UNSTRUCTURED Field Experience Log & Reflection Instructional Technology Department

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Course:	Professor/Semester:	
ITEC 7430 Internet Tools in the	Dr. Frazier	
		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 <u>one</u> 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 (Minimum of 3-4 sentences per question)
9/30/2014	I met with Mrs. R, the partnering homeroom teacher to develop a	PSC 1.2, 2.2, 2.3, 2.5, 2.6,	1. Briefly describe the field experience.
9:00-9:30 am	plan of action for the Field Experience and selected the participating	2.7, 3.2, 6.2, 6.3	What did you learn about technology
(30 minutes)	student.		facilitation and leadership from completing this field experience?
10/06/0014		ISTE 2b, 2c, 2d, 2f, 2g, 6c	completing this new experience.
10/06/2014	R.R. practiced blue level sight words. I modeled appropriate speech		This field experience primarily
8:10-8:55 am (45 minutes)	and pronunciation of sight words. I encouraged R.R. to use words in a sentence as we went along. When R.R. struggled with meaning, I		focused on two different activities
(45 minutes)	provided a sample sentence to provide context. I also encouraged		designed to bolster confidence and
	sounding out of individual letters and blending while reading. I		proficiency with the English
	modeled appropriate navigation with the mouse and allowed R.R. to		language. Mrs. R., the partnering
	take over once comfortable. R.R. also helped with the morning		homeroom teacher, suggested
	announcements. He operated the video camera and acted as		working with R.R. through our Wolf
	cameraman. R.R. also operated a PowerPoint presentation to cue		Pal Mentoring program. A series of
	various sound effects throughout the broadcast of the morning		morning sessions occurred that utilized sheltered instructional
	announcements. I modeled actions quietly and provided hand signals		strategies. The first area of focus
	and gestures to cue R.R. when certain transitions occurred throughout broadcast.		was practicing developmentally
	throughout broadcast.		appropriate Dolch sight word lists
10/08/2014	The second session with R.R. was similar to the first. R.R. again		with the student to reinforce R.R.'s
8:10-8:55 am	practiced blue level sight words as designated by the partnering		Cognitive Academic Language
(45 minutes)	homeroom teacher. R.R. also operated the audiovisual equipment		Proficiency. An interactive sight
	and helped direct peers for the morning video announcements.		words game was used with R.R. to
			model correct word pronunciation and reinforce memorization of the
			targeted Dolch word lists. The
			largeleu Doleli woru lists. Tile

10/14/2014		1 1	. 1. 4	. T		4	Т					
10/14/2014 8:10-8:55 am	R.R. (previewed) gre									second area of focus was to increase R.R.'s confidence level when		
(45 minutes)	pronunciation i.e. "Don't forget to repeat the word." Correct speech was modeled when needed. The student practiced pronunciation and											
(45 minutes)	sight word recall. Praise was offered when the student correctly used								speaking English to peers. R.R. participated in the behind the scenes			
	the sight word in a se									production involved with		
										broadcasting the morning video		
		reminded to move mouse as more space was needed to make point and click selections. R.R. also helped with Wolf TV and performed a										
	microphone check, te	announcements. In addition to building R.R.'s confidence when										
		interacting with peers, R.R. also										
	mixing board. R.R. directed students to stand in a boy-girl-boy-girl pattern and also centered the students on the camera image as to see									learned some new skills with		
	the flag. R.R. operate									PowerPoint and audiovisual		
	applause for behavio									equipment. Through this field		
	powered down the st				le camera	allu also				experience I gained valuable insight		
	powered down the st	uulo ligite	5.									
10/15/2014	R.R. continued to wo	ork on grad	on ciaht u	orde D D	operated	the				into what is required of an educator when dealing with ELL learners		
8:10-8:55 am	camera and directed		en signt w	olus. R.R	. operated	ule				with limited English proficiency.		
(45 minutes)	camera anu unecteu	siduents.								The experience will ultimately make		
(+5 minutes)										me a more well rounded educator		
10/16/2014	The partnering home	room teac	her neede	d R R to	finich hic	morning				and ITC.		
8:10-8:55 am	reading assignment.									and ITC.		
(45 minutes)	the WTV camera and											
(45 minutes)	today, R.R. began cu									2. How did this learning relate to the knowledge (what must you know),		
	hand gestures. He be									skills (what must you be able to do)		
	determine appropriat									and dispositions (attitudes, beliefs,		
	determine appropriat	e times to	115501 11	ie upplicus	enthusiasm) required of a technology							
										facilitator or technology leader?		
10/17/2014	The final session wit	h R R wa	s less rigo	orous than	usual as	R R was				(Refer to the standards you selected in		
8:10-8:55 am	feeling under the wea									Part I. Use the language of the PSC		
(45 minutes)	words as designated									standards in your answer and reflect		
(confident that R.R. w									on all 3—knowledge, skills, and dispositions.)		
	onto the next.	1								The learning in this field experience		
										related closely to what is required of me		
			DIVE	RSITY						as an ITC and technology leader. The		
(Place a	n X in the box represen	ting the ra			ogroups in	volved in	this field	experienc	e.)	field experience required the planning of		
	thnicity	P-12 Faculty/Staff P-12 Studen						*		an age appropriate, differentiated, and authentic learning experience for an ELL		
	unneny	P-2 3-5 6-8 9-12				P-2	3-5	6-8	9-12	learner with limited English proficiency.		
Race/Ethnicit	'V'	12	55	00	712	12	55	00	712	I effectively coordinated with the		
Asian	<i>v</i> -									partnering homeroom teacher to		
Black										facilitate a series of technology-		
Hispanic						Х				enhanced sessions designed to bolster confidence and proficiency with the		
Native American/Alaskan Native										English language and reinforce the target		
White										student's Cognitive Academic Language		
Multiracia	al			<u> </u>						Proficiency. The collaboration process		
Subgroups:										with both the partnering homeroom		
	with Disabilities									teacher and targeted student reinforced		
		I		1	1	1	I	1		important skills necessary to being a		

Limited English Proficiency			Х		successful Instructional Tech	nology
Eligible for Free/Reduced			Х		Coach.	
Meals					3. Describe how this field end	
	L I				impacted school improvem	
					development or student lea	
					your school. How can the in	npact be
					assessed?	
					The field experience and eve	
					learned from the IRIS modul	
					ELL learners realigned a few	
					professional goals. After this	
					I see myself creating profess	
					development focused on help	
					classroom teachers target the	
					learners with interesting new	
					tools. Also, I believe the qua	
					lesson designing will improv	
					have better insight into how	
					effectively work with ELL le	
					feel like I am more informed	
					rounded educator after comp	
					the ELL module and the sess	ions with
					the ELL learner.	