

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – *Updated Summer 2015*

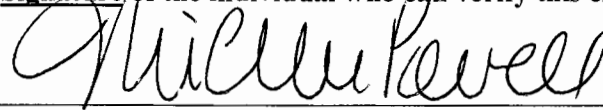
Candidate: Rebekah Yoder	Mentor/Title: Teri Curlew/LSTC	School/District: Alcova Elementary/Gwinnett
Course: ITEC 7445: Multimedia & Web Design		Professor/Semester: Jane Roberts/Spring 2016

(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)	1 st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
2/4/16	Assisted student in using Vocaroo in order to revise/edit her writing – 30 minutes	1.2, 2.1, 2.2, 2.5, 3.4, 3.6, 6.3	3d, 3f
2/11/16	Assisted student in using Vocaroo in order to revise/edit her writing – 30 minutes		
2/17/16	Assisted student in using Vocaroo when taking notes – 45 minutes		
2/18/16	Assisted student in using Vocaroo when taking notes – 45 minutes		
2/19/16	Assisted student in using Vocaroo when taking notes – 45 minutes		
2/22/16	Assisted student in using Vocaroo when taking notes – 45 minutes		
2/23/16	Assisted student in using Pixie Clip in order to revise/edit her writing – 1 hour		

First Name/Last Name/Title of an individual who can verify this experience: Michelle Powell/Resource Teacher

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								
Black						x		
Hispanic								
Native American/Alaskan Native								
White		X						
Multiracial								
Subgroups:								
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?

For this field experience, I worked with a special education student who struggles with reading and writing. I used two technology programs – Vocaroo and Pixie Clip – to help the student as she comprehended information that she had researched and as she revised and edited her writing. Both of these programs recorded her voice saying/reading something. Writing is difficult for this student, so doing this field experience was very eye-opening for me because I was able to see how much these programs helped her performance. She was incredibly more engaged and interested in what she was doing, and it was easier for her to record herself summarizing something that she had read instead of writing it down. It seemed to allow her to process the information significantly more effectively than if she were trying to write her answers down. It also allowed her to go back and listen to what she had said if necessary.

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.)

This field experience allowed me to facilitate the use of assistive technology to support individual student learning needs. In order to do this effectively, I needed to know and understand what this student's IEP goals are. That way, I would have a solid

understanding of what this student's needs are. Once I reviewed the student's IEP goals, I was able to determine which assistive technology would be the best for her. In order to do this, I had to be skilled in various assistive technology options in order to recommend the best ones to use for the student. Finally, once I determined the AT to use with the student, I had to be willing to experiment. I had to be willing to take some risks in order to determine what works and what does not work.

Knowledge – Student's IEP goals; appropriate AT for the student

Skills – Ability to use the AT chosen for the student

Dispositions – Willingness to take risks and try AT with special ed students/students with disabilities

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 at my school. We have a fairly high special ed population at this school, so this field experience was a great way to experiment with some AT that students can use as they learn. This impact can be assessed by evaluating student performance and determining if the AT is improving student performance.