**UNSTRUCTURED Field Experience Log & Reflection**

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

|  |  |  |
| --- | --- | --- |
| **Candidate:  Anna Luther** | **Mentor/Title:  Valerie Agramonte/Teacher** | **School/District:**  **McCleskey Middle/Cobb County** |
| **Course:**  **ITEC 7410/ Instructional Leadership** | | **Professor/Semester: Dr. Julia Fuller/ Spring 2016** |

**(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!)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date(s)** | **1st Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
| March 3, 2016  March 10. 2016  March 17, 2016  March 24,2016  March 31, 2016 | **(1.5 hours each week x4= 6 hours)**: Each Thursday, I work with four Syrian refugees who entered the United States this January. There are four children in the family ranging from 4-16. Each week, I work with them on speaking the English language and their homework assigned at school. This homework has varied from English acquisition activities, such as, locating things with a map. Mainly, it has consisted of developing relationships with the children and helping with the math homework. | 2.1, 2.2, 2.3, 2.5, 3.2, 3.4, 3.7, 4.3, 6.1, 6.2, 6.3 | 1a, 1b, 1c, 1d,2a, 2b, 2c, 2d, 3b, 3c, 3d, 4b, 4d |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:**  **Kristen Zeisler**  **Pamela Pearson** | **Signature of the individual who can verify this experience:** |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 **(Arab)** |  |  |  |  | x | x | x | x | | Black |  |  |  |  |  |  |  |  | | Hispanic |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  |  |  |  |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  | x | x | x | x | | Eligible for Free/Reduced Meals |  |  |  |  | x | x | x | 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?**  Since I am not a math teacher, I learned about a lot of resources that were available to help with math like Khan Academy (website) and Photo Math (app). I also learned to be cautious as to what I send home with my students. Each week, I am stunned at the students bringing things home with no notes and nothing but extra copies of the assignment on the teacher’s blog. I have learned the importance of keeping many help resources on my Edmodo page and my co-teacher’s blog, so students are able to go home and recall what happened in class earlier that day.  **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 –** With increasing ESOL populations relocating to the metro area, I believe it was essential for me to get a small glimpse into the home life of an ESOL student. I love this family, but I have seen firsthand how difficult their journey has been. By observing them, I have been able to see potential problems with some of the assignments I require outside of the classroom.  **Skills –** Through this experience, I have been able to differentiate and build effective relationships with families from different cultures. This has been great for me professionally and personally. I have also been able to see the workload that is coming home with these students and adjust the homework I assign accordingly.  **Dispositions –** Because I get to know this family on a personal level, it gives me insight as to what is happening inside my student’s homes each evening. I realize how many chaotic things are happening and are simply out of their control. This makes my want to make resources easily accessible for them, so they have more than enough resources to succeed. I want to make sure that there are things for both parents and students online so they can look at the materials and learn together. I also want to find resources that give them a jump start on the content that we will be covering in the future  **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 gives these students additional support to make sure they do not get left behind. With these private tutoring sessions, it is easier to teach vocabulary they are unfamiliar with and even pre-teach certain vocabulary. Knowing what is effective in these environments, helps me get an idea of what to send home with my ESOL students and what I provide for them digitally. | | | |