**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department – *Updated Summer 2015***

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| **Candidate:** Tabitha Edmondson-Goodman | **Mentor/Title:** Carla Wallace | **School/District:**  A L Burruss/ Marietta City Schools |
| **Course: ITEC 7430-** Internet Tools for the Classroom | | **Professor/Semester:** Dr. Gagnon/ Spring 2016 |

**(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!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
| Mar. 28th-Apr. 8th | -Question & Answer Session with ELL teacher  -Review of student WIDA scores  -Review of Access testing  -Observations of students | 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.7, and 6.3 | 2b, 2c, 2d, 2e, 2f, 2g, 3g, and 6d |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience: Barbie Esquijarosa** | **Signature of the individual who can verify this experience:**  **Barbie Esquijarosa** |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White | X |  |  |  |  |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  | X |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  | 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 met with our ELL teacher, Barbie Esquijarosa, to truly understand how she helps students and how technology plays a vital role for many of her students. During our meeting we discussed a new resource that she is using with her students called Imagine Learning. Imagine Learning is used by each of our ELL students each day and it is tailored for their literacy needs. She mentioned that she has seen a lot of great things with this program and the students really enjoy using the program both at school and at home. This program works on reading and language skills while giving the teacher weekly data on their progress. It offers a lot of beneficial tools for both our teachers and students. For example, students can record their readings so they can play it back and hear their fluency. During our meeting, I described my upcoming module and the two students that I would be working with. We both agreed that these two students were exceptionally bright, but they still had areas that they could receive support in. We reviewed both of their WIDA scores and their current goals along with their classroom running records. Both of my students use Imagine Learning, but they use it for the literacy skills.  **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.)**  This field experience focused on the Teaching, Learning, and Assessment area of the PSC and ISTE NETS-C standards. I noticed that during this module that the areas of research-based strategies, differentiation, instructional design, and assessment play a vital role in our ELL student’s academic progress. While working with our ELL students I learned a great deal from them and how to support their learning. There are a variety of strategies, tools, and resources that teachers can use to support their learning. Deciding on which strategy or tool to use all depends on the needs of the child. There several strategies that can be used with our ELL students, but the main focus is to expose our students to the English language and to make our classroom more inclusive for our ELL students. Our technology resources should be engaging, provide some kind of real world application, use a variety of graphics and provide instruction to our students in a manner that is easy for them to understand. While reviewing this module, I had to reflect on the two ELL students that I work with and make sure that I was providing the best instruction for them. I had to also make sure that I understood the difference between social and academic language. This is another important area because it can fool educators into believing that the student fully understands, but in reality the student just has great social skills. Another important aspect to working with our ELL student is making sure that we embrace their heritage and build a trusting relationship with their parents. Taking the time to understand their needs and providing support to their families is a great way to bridge the gap between home and school.  **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 can have a positive impact on our ELL student learning by educating our teachers on the tools and strategies that can best help them learn. Many of the strategies and tools mentioned in our module seem like best teaching practices, but it is imperative that we not take any of this for granted. We have to remember that these students are coming to us from a variety of different backgrounds. Many are coming to us with little to no English language experience and so do many of their parents. Many of the strategies mentioned using student friendly language, word walls, incorporate small groups into your classroom, differentiate homework and assessments, and make our lessons more visual by using representations such as, pictures, graphs, and drawings. Many of these strategies can easily be integrated into our classrooms with the use of technology. These are also the same strategies that we should be using with all of our students to make sure that they are succeeding. Understanding the needs of our ELL students is the first step to providing appropriate instruction for our students to improve their academic development and language acquisition. We must continue to open our schools to our families and bridge the gap between home and school. | | | |