

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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Course: ITEC 7445 – Multimedia and Web Design for Educators		Professor/Semester: Ms. Jane Roberts/Summer 2014

Part I: Log

(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 rows. Thank you!)

Date(s)	1 st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>
6/15/2014	Reviewed Assistive Technology options regarding reading disabilities, creating a Bookshare account, and emailing administrators and lead ESEP teacher about possible students to participate. – 1 hour	PSC 3.4, 3.6, 4.1, 6.1, 6.2 ISTE 3d, 4a, 6a, 6b	1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? Last spring, Ryan, an 11 th grader at my school had asked me to help him with his reading. Being overwhelmed with work, school, and family as well as not being a reading teacher, I did not know how to go about helping him. It preyed on my mind, though, so I immediately thought of him for this field experience. Ryan has no reading abilities whatsoever. He has trouble succeeding in school and in holding a job because of this disability. Ryan also suffers from short-term memory loss. He works for a landscaping company and cannot remember a list of tasks he is assigned to do. I was able to identify assistive technology software programs called “Read Outloud” and “Write Outloud” provided by our school system which should help Ryan learn the content without having to struggle with processing skills necessary for reading
6/26/2014	Made several efforts to contact student, finally reaching him to discuss the options meeting times and place. 15 min.		
7/5/2014	Met with Ryan and his guardians to evaluate his needs. He is much further behind than I had planned. He needs basic reading skills. He and his parents are concerned about work readiness and basic reading and writing skills. I will research alternative tools than I had planned. 1hr. 30 min.		
7/7/2014	Re-evaluated the assistive technology I had planned to use with Ryan. Contacted the system assistive technology advisor for ideas. 1 hr.		
7/12/2014	Met again with Ryan and his guardians. Since Ryan is 18, he qualifies for an adult literacy program which is free and can provide additional help teaching him to read. We spend 2 hours troubleshooting his smartphone, but could not get any apps to load. Ryan’s had access to a tablet and we had better luck downloading assistive technology apps to that.		

	2 hrs.	
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and writing. Time management apps and note-taking apps that we loaded on his tablet will also help keep him stay organized. We also installed some learning to read apps including phonics, flashcards, and sentence builders. Succeeding at work was a tougher problem to address since his phone will not load new apps. I suggested he get that fixed and download a voice recorder. His boss could record his instructions so that Ryan can play them back when he forgets what he needs to do.

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								x
Hispanic								
Native American/Alaskan Native								
White				x				
Multiracial								
Subgroups:								
Students with Disabilities								x
Limited English Proficiency								
Eligible for Free/Reduced Meals								x

I learned so much about assistive technology and the kinds of obstacles many of our students face in trying to be successful in school while coping with severe disabilities. I also learned that many of these students slip through the cracks. When contacted our Assistant Principal over RTI, she was very concerned, but did not know if any assistive technology was being used for Ryan. This field experience has made me see a way I can be useful to the ESEP department and I plan to meet with our ESEP department head and ESEP teachers upon returning to school to see if they are aware of the many tools available to assisted students with disabilities.

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.)

	<p>This field experience required me to have knowledge of the vast number of assistive technology options available for our students. Because of the needs of the students with whom I was working, I mainly concentrated on evaluating, selecting apps for reading, writing, and organization and then instructed my student and his guardians how these tools could be used to address his issues (3d). I collaborated with my Assistant Principal to get an idea of the areas in which Ryan needed help (3f). Once I began working with Ryan, I needed troubleshooting skills (3e) as his cell phone was unable to download the apps that would help him. We had to find an alternative which turned out to be a tablet his guardian said she never used. Finally, I needed the desire to engage in continuous learning as I deepen my understanding of technology integration in the area of assistive technology (6a, 6b).</p> <p>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?</p> <p>Having worked closely with a special needs student has helped me understand the needs of SWDs better. As I go into the new year as head of our new technology committee I will be in a good position to promote assistive technology to my teachers and students. I plan to make a webpage as well devoted to AT.</p>
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