

## UNSTRUCTURED Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Shanyon Storey	<b>Mentor/Title:</b> Ms. Edmondson/ Media Specialist	<b>School/District:</b> Harriet Tubman/ Fulton County Schools
<b>Course:</b> ITEC 7430		<b>Professor/Semester:</b> Dr. Frazier/ Summer 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)	1 <sup>st</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>																																																																																																																				
July 16 <sup>th</sup> July 17 <sup>th</sup> July 18 <sup>th</sup> July 19 <sup>th</sup> July 22 <sup>nd</sup>	ELL Field Experience Day 1 [1 hour] ELL Field Experience Day 2 [1 hour] ELL Field Experience Day 3 [1 hour] ELL Field Experience Day 4 [1 hour] ELL Field Experience Day 5 [1 hour]  Total Time 5 hours	PSC 2.1/ ISTE PSC 2.2/ ISTE 2b PSC 2.5/ ISTE 2e PSC 2.7/ ISTE 2g PSC 4.3/ ISTE 5c PSC 6.3	<p><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b></p> <p>I interacted with an English Language Learner (ELL) over the course of five days for one hour each day to practice using strategies that were highlighted in the required ELL Module.</p> <p>My interaction did not focus on technology use although I did use it sparingly to provide background information, to explain, to provide visuals and to provide information via video.</p> <p><b>2. How did this learning relate to the knowledge</b></p>																																																																																																																				
<p><b>DIVERSITY</b> (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Ethnicity</th> <th colspan="4" style="width: 25%;">P-12 Faculty/Staff</th> <th colspan="4" style="width: 25%;">P-12 Students</th> </tr> <tr> <th></th> <th style="width: 5%;">P-2</th> <th style="width: 5%;">3-5</th> <th style="width: 5%;">6-8</th> <th style="width: 5%;">9-12</th> <th style="width: 5%;">P-2</th> <th style="width: 5%;">3-5</th> <th style="width: 5%;">6-8</th> <th style="width: 5%;">9-12</th> </tr> </thead> <tbody> <tr> <td><b>Race/Ethnicity:</b></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Asian</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Black</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Hispanic</td> <td></td><td></td><td></td><td></td><td style="text-align: center;">X</td><td></td><td></td><td></td> </tr> <tr> <td>Native American/Alaskan Native</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>White</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Multiracial</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td><b>Subgroups:</b></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Students with Disabilities</td> <td></td><td></td><td></td><td></td><td style="text-align: center;">X</td><td></td><td></td><td></td> </tr> <tr> <td>Limited English Proficiency</td> <td></td><td></td><td></td><td></td><td style="text-align: center;">X</td><td></td><td></td><td></td> </tr> <tr> <td>Eligible for Free/Reduced</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>				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									Multiracial									<b>Subgroups:</b>									Students with Disabilities					X				Limited English Proficiency					X				Eligible for Free/Reduced							
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Meals

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

During the course of the five days interacting with an English Language Learner for one hour, the majority of my time was used to practice using strategies highlighted in the ELL Module.

The Instructional Technology Standards that align with this field experience are as follow:  
Using student technology with content standards (PSC 2.1/ISTE 2a); Applying research-based learner-centered strategies (PSC 2.2/ ISTE 2b); Differentiation (PSC 2.5/ ISTE 2e); Assessment (PSC 2.7/ ISTE 2g); Diversity, Cultural Understanding & Global Awareness (PSC 4.3/ ISTE 5c); and Field Experience (PSC 6.3).

Certainly using technology with English Language Learners is beneficial, but I structured my field experience to resemble much of what was shared throughout the ELL Module- strategies that did not rely on technology use.

Some of the targeted strategies included: using visuals/pictures, labeling objects in the class, using flash/ vocabulary cards, using realia, providing multiple examples, using gestures and pointing, and speaking in the students native language when/ if possible. Technology can certainly allow teachers to do these things, my focus was to practice doing them without technology.

**(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.)**

This field experience focused on the skills I need to instruct English Language Learners