**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

|  |  |  |
| --- | --- | --- |
| **Candidate:** Chris Carlisle | **Mentor/Title:** Tom Burks/ITS | School/District:  Lakeside Middle/Forsyth County |
| **Course:** ITEC 7430 Internet Tools in the Classroom | | **Professor/Semester:** Dr. Frasier/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) |
| 1/14/14  1/21/14  1/28/14  2/4/14  2/19/14  2/25/14  3/4/14  3/11/14  3/25/14 | I worked with an ELL learner to help her with the Social Studies content she missed during the first half of the 2013/14 school year. The dates listed are when we met in small groups before school or during connections. In addition, I worked with her every day in my Social Studies class in one on one, small group, and whole class settings.  Private tutoring time (5 hours)  Time spent working specifically with student during regularly scheduled class time (5 hours)  Time the student has spent in my class (51 hours) | PSC 2.5, 2.6, 2.7, 6.3 | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  I designed and implemented an instructional plan to assist an ELL learner. Technology played an important role in this process. As a teacher I used technology to access many resources to gain insight into best practices related to ELL learners. I implemented technology in my instructional plan as well. My student used smart board software, instructional media, and internet translation tools. Through this work, I’ve gained valuable experience in both technology facilitation and instructional design for 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 in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)**  As a technology coach I must be able to facilitate the effective use of research-based best practices to enhance learning experiences. Through this work I examined multiple sources of “best practices” in teaching ELL students. I used the best practice of “sheltering” with my student – even if I didn’t know it at the time. I did it because it made intuitive sense to include language instruction into the content area – to ensure the student learned what she needed to learn. Without a doubt, IRIS Center’s ELL module has given me a fresh perspective of, and a renewed enthusiasm for, teaching English Language Learners. My instructional toolbox is now overflowing with researched based strategies I look forward to implementing.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  I’ve gained an awareness of the needs and abilities of ELL students. By sharing my experiences, materials, and resources I can impact school improvement by sharing what I’ve learned with other educators, both in and out of my building. Impact can be assessed by looking at the performance of our ELL students in the classroom and on standardized tests. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | | | | | | | | | | **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 |  |  |  |  |  |  | x |  | | Black |  |  |  |  |  |  |  |  | | Hispanic |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  |  |  |  |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  | x |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |
|  | | |