**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department – *Updated Summer 2015***

|  |  |  |
| --- | --- | --- |
| **Candidate:  E. Drake** | **Mentor/Title:  Andrew Chapman** | **School/District:**  **GACA** |
| **Course: ITEC 7445** | | **Professor/Semester: Dr. Cain/Spring 2019** |

**(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)** | **1st Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
| 2/01/2019  2/04/2019  2/11-12/2019  2/13-28/2019 | Collaborated with Special Ed collaborative teacher regarding possible Assistive Technology needs for students and selected student for AT implementation.  Developed plan for implementation of use Dragon Naturally Speaking adapted laptop from LMS provider.  Family completed training on Dragon  Follow-up communication with family regarding use of assistive technology | 2.2, 3.6  3.6  5.2  2.1, 2.2, 2.5, 2.7, 3.1, 3.2, 3.4 | 2b, 3f  3f  4b  2a, 2b, 2e, 2f, 3a, 3b, 3d |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:**  **M. Lozano / 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 |  |  |  | X |  | | Hispanic |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  | x |  |  |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  | x |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | | |
| **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?**  This experience allowed me to work with a student with physical impairment that limited his ability to write at the wpm near the equivalency of his peers. As a teacher on the collaborative team, I work daily with the special education department. After discussing, with the special education teacher and the family regarding strategies that could help the student be successful in our educational environment. We suggested that the family use the Dragon Naturally Speaking software to help the student complete written assignments more efficiently and independently. The student has already displayed gains by using the assistive technology. I learned that collaboration amongst all stakeholders from general education, special education, technology coach, family technology support, parent and student is essential in selecting and implementing the best learning support that will benefit the student. The special education department and technology coach and family technology support can work seamlessly to provide and support assistive technologies to families who need them.  **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 –** A technology facilitator must research the ability levels of students and the associative technologies that could support students. Knowledge of a variety of assistive technologies allows a technology facilitator the ability to select  **Skills –** A technology facilitator must learn the skills associated with various assistive technologies. In this case knowledge of what the assistive technology is capable of doing needed to match the ability and skill level of the student. I needed to learn how to use the technology and how the technology should be used by the student. It helped increase my skills in modeling and facilitating learning strategies of digital tools for student engagement and student learning.  **Dispositions –** A technology facilitator must understand the limits of his or her knowledge and skill be willing to collaborate with other professionals and stakeholders to accomplish goals. Communicating and collaboration with members of the special education department increased my position as a continuous learner. Ensuring that all stakeholders, including parents and students, feel as though they are equally important in the decision-making and implementation of an assistive technology is imperative for optimal use and results.  **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 faculty development by providing an oppotunity for teachers to collaborate and learn more about assistive technologies. This knowledge and skill acquisition process also resulted by impacting school improvement because the implementation of the assistive technology additionally increased student engagement and learning. The impact can be assessed by the student meeting his IEP goals and by LMS data collected from student engagement in the system. | | | |