**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate**:  Christa Heath | **Mentor/Title:**  Ellen Reagin/Media Specialist | **School/District:**  Fulton County School District |
| **Course:** Multimedia & Web Design ITEC 7445 | | **Professor/Semester:** Dr. Moore/ Summer 13 |

**Part I: Log**

**(This log contains space for up to 5 different field experiences for your 10 hours. You may only need one! If you have fewer field  
experiences, just delete the extra rows. If you have more than 5 field experiences, please copy and paste additional rows. Thank you!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| 6/15/13 | Initial Meeting with student and parent to go over IEP and needs of student.  1:30- 3:00 | PSC-C3.4 Adaptive and Assistive Technology Candidates facilitate the use of adaptive and assistive technologies to support individual student learning needs.  4.1 Digital Equity-Candidates model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers  ISTE 3d d.  Select, evaluate, and facilitate the use of adaptive  and assistive technologies to support student  learning | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  I meet with the student and his mother. This student has dyslexic. In reviewing his IEP, I saw the student has writing goals. However the IEP did not have any AT listed and also stated the student scored low on reading comprehension assessments but does well on listening comprehension. We discussed how best to meet the needs of student. In using my past experience as a special education teacher, I was able to use this knowledge in how to read an IEP and my understanding of disabilities. I was about to evaluate the students needs and be about to facilitate to use of AT tools to support student learning.  **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.)** As an educator I must have the knowledge to select, evaluate technology to support the student. I must be able to understand different strategies do not work for anyone but we must provide tools which allow students to receive equitable learning environment.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** In taking part in this process, it develops me further as a teacher to be able understand strategies for students and become further education ands take this back to my school and share with my peers. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  |  |  |  |  |  | X | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |
| **Date(s)** | **2nd Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| 6/20/13 | Spent time with student going over several software and websites to for reading.  2:00 to 3:30 | PSC-C3.4 Adaptive and Assistive Technology Candidates facilitate the use of adaptive and assistive technologies to support individual student learning needs.  4.1 Digital Equity-Candidates model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers  ISTE 3d d.  Select, evaluate, and facilitate the use of adaptive  and assistive technologies to support student  learning | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  The student and I look through different tools and websites. In this experiences realized it may not be a standard AT which might meets  the needs of every student. Each student needs must be evaluated to determine which would meet his needs. I also had to determine tools in which he could have access to either for free or through his school.  **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.)** Using my knowledge as an educator and understanding learning disabilities, I was able review various software with the student and try to improve his learning experience. In talking with the student he told me he hated to read but I can understand how his disabilities can affect that attitude. I would like the student to become a reader and enjoy to read.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  The experience will be impacted by the improvement in reading comprehension. It will also affect my learning of students at my school by coaching teachers at my school in how to evaluate tools to assist students learning. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  |  |  |  |  |  | X | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |
| **Date(s)** | **3rd Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| 6/25/13 | Meet with student and mother to download tools on to laptop and smart phone.  1:30 – 2:30 | PSC-C3.4 Adaptive and Assistive Technology Candidates facilitate the use of adaptive and assistive technologies to support individual student learning needs.  4.1 Digital Equity-Candidates model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers  ISTE 3d d.  Select, evaluate, and facilitate the use of adaptive  and assistive technologies to support student  learning | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  I meet with student and mother and downloaded book off the Learning Ally website for the student to read on his laptop and smart phone. The book was installed in to a reading application on his phone. This experience displays my ability to facilitate the use and installation of technologies.  **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 this experience I must be able to facilitate the use of adaptive and assistive technologies to ensure proper use to support learning. I must be able to model the strategies and install the tools which the student would use. I must be about to evaluate student which best benefit the student learning.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed**? I was able to facilitate and model the use of technologies which will impact the students learning. This experience will impact the development of my school staff through modeling of this type of technology and the ability to evaluate the needs of students. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  |  |  |  |  |  | X | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |
| **Date(s)** | **4th Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| 7/1/13 | Spent time with student reviewing how Learning Ally download of summer reading has helped. Discuss how the read aloud function has improved his ability to understand the content. Discussed how need to work on expanding vocabulary and ensure looking up words 3:00- 4:30 | PSC-C3.4 Adaptive and Assistive Technology Candidates facilitate the use of adaptive and assistive technologies to support individual student learning needs.  4.1 Digital Equity-Candidates model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers  ISTE 3d d.  Select, evaluate, and facilitate the use of adaptive  and assistive technologies to support student  learning | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  The student and I discussed how his use of the tools had been progressing. We discussed what he could to improve the usage of the tool. This experienced showed me the use and understanding is an ongoing process and many times changes need to be made.  **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.)**  As an educator, I must be able to select the right tools to support the individiaul student learning needs. I have to be able to facilitate his use of the tool. In working with students this age, I must understand they may not be happy in learning and this could be a result of their disabilities. In talking with the student, I had to be positive and understanding in his frustration. In working with him, I had to take my experiences with other students, technology knowledge, and even experiences as a mother with a child with a disabilty to get him to be open to using additional tools in his education. I tried to show the student how the use could be fun and make reading easier for him.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** The impact of this experience will be measured in his IEP goals being meet with the use of the AT tools. This experience could have an impact on my own school’s improvement by me being able to model and promote strategies using technologies to my peers and students. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  |  |  |  |  |  | X | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |