

## UNSTRUCTURED Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Jamey Bearden	<b>Mentor/Title:</b> Neil Harrison / CTAE Coordinator	<b>School/District:</b> Dawson County High School / Dawson County
<b>Course:</b> ITEC 7430 – Internet Tools in the Classroom		<b>Professor/Semester:</b> Dr. Tricia Frazier / Spring 2015

#### 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 <sup>st</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)																																																																																	
8-2014 through 4-2015	I met with this student during our Focus period on Mondays, Wednesdays, and Fridays for 30 minutes each day during this date range. I helped the student with developing English comprehension and speech, along with communication and with subject specific material. Various forms of technology were used to accomplish this.	PSC: ELD S1, ELD S2, ELD S3-4-5	*I relocated this section to the bottom of the chart below the table for “DIVERSITY”.																																																																																	
<table border="1" style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <thead> <tr> <th colspan="9" style="text-align: center; padding: 5px;"><b>DIVERSITY</b></th> </tr> <tr> <th colspan="9" style="text-align: center; padding: 5px;">(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)</th> </tr> <tr> <th style="width: 25%; padding: 5px;">Ethnicity</th> <th colspan="4" style="width: 25%; padding: 5px;">P-12 Faculty/Staff</th> <th colspan="4" style="width: 25%; padding: 5px;">P-12 Students</th> </tr> <tr> <th style="padding: 5px;"></th> <th style="width: 5%; padding: 5px;">P-2</th> <th style="width: 5%; padding: 5px;">3-5</th> <th style="width: 5%; padding: 5px;">6-8</th> <th style="width: 5%; padding: 5px;">9-12</th> <th style="width: 5%; padding: 5px;">P-2</th> <th style="width: 5%; padding: 5px;">3-5</th> <th style="width: 5%; padding: 5px;">6-8</th> <th style="width: 5%; padding: 5px;">9-12</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><b>Race/Ethnicity:</b></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="padding: 5px;">Asian</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">X</td> </tr> <tr> <td style="padding: 5px;">Black</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="padding: 5px;">Hispanic</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="padding: 5px;">Native American/Alaskan Native</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>				<b>DIVERSITY</b>									(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								X	Black									Hispanic									Native American/Alaskan Native								
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White									
Multiracial									
<b>Subgroups:</b>									
Students with Disabilities									
Limited English Proficiency									
Eligible for Free/Reduced Meals									

**Reflection**

(Minimum of 3-4 sentences per question)

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

The student “C” is an exchange student. Even though he is an exchange student, he has very little knowledge of English and struggles with communication on multiple levels. He is considered a senior (we make all exchange students senior at DCHS, so that they have the “senior” experience). He is shy, but is” coming out of his shell” a little more and trying to talk and communicate more and more as the year progresses. He seems to be academically strong and is very good at mathematics (I think that he already did or had similar classes at his previous school).

The use of technology greatly facilitated the student’s knowledge and comprehension level during this process. Using sites like Natural Readers, Text to Speech, Google translate, DCHS’ home page, and various other websites improved communication and comprehension.

**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.)**

C’s knowledge of English and communication was enhanced because of the use of technology and having a common ground technology. He felt more comfortable when using technology to try to communicate more. His communication greatly increased by use of the different sites, offering tools for different skills. (1.c) (2.b). His skills greatly increased and he understood the practice activities better through the use of technology. It was more engaging. Web 2.0 tools also aided with correct pronunciation and repetition of words that he struggled with (6.a). He was excited and attempted to ask more and more questions as the year progressed, especially if there was a pressing social topic (concerning his friends or school activities (4.b).

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

This experience greatly impacted the learning of the ELL student. When he first arrived, he knew little to no English and was very shy (and probably overwhelmed). As the year progressed, he not only gained content knowledge, but also confidence. The progress can be assessed by having a general conversation with the student to check for depth of understanding and I am sure that even though he is a smart student, his grades have also improved because of his improvement of comprehension of English.

