UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – *Updated Summer 2015*

Candidate: "Gretchen Smith"	Mentor/Title: Brandy Beavers/Teacher	School/District: North LaFayette Elementary/Walker County
Course: **ITEC 7445**		Professor/Semester: **J. Cameron/Summer**

(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete <u>one</u> 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)
6/18/2018	ESY Summer Session- 2.5 hours	• 2.5 Differentiation • 2.7 Assessment • 3.4 Assistive Technology • 3.7 Collaboration • 6.3 Field Experiences	2a- Coach teacher and model design implementation of technology-based content standards and student technology standards 2e- Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals 3c- Coach and model use of online digital content 3d- Select, evaluate, and facilitate assistive technologies 3f- Collaboration with teachers to select digital tools

First Name/Last Name/Title of an individual who can verify this experience: Melissa/Farmer/ESY 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								
Hispanic								
Native American/Alaskan Native								
White	X							
Multiracial					X			
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?

In the first session of field experience I was able to get to know the child. I found out about her IEP goals and what she was currently working on, and I observed her completing her work for the ESY teacher. While watching "Gretchen" work on her goals, I was able to see that she was having difficulty with her tracking while reading. She was working on her IEP goals of sight word recognition and basic reading skills on her independent reading level. She tended to get off track, or lose her spot completely if there were other words on the page. I suggested to the ESY teacher that we use a tracker for when she reads. I plan to use this tracker with her on my next session. I also was able to suggest some websites and activities to the teacher to get away from worksheets. "Gretchen" was very bored with this approach.

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 – In this field experience, I was able to help the ESY teacher become more familiar with suggestions that may help her with "Gretchen." Melissa is an art teacher, so she is not as "up-to-date" on strategies for working with students with disabilities. I was able to offer suggestions of websites, and other

activities that may not be so boring to "Gretchen." Based on her IEP goals, there were a great number of things that she could be working on that was more engaging than worksheets. Therefore, I was able to make some suggestions that may make their time together more enjoyable.

Skills – I think it was very important that I show Melissa new strategies to use with "Gretchen." She was able to use more engaging activities with her throughout the remainder of the summer. I worked collaboratively with Melissa and her case manager to evaluate and select the assistive technology that would best meet her individualized needs.

Dispositions – While analyzing the choices for the assistive technology, I had to keep in mind her specific goals, and what she would use this technology for. I believe that I was able to lead my colleague in the different activities and websites that could be useful to her. I was able to share information with her that will help her become a better teacher to 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 was able to help me focus on assistive technology, and the benefits that these supports have. As a special education teacher, I have had many experiences with assistive technology, but I have never been the one to choose which technology my student would receive. They normally just come to me with an IEP that already has assistive technology as a part of it. I am more experienced with the WATI form now as well. I do believe that more general education teachers need to be able to offer their advice on assistive technology, but the problem is that they do not know enough about it to be able to suggest a plan. That is something that could easily be fixed with training.

Date(s)	2nd Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
6/19/2018	ESY Summer Session- 2.5 hours	• 2.5 Differentiation • 2.7 Assessment • 3.4 Assistive Technology • 3.7 Collaboration • 6.3 Field Experiences	2a- Coach teacher and model design implementation of technology-based content standards and student technology standards 2e- Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals 3c- Coach and model use of online digital content 3d- Select, evaluate, and facilitate assistive technologies 3f- Collaboration with teachers to select digital tools

First Name/Last Name/Title of an individual who can verify this experience: Melissa/Farmer/ESY 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								
Hispanic								
Native American/Alaskan Native								
White	X	X						
Multiracial					X			
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?

At this session, I was able to implement the tracker with "Gretchen." She was very intrigued by this tool, and constantly wanted to know how it worked. It was "magic." She did a great job with reading using the tracker, and it is something that she will also benefit from at home. I have discussed with her case manager about making this an official part, but until then, I did okay it with her parents that I try out this support with her. The ESY teacher was very impressed with how things worked. I also talked to her about her thoughts about general education teachers needing to learn more about these tools. She was excited to hear that I wanted to speak with the principal about professional learning opportunities. We also were able to use some more of the websites that I had suggested for "Gretchen." She was engaged, and excited to see what other sites I could show her.

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 – In this field experience, we needed to know how to use the tracker. We needed to be confident with the use because the student was nervous about it. We had to show her the correct way to use this tool. I also needed to know how "Gretchen" felt about the tool. She was comfortable with the use, but was easily confused as to how it worked.

Skills – I had to research about the technology in order to understand how to explain the use to the child. It would be easy for me to just say, "Just cover up the words below and above the line, and read what is in the middle." However, I can see how that would be confusing to a child. I had to show a certain level of confidence so that the child would know that I was sure that this was a great tool for her. I also (previously) had to convince the parents that it was a good idea for them to let me try this with their child.

Dispositions – I believe that I needed to have the disposition as a leader. I needed to be able to show "Gretchen" that this tool was to help her, not to overwhelm her or scare her. I also needed to be a team player with Melissa (ESY Teacher) because the students need to know that we are all on the same team and work together in order to help in any way that we can.

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

While completing this field experience, I was able to truly see how just a simple adjustment or change can make a difference in a child's performance. I was amazed how confident she seemed to become in her reading, just by using a simple tool. Why was this so difficult for anyone else to see? Why is something so easy, and convenient, that hard to implement? Time is always an issue. Teachers all struggle with the idea that they never have the time. However, to me, it is more important for her to have this tool than to continue to be pushed forward, become upset because of the difficulties, and end up dropping out of school one day over a reading issue. I am so proud of this field experience, and can't wait to be able to talk with my principal about adding a professional

learning opportunity for the general education teachers about assistive technology. They will learn and grow, so that our students can learn and grow.