

UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department – Updated Summer 2015

Candidate: Morgan Green	Mentor/Title: Chuck Wilson/AP	School/District: Creekview HS/Cherokee
Course: ITEC 7445: Multimedia and Design		Professor/Semester: Dr. Larkin/Summer 16

(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)
07/06/16 07/08/16 07/14/16	<ul style="list-style-type: none"> - Initial meeting with the parent and student to discuss Jenny's learning disability and struggle with reading. I downloaded and explained the program to the parents and Jenny. (3 hours) - Second meeting allowed me to give Jenny more instruction after she began familiarizing herself with the program. I showed her how to view offline resources and how to use the note taking and highlighting tools. (1 hour) - Met with Jenny to debrief her experience with this program and she how her reading comprehension improved. (1 hour) 	PSC 1.2 2.2, 2.5, 2.6, 2.8, 3.3, 3.4, 4.2, 6.2, 6.3	ISTE 1a, 2e, 3b, 5b

First Name/Last Name/Title of an individual who can verify this experience:
 Maria Castro-Garcia/ Parent of student

Signature of the individual who can verify this experience:

Maria Castro-Garcia

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								X
Native American/Alaskan Native								
White								
Multiracial								
Subgroups:								
Students with Disabilities								X
Limited English Proficiency								X
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?

I enjoyed working with Jenny during this field experience. I know she struggles with reading comprehension, but I am glad that there are AT options out there for students like her so she can be on a level playing field with other students. By completing this experience, I was able to coach Jenny and her mother in a new program to them. This gave me experience to teach students and parents new software completely and provide my own support to them, which is a small scale version of what a technology coach would do.

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.)

As a technology coach, you need to have a good understanding of the available adaptive and assistive technology programs that can be used to help students with disabilities. By having this knowledge, coaches will be able to direct teachers on what options their students have and how they can implement them in their own classroom. By using adaptive and assistive technologies, students will also need to manage digital tools and resource that teachers can use to differentiate instruction to help students get on the same playing field as general education students. Coaches will need the skills to have basic troubleshooting options for students, teachers, and family can use with the ATs. Since technology is very fluid, as coaches you need to be able to collaborate with students, teachers, and families that are using these ATs to get feedback on what works or does not work in the classroom. This provides the coach with continuous learning and reflection on this topic so that they can continue to grow and develop their resources.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

This experience impacted a student who has a learning disability and struggles with reading, this same plan and software can be implemented with different students in the school, and is a tool that is under-utilized in the special education classes. Students can benefit from this and it can help from reading passages to reading test to students. This impact can be assessed through collecting data on student reading comprehension, test scores, summarizing the material for teachers.