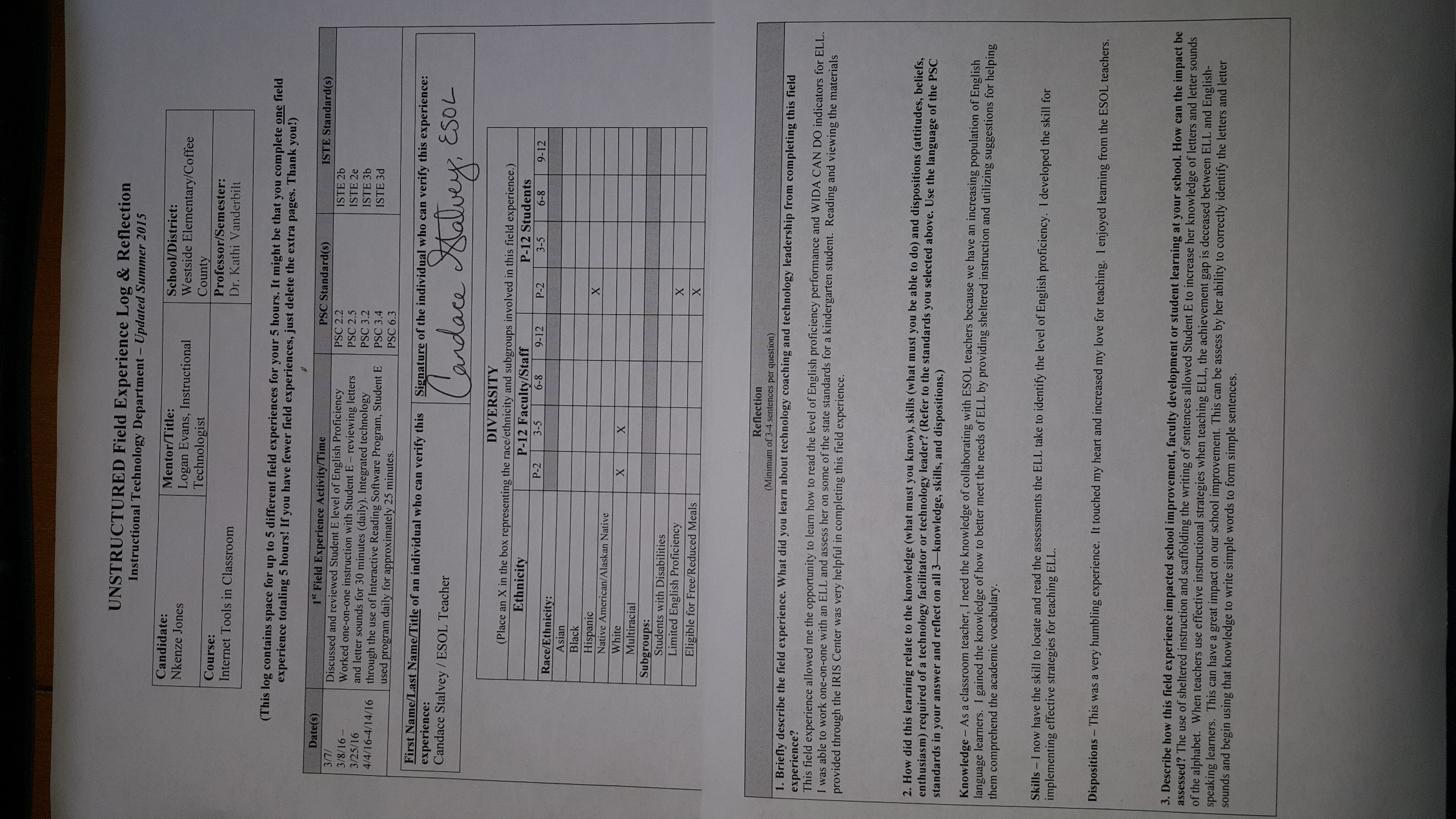
**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department – *Updated Summer 2015***

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| **Candidate:** Nkenze Jones | **Mentor/Title:** Logan Evans, Instructional Technologist | **School/District:**  Westside Elementary/Coffee County |
| **Course:** Internet Tools in Classroom | | **Professor/Semester:**  Dr. Kathi Vanderbilt/Spring 16 |

**(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 pages. Thank you!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
| 3/7/  3/8/16 – 3/25/16  4/4/16-4/14/16 | Discussed and reviewed Student E level of English Proficiency  Worked one-on-one instruction with Student E – reviewing letters and letter sounds for 30 minutes (daily). Integrated technology through the use of Interactive Reading Software Program, Student E used program daily for approximately 25 minutes. | PSC 2.2  PSC 2.5  PSC 3.2  PSC 3.4  PSC 6.3 | ISTE 2b  ISTE 2e  ISTE 3b  ISTE 3d |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:**  Candace Stalvey / ESOL Teacher | **Signature of the individual who can verify this experience:**  **Candace Stalvey** |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 | X | X |  |  |  |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  | X |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  | X |  |  |  | | | | |
| **Reflection**  (Minimum of 3-4 sentences per question) | | | |
| **1. Briefly describe the field experience. What did you learn about technology coaching and technology leadership from completing this field experience?**  This field experience allowed me the opportunity to learn how to read the level of English proficiency performance and WIDA CAN DO indicators for ELL. I was able to work one-on-one with an ELL and assess her on some of the state standards for a kindergarten student. Reading and viewing the materials provided through the IRIS Center was very helpful in completing this field experience.  **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 above. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)**  **Knowledge –** As a classroom teacher, I need the knowledge of collaborating with ESOL teachers because we have an increasing population of English language learners. I gained the knowledge of how to better meet the needs of ELL by providing sheltered instruction and utilizing suggestions for helping them comprehend the academic vocabulary.    **Skills –** I now have the skill to locate and read the assessments the ELL take to identify the level of English proficiency. I developed the skill for implementing effective strategies for teaching ELL.    **Dispositions –** This was a very humbling experience. It touched my heart and increased my love for teaching. I enjoyed learning from the ESOL teachers.    **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** The use of sheltered instruction and scaffolding the writing of sentences allowed Student E to increase her knowledge of letters and letter sounds of the alphabet. When teachers use effective instructional strategies when teaching ELL, the achievement gap is deceased between ELL and English-speaking learners. This can have a great impact on our school improvement. This can be assess by her ability to correctly identify the letters and letter sounds and begin using that knowledge to write simple words to form simple sentences. | | | |

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