

# UNSTRUCTURED Field Experience Log & Reflection

## Instructional Technology Department – Updated Summer 2015

<b>Candidate:</b> Caitlin Tucker	<b>Mentor/Title:</b> Mrs. Andrews / Media Specialist	<b>School/District:</b> Whitehead Road Elementary
<b>Course:</b> ITEC 7445 Multi Media & Web Design		<b>Professor/Semester:</b> Dr. 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)
9/24/18 to 10/3/18  5 hours	Compiled reading data for students reading progress from journal, small group observations and IEP. Teacher met with student to discuss learning goals and objectives. Teacher and special education teacher met and discussed goals and objectives, assessed the data and decided to strategically use graphic organizers to support comprehension, a listening phone to build reading fluency and daily check-ins with teacher based on information in student's IEP. Student is currently using and will continue to use text to speak feature on personal device, listening to stories to build fluency, weekly reading log to build capacity in 4 <sup>th</sup> grade standards and small group testing environments with special education teacher.	2.5 Differentiation 2.7 Assessment 2.8 Data Analysis 3.4 Adaptive and Assistive Technology 4.3 Diversity, Cultural Understandings and Global Awareness	1c Staying current on research to improve student learning 4a Planning time to collaborate with colleagues and leverage technology 6a Student takes ownership of learning 7a Alternative ways to demonstrate competency 7c Using data to guide communication
10/9/18  1 hour	Met with key stakeholders to discuss new and current assistive technologies for the student. A speaking phone, continued use of text to speech feature on digital device, headphones, audible stories for reading and a weekly reading log. Teachers and parents were present for the meeting. All agree that the student would benefit from the combined assistive technologies and strategies listed above. Teacher will collect data for fluency and comprehension daily and weekly and track the data to inform next steps at meeting in January 10, 2019.	3.7 Communication and Collaboration 3.4 Adaptive and Assistive Technology	3d Model and promote management of student data 4d Collaborate with students, parents and colleagues about the impact of student learning 5a Personalize learning experiences for student 6b Manage the use of technology and student learning strategies
<b>(6 hours)</b>			

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

*Christina Ayer (Kirstie Ayer)*

Signature of the individual who can verify this experience:

*Christina D. S.*

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			X					
Native American/Alaskan Native								
White			X		X			
Multiracial								
<b>Subgroups:</b>								
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 field experience exposed the reality of assistive technology. An equitable experience is necessary for students with disabilities. They are entitled to the general education classroom through the use of various tools and strategies that are explicitly taught and modeled for them. Students with disabilities can suffer academically if they do not receive the accommodations and compensations that are required by law. Schools are responsible for providing an equal opportunity for all students. Assistive technology isn't always an expensive digital tool – anything from pencil grips to magnified glass for text is assistive by nature. The goal is to meet the students objectives and learning needs.

**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 – I learned a great deal about assistive technology. It is crucial for teachers to communicate with parents, teachers, administrators and their students about the use of strategies to ensure success of students with an IEP or other learning needs.

Skills – Teachers must feel comfortable to seek out technologies or strategies that improve the learning outcomes of their students. These decisions are based on observations and data teachers collect in the classroom. The teacher must be competent, strategic and held accountable for the success of their students. If a teacher is unsure of how to meet the needs of their student, the school needs to provide support. This happens through effective collaboration and

communication between key stakeholders.

Dispositions – I was unaware that instructional technology is in fact an assistive technology. Any strategy used to help a learner is assistive technology. It is critical to support all learners. Assistive technology makes learning accessible to all learners.

**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 provide the foundational knowledge for how to meet the needs students. Specifically, the needs of students with an IEP. By completing the module and acquiring this knowledge, I have a better understanding of how to meet the needs of my students. It promoted the use of data collection and a reflective appeal for strategies and a deeper understanding for a particular learner. This knowledge will be shared and the time collaborate with colleagues about a student will always have a positive impact on the school. Step by step, student by student.