

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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

Limited English Proficiency					X				<p>successful Instructional Technology Coach.</p> <p>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?</p> <p>The field experience and everything I learned from the IRIS module about ELL learners realigned a few of my professional goals. After this experience, I see myself creating professional development focused on helping general classroom teachers target their ELL learners with interesting new Web 2.0 tools. Also, I believe the quality of my lesson designing will improve. I now have better insight into how to effectively work with ELL learners. I feel like I am more informed and well-rounded educator after completing both the ELL module and the sessions with the ELL learner.</p>
Eligible for Free/Reduced Meals					X				