

## UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015

<b>Candidate:</b> Alyssa Sills	<b>Mentor/Title:</b> Christy Neal	<b>School/District:</b> K.E. Taylor Elementary/Gwinnett County Public Schools
<b>Course:</b> ITEC 7445- Multimedia and Web Design		<b>Professor/Semester:</b> Jabari Cain

**(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)	1 <sup>st</sup> Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
September 25, 2018	Observation of Student using AT (1 Hour)	PSC 3.4	ISTE 3d
September 28, 2018	Observation of Student using AT (1 Hour)	PSC 3.6	ISTE 3f
October 3, 2018	Observation of Student using AT- discussion with student for feedback (1 Hour)	PSC 6.2	ISTE 6c
October 8, 2018	Discussion with Special Education Teacher about Feedback and next steps (30 Minutes)	PSC 6.3	
October 14, 2018	Write up of all information acquired during observations and discussions. (3 Hours)		

**First Name/Last Name/Title of an individual who can verify this experience:**

**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
<b>Race/Ethnicity:</b>								
Asian								
Black								
Hispanic								
Native American/Alaskan Native								
White		x				x		
Multiracial								
<b>Subgroups:</b>								
Students with Disabilities						x		
Limited English Proficiency								
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?**

During this field experience I was able to observe a student that was using assistive technology to meet his IEP goal. Assistive Technology is used for students who need some sort of technology to help them do what they need to do in class. For my student I was able to observed him on multiple days using a computer with word processor for his writing, a pencil grip so that he could hold his pencil the correct way, and a slant board to make sure he was sitting and writing with the correct posture and hand position. After observing him I was able to evaluate the effectiveness of the technology by getting feedback from the student on his likes and dislikes as well as from his special education teacher. In the end we decided that we needed to change his AT to a word prediction device to better fit his AT needs. This helped me learn more about technology leadership because I had never worked with assistive technology before and it showed me how important it can be for a student who needs this accommodation. It also showed me that I need to make sure to know a lot about not just computer information but things like AT so that I can be knowledgeable enough to help teachers in my school use and troubleshoot assistive technology. It is great to know the process and see how the evaluation works.

**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** –This experience related to what I must know because it was all about assistive technology and it included the process from start to finish. The standard talks about being knowledgeable of assistive technology to support individual students learning needs and this is exactly what I accomplished for this field experience. As a technology leader it is important to know about technology pertaining to many areas not just online information. Now that I know how to fill out the forms/discuss implementation, observe, and provide feedback I am more equip to help teachers with Assistive Technology in the future.

**Skills** – This experience helped me with what I must be able to do because it showed me how important it was to know how to evaluate the effectiveness of assistive technology. I was able to observe technology that was working for the student and technology that was not working and what we needed to do to fix that. This met the standard of evaluation where I can look at a form of technology and decide if it is useful or not in a certain environment- in this case with a student. Being a technology leader you have to practice evaluating all technology resources and deciding what to use in what situation and be knowledgeable of other options.

**Dispositions** –This experience related to attitudes, beliefs and enthusiasm because with assistive technology you have to be able to change a belief or an idea based on the student and based on their learning styles. Sometimes you can be set on an idea of what will work best and it may not work like you think it will. You also may have to have a good attitude about certain assistive technology tools. There can be times that they don't work like they should and you have to be able to troubleshoot any issues that arise. The standards discuss how as a technology leader it is important to know how to troubleshoot common problems in the technology world and with assistive technology you would have to have a good attitude and enthusiasm to be sure the student is provided with the accommodation that they need to succeed.

**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 and faculty development at my school because now I will be able to help other teachers and students be successful in the area of assistive technology which is something that I knew nothing about before this field experience. If teachers in the building have questions about evaluation or troubleshooting for their technology, I will be able to be a resource for them. I also will be able to help my students in the future with their assistive technology needs. Before I did not know a lot about what was considered assistive technology or the process but now I can make suggestions and work with students to evaluate their usage of AT. This impact can be assessed when I work with students in the future that have IEPs and when I am in IEP meetings. I will be knowledgeable enough to help make decisions and know how to observe the AT that the students are using to see if it is effective.