

## UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – *Updated Summer 2015*

<b>Candidate:</b> Ke'Ondra Clark	<b>Mentor/Title:</b> Dr. Tamioka Grizzle/STEM Teacher	<b>School/District:</b> Harmony-Leland Elementary/Cobb County
<b>Course:</b> ITEC 7445 Multimedia & Web Design in ED		<b>Professor/Semester:</b> Dr. Tricia Frazier/Summer 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)	1 <sup>st</sup> Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
7/1/19 7/3/19 7/5/19 7/8/19 7/10/19 7/12/19	Met with parent to discuss Assistive Technology (AT) options and completed WATI and AT Implementation Plan documentation.  Worked with student each day for 1 hour on Reading.  <b>Total hours:</b> 6 hours	PSC 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.2, 3.4, 3.6, 6.2, 6.3	ISTE 1b, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3b, 3d, 3f, 6c

**First Name/Last Name/Title of an individual who can verify this experience:**  
LaTasha Porter/Parent

**Signature of the individual who can verify this experience:**

<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								
Black							X	
Hispanic								
Native American/Alaskan Native								
White								
Multiracial								
<b>Subgroups:</b>								
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 this field experience I worked with a student on reading. I interviewed the student and mother to determine what learning looked like in the classroom for the child. I learned from the parent that the student was a little below grade level and that she sometimes had challenges with focusing/staying on task. Since the focus was on reading I decided to start with an assessment. This gave me an idea of what I needed to work on and an opportunity to plan for how I would implement an assistive technology tool during our meetings together. From observation, the assessment, and the gathered information that I collected from the parent, I decided to use a text reader tool for the assistive technology with my student. During this experience I learned that a coach should always be knowledgeable about the learning style of their student. It's important to learn what interests them and to create assignments and activities that will adapt to the child's needs and interests in order to keep them actively learning and engaged. While coaching I learned the importance of understanding student's strengths and weakness, the importance of encouraging and properly using AT and also the powerful impact of collaboration and communication to support the students 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** – As a coach, it is very important to identify the strengths and weaknesses of students. You want to make sure that you communicate with teachers and parents so that you can determine what skills to focus on in order to support students and their needs. Technology coaches should be aware of multiple tools that can be used to engage students academically and promote a healthy learning environment for each child.

**Skills** – A coach must be able to model and facilitate the use of adaptive and assistive technology tools in order to support the student’s individual learning needs. The coach should have the skills to design, develop, implement, communicate and evaluate technology infused strategic plans so that they can produce quality materials for all learners.

**Dispositions** – This field experience proved my belief that all students are capable of learning with the proper guidance and that high expectations should be set for learners of all levels. It is imperative for educators to be able to evaluate and determine accessible tools that will provide proper assistance in the learning environment.

**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 very impactful because it allowed me as a coach to learn about new assistive technology tools that I wasn’t aware of and also introduced me to tools that I didn’t even realize were considered assistive technology tools. I know that the student benefited greatly from this experience this summer. Comparing observations from the first time I worked with my student until the last, I can see just how influential knowing about technology tools and strategies to enhance learning for students with disabilities can be. My student enjoyed engaging in activities that were student-centered and that were focused specifically on her needs. I know that she will continue to thrive and be successful in school.