**UNSTRUCTURED Field Experience Log & Reflection**

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

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| **Candidate: Angelica Garcia** | **Mentor/Title: Emily Rich/Media Specialist** | **School/District: Dug Gap Elementary/Whitfield County Schools** |
| **Course:ITEC 7430-Internet Tools in Classroom** | **Professor/Semester: Dr. 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)** |
| Session 1: 3/18/19 9:25- 10:10amSession 2: 3/20/19 9:25- 10:10amSession 3: 3/22/19 9:25- 10:10amSession 4: 3/25/19 9:25- 10:10amSession 5: 3/27/19 9:25- 10:10amSession 6: 3/28/19 9:25-10:10amSession 7: 3/29/19 9:25- 10:10am | On the first day, I briefly did a short check-up on verbal communication, written skills and reading comprehension. Throughout the experience, I worked on oral reading, comprehension skills, and vocabulary, sentence frames for verbal and written communication. Informal and formal assessments were completed throughout the field experience to assess for written, reading, vocabulary and oral speaking skills practiced during the time of this field experience.  | PCS: 2.1, 2.3, 3.3,3.4, 6.3 |  ISTE-C: 2a, 3c, 3d |
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| **First Name/Last Name/Title of an individual who can verify this experience:****Melanie Erwin/4th grade teacher**  | **Signature of the individual who can verify this experience:** |

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| **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 |  |  |

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| **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?**

Through this field experience, I learned the importance technology can have when a child is learning a new language. Although I did not wanted to use technology a lot during the sessions, I did found the time to implement in order to help the students implement the strategies she was learning. Various online resources were used throughout the completion of this field experience. Technology came very handy during my time of this field experience and even outside of this experience as I continue my work with ELL students. **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 field experience allowed to sharpen my knowledge of effective and useful ELL teaching strategies. I also learned how the integration of technology can enhance teaching and the learning of the students. Additionally, I was able to implement helpful online tools that allowed my student to implement the ELL strategies learned. **Skills –**This field experience taught me that technology has a place for ELL students. It also taught me that technology can be use in many ways, not only for planning one on one lessons for this experience, but also to use helpful resources and to provide a productive learning environment. **Dispositions –** I have personally always enjoyed working with technology. I always find joy when I am able to implement it in my classroom, but most importantly when my students are using it to take their learning to a higher level. Besides enjoying using technology during this field experience, I also enjoyed working with a student one on one. I always see the most learning when working with students on an individual level and I think it also opens a window of opportunity for the student to feel in a safe environment and at a place where mistakes are ok to be made. 1. **Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**

I think this field experience impacted students learning for sure. The student was able to show and made progress throughout the sessions. Asides for that, it also impacted faculty development because I was able to share helpful online resources with the ESOL team that I felt would be helpful for the ELL population we serve in our school. The impact can be assessed through student understanding and through the usage of online tools by the staff. Teachers in my building are constantly finding ways to meet the needs of our students, especially the high population of EL’s our student body include.  |

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| **Date(s)** | **2nd Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
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|  Black |  |  |  |  |  |  |  |  |
|  Hispanic |  | X |  |  |  | X |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  |  |  |  |  |  |  |  |
|  Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  |  |  |
|  Limited English Proficiency |  |  |  |  |  | X |  |  |
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