

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate: <i>Angela Burgess</i>	Mentor/Title: <i>Ruth Allen / ITS</i>	School/District: <i>Lambert High School / Forsyth County Schools</i>
Course: <i>ITEC 7430</i>		Professor/Semester: <i>Tricia Frazier / Spring 2013</i>

Part I: Log

Date(s)	1 st Field Experience Activity/Time	PSC Standard(s)	Reflection (Minimum of 3-4 sentences per question)																																																																																									
January-May 2013 (M, Tu, Th, F)	ELL Mentoring with K.H. to improve active English language skills through use of technological aids / 10 hours	2.2, 2.4, 2.5, 3.4, 4.3	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p> <p>Through this field experience, I learned that my prior knowledge of foreign language technology tools could also be applied to working with students who are learning English – after all, it is a foreign language to them. Additionally, I was able to help overcome anxiety that the student had with trying something new by comfortable and confident when presenting these new</p>																																																																																									
<p>DIVERSITY (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; margin-top: 5px;"> <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>P-2</th> <th>3-5</th> <th>6-8</th> <th>9-12</th> <th>P-2</th> <th>3-5</th> <th>6-8</th> <th>9-12</th> </tr> </thead> <tbody> <tr> <td>Race/Ethnicity:</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></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 style="text-align: center;">X</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>Subgroups:</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	Race/Ethnicity:									Asian									Black									Hispanic									Native American / Alaskan Native									White								X	Multiracial									Subgroups:								
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Students with Disabilities								
Limited English Proficiency								X
Eligible for Free/Reduced Meals								

ideas.

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.)

This field experience provided learning that allowed me to expand my knowledge of immersive language learning and the technology tools that can assist diverse learners. It also provided an opportunity to improve my skills with differentiating instruction and assessment through the use of technology in my English / Language Arts class (something I can do confidently in my French classes). Lastly, this experience with K.H. allowed me to demonstrate to my content team members that having the

right attitude towards student learning challenges is a key element to improving student performance.

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 student learning by allowing K.H. to be successful in my class as well as her other classes. She was able to take the tools that I helped her to find and use them in all of her other classes, thereby assisting and improving her language acquisition and production at a rate that would not have been possible without the assistance of those tools.