

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – *Updated Summer 2015*

Candidate: Josh Freedman	Mentor/Title: Dr. Paul Chaffee/ Principal	School/District: Poole Elementary School/Paulding County
Course: ITEC 7430 Internet Tools in the Classroom		Professor/Semester: Dr. Dias Spring 2019

(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)
3/28/19	7:15-8:00	1.1, 1.2, 2.1-8, 3.1, 3.2, 3.6, 6.1, 6.2	2a, b, c, d, 3a, 3b, 4a, 6a
3/29/19	7:15-8:00		
4/8/19	7:15-8:00		
4/9/19	7:15-8:00		
4/10/19	7:15-8:00		
4/11/19	7:15-8:00		
4/12/19	7:15-8:00 [5 hours 15 minutes]		

First Name/Last Name/Title of an individual who can verify this experience: Leasa Capalbo/ESOL teacher

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

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 a fifth-grade student who was trying to improve her grades in the area of science and social studies. The student's name is Valeria. Her parents are from Puerto Rico. Her mother speaks limited English but understands more than she can speak. Her father speaks English pretty fluently. Valeria would be considered a stage 5 advanced language proficiency. She is able to communicate with peers with little to no assistance. She is very confident in herself when it comes to education. She becomes frustrated with herself when she does not understand a certain topic. Science and social studies are difficult subjects for her because of the language and content. She does not speak up in class much. Her fear is not knowing what to say, but whether or not she is correct. She does not like to be wrong.

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 helped me understand what teachers need to focus on when it comes to educating ELL students. Using the information learned from IRIS, I incorporated the information when working with my student.

Skills- When it comes to instructional practices, what I stated early is what I read about. Making sure your room is labeled with both English words and words from their native tongue so they are able to understand what the items are in English. With today's technology, immersive readers and read to options on computers are beneficial to ELL students. Since I teach math, science, and social studies, the content is the most important thing to me, not worrying if they are able to read at a fifth-grade level or not. When assessing ELL students, it may be difficult for them to read and understand the test. Having the test

read to them, if you are assessing content, so students can understand the assessment and demonstrate their knowledge of the standard. I would make sure to assess the content and not the student's understanding of the English language. Technology skills are needed when assisting ELL students. Teachers need to be proficient in using different instructional technologies in order for students and teachers to succeed.

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

Since we were focusing on improving her science and social studies grades, our sessions together were reteaching sessions. March 28 and 29, we focused on our social studies standards. We focused on WWI, the Great Depression, and WWII. During these sessions, my focus was on her vocabulary knowledge. I focused on the IRIS Center's information about acquiring new vocabulary. Since she had a difficult time with reading the information about the social studies topics, we used a web 2.0 tool called Quizlet. Using this tool, we were able to create vocabulary flashcards using definitions, either created by use or used from the site and gave each word a picture of her choice that would help her remember the new vocabulary word. Quizlet will also read you the word and definition. This assisted her in practicing saying the new vocabulary word after hearing it. She felt comfortable doing this with me because no other student was around. Together we reviewed her notes and discussed what she did not fully understand. We adding the information to Quizlet which improved her confidence greatly. All information was saved onto the Quizlet site for future reference and future reviewing. We continued using this site for a few math standards as well. We were beginning to learn about polygons and different triangles and quadrilaterals. Since she became familiar with Quizlet, she created one for the math concepts. She scored a passing grade on that assessment and she said it was because of Quizlet. You can create flashcards on either the computer or app for a phone or tablet. You have access to information on phones and tablets. She is able to bring the vocabulary list with her and listen to it when she had time. She is a self-motivated student who needs little help in wanting to learn and be the best she can be.