UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department

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Course: ITEC 7430		Professor/Semester: Dr. Frazier/Spring 2014

Part I: Log

(This log contains space for up to 5 different field experiences for your 10 hours. You may only need one! If you have fewer field experiences, just delete the extra rows. If you have more than 5 field experiences, please copy and paste additional rows. Thank you!)

Date(s)	1st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
3/18/14 3/25/14 4/08/14 4/15/14 4/22/14	• Met with Literature teacher and Reading Support teacher of ELL student to assess needs (0.5 hrs) • Analyzed student's areas of weakness (which were mostly in written expression) and conversed with the student to assess needs (1 hr) • Facilitated creation of flash cards (handmade and digital through Quizlet) to assist with vocabulary remediation (1 hr) • Provided instruction on using concept mapping to organize writing on paper and on Popplet (1 hr) • Facilitated creation of concept maps including one for a specific literature assignment (2 hrs)	• PSC 3.4/ISTE 3d • PSC 3.6/ISTE 3f • 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 got to know one of our most pleasant and fun students on our campus as a part of my ELL experience. This student has been in the U.S. since 2006 but still struggles with writing and is currently receiving support in Reading Support class and ESOL class. I worked with him on improving his vocabulary grade on weekly quizzes by helping him create flash cards and teaching him how to create virtual flash cards on Quizlet. I also worked with him on creating concept maps (both written and virtual using Popplet) to help him organize his thoughts prior to completing a long writing assignment. In this experience, I learned how technology can be used to meet the needs of a diverse group of students, specifically those learning the English language. **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**

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			X					
Multiracial								
Subgroups:								
Students with Disabilities								

Limited English Proficiency								
Eligible for Free/Reduced Meals								X

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.)

I had to first analyze the needs of my learner and know how to locate tools that would meet his needs, which were different from other students (PSC 3.4, 4.3). I also had to model the use of the tools to the student to ensure that the student would get as much out of the experience as possible. (PSC 3.4, 3.6). Lastly, I had to approach the experience with an open mind so that I could better understand the needs of the student (PSC 4.3).

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

This learning experience only impacted the individual ELL student at this point in time. However, this is the first time in a few years that I have not taught an ELL student myself so I plan on using these strategies again. I was able to see improvement in the individual student's grades on various assessments. In addition, I discussed these strategies with the literature teachers as many of students could benefit from these same strategies and found that they were open to begin implementing them in their lessons.