.5 hour finishing touches for display

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.)

As a technology facilitator and leader it

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Students with Disabilities								
Limited English Proficiency							x	
Eligible for Free/Reduced Meals							x	

is important for me to be able to model use of technology and resources that encourages students (and teachers) to think creatively and to analyze information to help solve real-world and/or academic problems.

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

Participation in the annual Academic Fair is required of all students in grades 3-5. Working with Saara helped support her ability not just to complete her assignment but to develop a level of competence that she has been able to share with her classmates. She is helping teach them to use the tools and resources, while building her confidence and improving social English skills.