**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

|  |  |  |
| --- | --- | --- |
| **Candidate:** Julia Hotchkiss | **Mentor/Title:** Mrs. Craven/5th Grade Teacher | **School/District:** Mabry Middle School/Cobb County |
| **Field Experience/Assignment:** ELL Diversity Project | **Course:** ITEC 7430 | **Professor/Semester:** Dr. Vanderbilt/Spring 2016 |

**Part I: Log**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 4/11/16 | Worked with student on operations with decimals (2 hours) | PSC 2.5, 6.3 | ISTE 2c, 2e |
| 4/12/16 | Worked with student on place value (2 hours) | PSC 2.5, 6.3 | ISTE 2c, 2e |
| 4/13/16 | Worked with student on adding and subtracting fractions (2 hours) | PSC 2.5, 6.3 | ISTE 2c, 2e |
| 4/14/16 | Reflected on ELL Module (1 hour) | PSC 6.2, 6.3 | ISTE 6c |
|  |  |  |  |
|  |  |  |  |
|  | Total Hours: [7 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 |  |  |  |  |  |  |  |  |
| Black |  |  |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  | x |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |  |
| Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  | X |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  | X |  |  |

**Part II: Reflection**

|  |
| --- |
| **CANDIDATE REFLECTIONS:**  (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?**  Blake is in my morning math and science classes. This being the week prior to Milestones testing, we were reviewing things that were covered during the year. On Monday we worked in groups to review adding, subtracting, and comparing decimals. Being in groups helped my students, including Blake, feel more comfortable asking questions while I walked around to monitor and assist groups. On Tuesday, again using groups, we reviewed place value. To help my students review, we played a game in which they ordered themselves with place value cards (hundreds, tens, ones, tenths, hundredths, thousandths, etc.). My students enjoyed “seeing” where the places go to help them visualize the value of numbers. On Wednesday, we reviewed adding and subtracting fractions. Using a graphic organizer covered earlier in the year, we went through the steps together, and then separated in to groups to work on our own.  This experience helped me recognize that being a good teacher/ leader calls for looking at things in different ways. Students with disabilities, students with English as a second language, and students in general need support through a variety of means. Whether technology plays a role in that or not depends on the student’s needs. In this case, my student did not use extra technology resources, but benefited from groups, graphic organizers, and activities. |
| **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.)**  When preparing to teach a student with specific language needs, or needs in general, a coach or teacher should differentiate to serve the student fully. This module effectively expresses effective measures to take for students with language barriers. Teachers and coaches should be able to take this measures (word lists, graphic organizers, groups, etc) to differentiate for students wo need it. The belief that all students can learn when given the correct tools is evident in this field experience. Teachers and coaches should be confident in trying and learning new methods for different students in their classrooms and at their schools. |
| **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 impacted my student learning in my classroom. It could be assessed by a summative or even a formative evaluation of the content covered (decimals, place value, and adding/subtracting fractions). My ESOL student enjoyed our working in groups, and I feel confident that if there were a pre and post-test, he would have improved in these areas. |