

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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Course: ITEC 7430 Internet Tools in the Classroom		Professor/Semester: Dr. Clark/Fall 2014

Part I: Log

(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 rows. Thank you!)

Date(s)	1 st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>
Student 1 10/02/2014	Met with Student 1 and conducted online comparison of English and Spanish versions of the U.S. Bill of Rights. [1 hour]	PSC 2.2/ISTE 2b PSC 2.5/ISTE 2e PSC 4.3/ISTE 5c	1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? In this field experience I learned that the use of technology is a valuable tool for assisting ELL students. The availability of online sites, tools, and resources allow the teacher and student to create and incorporate information that will increase the ELL students learning and comprehension of materials. As a technology leader and facilitator knowing how to find and utilize these tools to enhance the learning of ELL students is a valuable
10/06/2014	Met with Student 1 and used English/Spanish versions of Bill of Rights to create online study cards using StudyBlue website. [1 hour]		
10/08/2014	Met with Student 1 and used English/Spanish versions of Bill of Rights to continue to create online study cards using StudyBlue website and assisted in studying by quizzing student. [1 hour]		
Student 2 10/16/2014	Met with Student 2 and conducted online comparison of English and Spanish versions of the U.S. Bill of Rights. [1 hour]		
10/20/2014	Met with Student 1 and used English/Spanish versions of Bill of Rights to create online study cards using StudyBlue website and assisted in studying by quizzing student. [1 hour]		

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								

resource and something to remember when working with these students. I also learned the importance of sheltered instruction techniques for ELL students and how to use online tools to incorporate these techniques, which is something that all technology leaders need to know.

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 will be my responsibility to learn about instructional techniques and online tools that can assist teachers with helping ELL students. As a technology leader I must model and facilitate the use of research-based, learner-centered strategies, like sheltered instruction techniques, that differentiate and address the diversity of all students. Being able to work with ELL students and helping them incorporate new techniques to learn is extremely important. Having a positive attitude and enthusiasm is needed when assisting ELL students and others to ensure they feel comfortable and are receptive to your help.

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

After assisting my ELL students with this experience I hope they will be better prepared for the class and that the strategies used will help them throughout their high school career. This experience will hopefully better prepare them for test, quizzes, and the final exam. By

	<p>participating in this field experience the students had more instruction that was geared to decreasing the gap between English and native Spanish language. In the future, I will be more aware of what I need to do in my classroom to better help students where English is not their primary language.</p>
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