

**UNSTRUCTURED Field Experience Log & Reflection**  
Instructional Technology Department – Updated Summer 2015

<b>Candidate:</b> Angelica Garcia	<b>Mentor/Title:</b> Emily Rich/Media Specialist	<b>School/District:</b> Dug Gap Elementary/Whitfield Co
<b>Course:</b> ITEC 7305		<b>Professor/Semester:</b> Dr. Jones/Summer 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!)

Date(s)	Field Experience Activity/Task	PEC Standard(s)	ISTE Standard(s)
6/13/19	Prepared draft session for technology session to share with ESOL and 4 <sup>th</sup> grade team after attending an ESOL/technology training at the end of May (1 hour)	1.2, 1.4, 2.1, 2.2, 2.3, 3.3, 6.3	ISTE 1b, ISTE 1d, ISTE 2a, ISTE 2b, ISTE 2b, ISTE 3c.
6/14/19	Continued planning of technology session and prepared presentation needed for technology session (2 hours)		
6/15/19	Typed handouts needed for technology presentation and planned online tools to share with ESOL and 4th grade team (1 hour)		
6/16/19	Conducted a Google Hangout with 4th grade team and ESOL team to share online tools learned on ESOL/technology training. Colleagues viewed the presentation while it was presented (1 hour)		
6/17/19	Delivered via email and Google Docs a digital version of the presentation, along with handouts prepared to share with members involved in the session (30 minutes)		

Total Hours: 5 hours, 30 minutes

First Name/Last Name/Title of an individual who can verify this experience: *Melanie Erwin /4th grade* Signature of the individual who can verify this experience: *Melanie Erwin*

**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
<b>Race/Ethnicity:</b>								
Asian								
Black								
Hispanic		X						
Native American/Alaskan Native								
White		X						
Multiracial								
<b>Subgroups:</b>								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced								

1. Briefly describe the field experience. What did you learn about technology coaching and technology leadership from completing this field experience?

This was a very fun field experience because I had attended a technology/ESOL session towards the end of the school year and have been wanting to share what I have learned from the training with my colleagues. With this field experience, I was able to share engaging online resources that my 4<sup>th</sup> grade and ESOL team can use to better help our ELL population in our school. I learned from this experience that planning and keeping members involved and engaged helps a training or learning session much more valuable and engaging for everyone.

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, and behaviors) required of a technology facilitator or technology leader? (Refer to the standards you selected above. Use the language of the PBC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

**Knowledge** - This field experience allowed me to sharpen my knowledge in effective online tools for ESOL students. I also learned how the integration of technology can enhance teaching and learning of students. Additionally, I was able to let my colleagues practice using the online tools that they will be able to use and introduce to our students in the upcoming school year.

**Skills** - This field experience taught me that technology has a very important place in the learning for our ELL students. It also taught me that technology can be very useful in many ways.

**Dispositions** - I have personally always enjoyed working with technology and sharing this passion of mine with others. I always find it exciting to find new online tools that will be useful for all students. This field experience allowed me to offer a preview of new online tools I learned about to my colleagues and gave them the opportunity to let them practice before putting them to use once school begins. This field experience also pushed me outside of my comfort zone because I had to complete via Google Hangout, an online communication tool that I am not too familiar with, but wanted to give a try.

2. 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 make an impact in the professional development of the faculty involved. It will also impact our school improvement because we do have technology goals in place that we want for our students to benefit from and help them enjoy learning through different engaging ways. This impact can be assessed once the school year begins that the faculty involved in the field experience begin to implement the online tools presented with their students.