UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate:	Mentor/Title:	School/District:
Christian Stephenson	Mr. Alan Preis	Atlanta International School
Course:		Professor/Semester:
ITEC 7430 Internet Tools in the Classro	Dr. T. Frazier	

Part I: Log

(This log contains space for up to 5 different field experiences for your 5 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)	Field Experience Activity/Time					PSC/ISTE Standard(s)		ndard(s)	Reflection (Minimum of 3-4 sentences per question)	
Monday 31 st March – Friday 4 th	Activity: Students learning about population policies using the MYP Key Concept (Individuals and Societies - Geography) of Change and Related Concepts of Management and Intervention.			(PSC 2.5/ISTE 2e)		2e)	1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?			
April (5 lessons = 1 hour each = 5 hours)	ELL Student in mainstream 8 th Grade Class afforded sheltered instruction during class as we learned, through the Inquiry Question: "What drives change; individuals, institutions or ideas? Pertaining to One Child Policy in China							The Chinese student that I decided to work with during this field experience joined AIS in 2011-2012 school year and was in my 6 th Grade Class. At that time, he had little		
DIVERSITY						English but was thrust into an English class setting, as we could not schedule an ESL Class for him				
EU	micity	P-2	-12 Fac	6-8	9-12	P-2	3-5	6-8	9-12	for Individuals and Societies. Therefore, I have worked with
Race/Ethnicity	7.	1 -2	3-3	0-8	9-12	1-2	3-3	0-8	9-12	Robbie* before. Now, two years on,
Asian	•							X		as his social English is more
Black										proficient, we are working on his
Hispanic										academic proficiency as he
Native Ame	rican/Alaskan Native									continues to learn Geography in
White										English. Therefore, during this unit
Multiracial										of work, I identified sheltered areas
Subgroups:										of the mainstream Unit of Inquiry
 	rith Disabilities									that I could use technology with Robbie in order to reach the
	nglish Proficiency							X		objectives of deepening his
Eligible for Meals	r Free/Reduced									terminology skills (part of his formative assessment) and also to
										assessment, and also to

Candidates model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals.	work on his collaboration skills with his peers in creating a collaborative slide (Google Presentation) show about One Child Policy. 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.)
	I needed to design and facilitate a technology enhanced learning experience for Robbie. Therefore, I firstly ring fenced some resources in Chinese that he could read pertaining to One Child Policy (and, as it turns out, because he was born in China, his mother was able to testify that this was indeed the case for this student to our class along with our Chinese teacher). I created a link from our class website to posters that were in Chinese that Robbie translated into English and then held a discussion with his peers in his group. He then integrated the content of his knowledge into the collaborative PowerPoint and presented to class and answered questions. I had to work with Robbie one-to-one to assist his succinct terminology in this area of demographical geography – but this assisted his confidence in his final formative presentation.
	3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

	In collaboration with our ESL teacher, I have documented this into the differentiation area of our Unit of Inquiry for 8 th Grade Geography, which means that it is freely available for other teachers to use should an ELL student be in their class. Our ESL teacher will assess the impact over time as this Unit of Inquiry directs for the mainstream teacher to collaborate with her when these circumstances arise.
--	--