UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate: Ariel Flinn	**Mentor/Title:** Heather Rogers/Teacher	**School/District:** Findley Oaks Elementary/Fulton County
Course: ITEC 7430 – Internet Tools in the Classroom		**Professor/Semester:** Dr. Frazier/Spring 2014

Part I: Log

Date(s)	1st Field Experience Activity/Time	PSC/ISTE Standard(s)
2/20/2014 to 2/22/2014	Background research on English Language Learners [2 hours]	**ISTE: 6a, 6b** **PSC: 6.1, 6.3**
2/27/2014, 3/6/2014, 3/13/2014, 3/20/2014, 3/27/2014, 4/3/2014, 4/17/2014	Taught unit to ELL student [5 ¼ hours]	**ISTE: 2a, 2b, 2e, 6c** **PSC: 2.1, 2.2, 2.5, 6.2, 6.3**
Total: 7 ¼ hours		

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		**X**				**X**		
Black		**X**						
Hispanic		**X**						
Native American/Alaskan Native								
White		**X**						
Multiracial		**X**						
Subgroups:								
Students with Disabilities								
Limited English Proficiency						**X**		
Eligible for Free/Reduced Meals								

Reflection

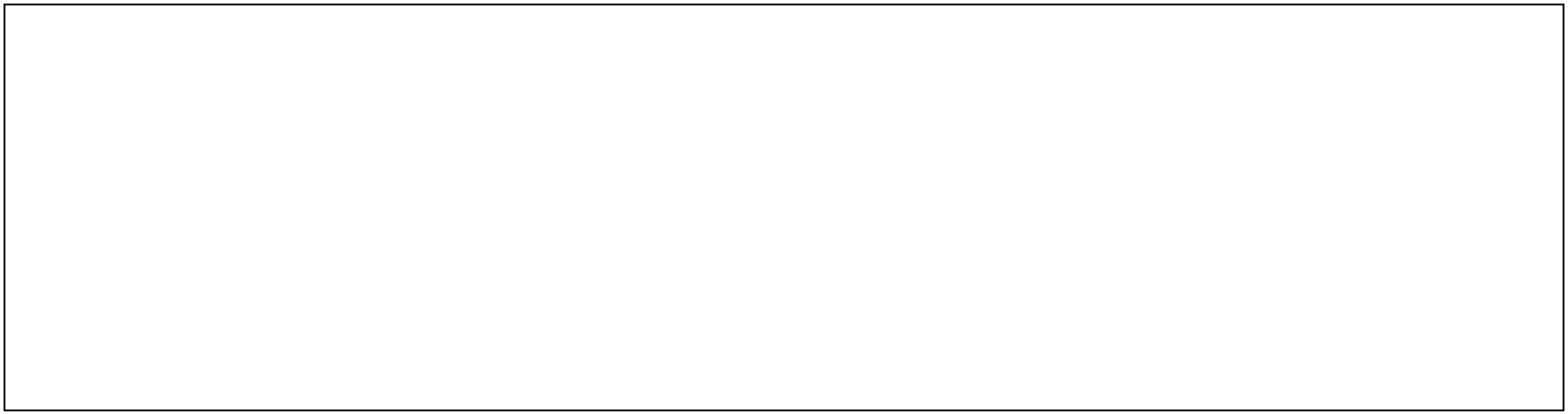
(Minimum of 3-4 sentences per question)

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

Through this field experience, I learned much about English Language Learners – who they are, how they learn, and how to support them in my class. One of the most important things I learned was how to use various strategies to adapt my teaching and assessment so that I could get a better picture of my students' learning in my class. I worked directly with one ELL student in one of my 4th grade music classes. Throughout a 7-week period, I adapted lessons and materials so that she could understand and contribute to her own level. For technology facilitation, I learned about apps such as Google Translate that could be helpful for ELL students to translate unknown words. I also learned how to use ActivInspire software to make flipcharts that could be used as visuals and graphic organizers for the student to better comprehend the material and demonstrate her own learning. I learned how to access information about ELLs online. As a technology coach, I can take these newly-acquired skills and help others do the same in their own classrooms.

2. **How did this learning relate to the knowledge, skills, and dispositions required of a technology facilitator or technology leader?**

As a technology coach, this field experience allow me the opportunity to learn about research-based, learner-centered strategies to address the diversity of all students. I also learned how to design and implement technology-enhanced learning experiences aligned with student content standards and student technology standards as well as technology-enhanced learning experiences that made appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, such as English Language Proficiency. Lastly, I was able to evaluate and reflect on my own professional practice and dispositions to improve and strengthen my ability to effectively model and facilitate technology-enhanced learning experiences for all students, in particular English Language Learner students.

3. **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 has had a tremendous effect on my own teaching of English Language Learners, and in turn has had an impact on one student's learning, and will no about affect my teaching/ELL learning in my class for years to come. Through my trial and error experience, I was able to understand what works best in my own classroom setting (Music) as well as teaching ELLs in general. Although we have a fantastic ESOL teacher at our school, I believe it would benefit our faculty in hearing about how to support ELLs in their own content area classrooms from another content area teacher. The impact can be assessed through ELL's learning throughout the school in all grade and subject areas by comparing results before and after teacher professional development on this topic.