**UNSTRUCTURED Field Experience Log & Reflection**

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

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| **Candidate:** Gaberielle Miller | **Mentor/Title:** Barbara Lange | **School/District:** Russell Elementary/ Cobb County School District |
| **Course:** ITEC 7430 Internet Tools in the Classroom | | **Professor/Semester:** Dr. Laurie 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!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
| March 25:  March 26:  March 27:  March 28:  March 29: April 8:  April 9:  April 10:  April 11: | 7:30-8:00 and 2:00-2:30  7:30-8:00 and 2:00-2:30  7:30-8:00 and 2:00-2:30 7:30-8:00 and 2:00-2:30  7:30-8:00 and 2:00-2:30  2:00-2:30  7:30-8:00 and 2:00-2:30  7:30-8:00 and 2:00-2:30  7:30-8:00 and 2:00-2:30  [8.5 hours] | 1.2, 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.3, | 1b, 2a,2b, 2c, 2e, 2f, 3b, 3c |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:** Alexis Lauderdale  Walida Byars  Charlotte Seel | **Signature of the individual who can verify this experience:**  **A close up of a book  Description automatically generated** |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  |  |  |  |  |  |  | | 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 am a second-grade Dual Language Immersion (DLI) teacher. I teach students reading, writing, and phonics in English. The English teacher also reinforces content that students learn in math, science, and social studies. I also serve as their ESOL teacher. For this field experience, I worked with two of my second-grade students in a small group setting. The two students have made significant growth over the school year. However, they are not on grade level. Consequently, I decided to focus on areas that would extend their reading and writing skills. We used Reading A-Z, Brainpop Jr., and Photo Story 3 as strategies to support my ELL. From this experience, I learned that it is important to preview and review vocabulary with students. I also learned that it is essential to build upon students’ skills through building background knowledge.  **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 learning experience helped me to research best practices as well as technology that supports ELL.  Skills – This field experience helped me by providing additional differentiation tools to make sure that my ELL are successful and have full access to the curriculum.  Dispositions – This field experience gave me the opportunity to develop and practice professional disposition for working with all students.    **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 impact my school in the future because I am now able to provide instructional practices that facilitate learning and assess English Language Learners. I plan on sharing this research with my 2nd - grade team. | | | |