**ELL-Specific Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:  Tracy Efaw** | **Mentor/Title:  Randall Schlanger** | **School/District:  Cobb County School District** |
| **Course: ITEC 7430** | | **Professor/Semester: Vega** |

**Part I: Log**

**(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 rows. Thank you!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** |
| **4/1/12**  **4/2/12**  **4/3/12** | Creation of instructional guides for internet tools (with applicable screencasts), handouts, research sites, and rubrics to go with unit  [10 hours] | PSC 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 4.3 |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  | X |  | | Multiracial |  |  |  |  |  |  | X |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  | X |  | | Limited English Proficiency |  |  |  |  |  |  | X |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  | X |  |   **Reflection:**  **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  Since there were a variety of jobs that students could do in their groupings, the technology that we implemented in each group was designed with differentiation in mind, especially for our ELL and Special Education students. These students could choose a job with tasks that they could understand and do.  As for my students, being proactive in determining where the technology pitfalls might be, and anticipating the tools necessary to ensure learning, especially for our ELL students and Special Ed students (screencasts, handouts, etc.), and to assist with those pitfalls is helpful indeed. Also, having a clear map of how the unit will flow from beginning to end is also helpful for my “big picture” students (ELL). Often being a technology “leader” with my students means doing a lot of behind the scenes work so that I can be a technology “facilitator” when it comes time for the students to experience the work.  **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.)**  In order to create high quality lessons and units with meaningful, authentic technology integration, it’s important to know the subject matter. Obviously. For this unit, because it is based on an excellent piece of history, I had to learn a great deal about mountain climbing, geography, and social studies to write a good unit. I also had to think of ways to engage students in authentic learning experiences using current and emerging digital tools and resources, and students would have to learn how to use technology to locate, analyze, evaluate, and use information to support Seven Summits research, learning, and communication. As well, I had to think of a variety of enticing ways to include students with all different kinds of learning needs, especially our ELL and Special Ed 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 impacts school improvement indirectly as a result of inspiring students from varied backgrounds and interested teachers to think critically and to think creatively. By sharing my experiences with other teachers about the variety of internet tools that are out there and free and available, more teachers will begin to use them in their classrooms. By creating innovative, creative lessons and units in the classroom, more students are going to be engaged, not just inside of the classroom, but now…with accessible technology like wikis, podcasts, voicethreads, screencasts, and Edmodo-type websites, students can now be engaged in content related information outside of the classroom as well…and they CHOOSE it and WANT it! That’s what makes adding technology so critical and so exciting! So if students and teachers are more motivated and more willing to do what they are supposed to do (teach and learn), then the school is impacted with higher scores on high stakes tests. And hopefully, the emphasis will shift from performance on high stakes tests to the love of learning. Now wouldn’t that be amazing? Amazing and possible. | | |