

# UNSTRUCTURED Field Experience Log & Reflection

## Instructional Technology Department

<b>Candidate:</b> Ariel Flinn	<b>Mentor/Title:</b> Heather Rogers/Teacher	<b>School/District:</b> Findley Oaks Elementary/Fulton County
<b>Course:</b> ITEC 7445 – Multimedia and Web Design in Education		<b>Professor/Semester:</b> Dr. Moore/Fall 2013

### Part I: Log

Date(s)	1 <sup>st</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)
September 3, 2013 September 10, 2013 September 17, 2013 September 24, 2013 October 1, 2013	Observation/interaction with 4 <sup>th</sup> grade student using AT 5 hours (1 hour/week during planning for 5 weeks)	<b>ISTE:</b> 1a, 2a, 2e, 2h, 3b, 3d, 3f, 6a, 6b, 6c  <b>PSC:</b> 1.1, 2.1, 2.5, 3.2, 3.4, 3.6, 6.1, 6.2, 6.3

<b>DIVERSITY</b>								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
<b>Ethnicity</b>	<b>P-12 Faculty/Staff</b>				<b>P-12 Students</b>			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
<b>Race/Ethnicity:</b>								
Asian	X	X				X		
Black	X	X						
Hispanic								
Native American/Alaskan Native								
White	X	X						
Multiracial	X	X						
<b>Subgroups:</b>								
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 facilitation and leadership from completing this field experience?**

I learned a large amount of information about Assistive Technology, including determining student needs and finding AT that best aligns with those needs, creating an AT implementation plan, taking data to evaluate student AT use, and general information about AT. I learned that not all AT is created equal, and there is not “perfect fit” for every situation every time. I learned that much thought and effort goes into choosing the most appropriate AT for students’ specific needs, and there is no formula for prescribing AT based on a students’ disabilities. AT must be chosen with specific students’ needs, interests, and desires in mind.

**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 in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)**

Through this field experience, I was able to gain knowledge of the process of selecting, evaluating, and facilitating the use of adaptive and assistive technologies to support student learning (PSC 3.4). I was able to practice my skills of coaching 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 (PSC 2.5) for other classroom teachers who were trying to help this student use the AT in the classroom. Throughout the experience I had to regularly evaluate and reflect on my professional practice and dispositions to improve and strengthen my ability to effectively model and facilitate technology-enhanced learning experiences (PSC 6.2) while trying to find the best way to implement the AT in my own classroom, after observing the implementation that occurred in the student’s own classroom.

**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 the faculty development and professional knowledge of myself and my fellow Special Area teachers as we sat through training on the new AT to be implemented and I helped take data on its effectiveness. It impacted the learning and general success of the student in question through the use of a more effective form of AT for that student. We assessed the student learning and success through multiple strategies for data collection. I was able to assess the faculty development of the other Special Areas teachers through ongoing conversations throughout the process, as I observed that those teachers became more comfortable with the idea of helping the student use the AT in their classes.