* **UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Laura Gary-Michel | **Mentor/Title:**  S. Buckalew | **School/District:** Marietta City Schools |
| **Course:** ITEC 7455 MultiMedia and Web Design | | **Professor/Semester:** Moore /Summer 2013 |

**Part I: Log**

**(This log contains space for up to 5 different field experiences for your 10 hours. You may only need one! If you have fewer field  
experiences, just delete the extra rows. If you have more than 5 field experiences, please copy and paste additional rows. Thank you!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| 7/5/13 | Met with Harley and his mother to discuss his IEP and need for Assistive Technology (1.5 hours) | PSC 1.4/ISTE 1d  PSC 3.1/ ISTE 3a  PSC 3.2/ ISTE 3b  PSC 3.4/ ISTE 3d  PSC 3.5/ ISTE 3e  PSC 3.7/ ISTE 3f  PSC 4.1/ ISTE 4a | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  I meet with Harley and his mother to talk about his IEP and the AT he currently uses . Harley has used a laptop with word processing and speech to text software. He has used this in classes and at home for written assignments and taking tests.  **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.)**  From this meeting I found out that while Harley is suppose to take his laptop to school for work or use the school provided desktops in each of his classes, he prefers to not be singled out by having to use these types of technology. I asked about using a cell phone or an iPad and he was enthusiastic about this. His school does have BYOLD program and many students bring devices in.  **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 will allow me to help Harley’s learning by working with hime to get an iPad and some apps to assist him in school. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  | x | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |
| **Date(s)** | **2nd Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| 7/8/2013 | Meet with Harley to upload apps to his iPad and to train using Dragon diction ,Sound note and iWorks. (2.5 hours) | PSC 1.4/ISTE 1d  PSC 3.1/ ISTE 3a  PSC 3.2/ ISTE 3b  PSC 3.4/ ISTE 3d  PSC 3.5/ ISTE 3e  PSC 3.7/ ISTE 3f  PSC 4.1/ ISTE 4a | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  Learned that there are many different types of assisted technologies available for students with dysgraphia. Also learned that teenage boys may not always be open to using cumbersome technology that calls attention to their LDs.  **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.)**  I needed to understand Harley and his LD. I researched different apps and how to use them in order to help him in class. He did a practice run with his Sound note software at a Boy Scout counsel meeting for his Eagle Scout project that he needed to take notes at.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This work helped me to understand how the iPad apps could help the student with his learning. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  | x | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |
| **Date(s)** | **3rd Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| 7/10/13 | Evaluation meeting with Harley and his mother. We reviewed his use of Sound note the night before at the Boy Scout meeting. Harley had used the iWorks program Keynotes to create a slide show from his meet ing with information about due dates for his Eagle Scout project. We talked about using the iPad in school to complete tests and written assignments.  (1.25 hours) | PSC 1.1/ISTE 1a  PSC 1.2/ISTE 1b  PSC 1.4/ISTE 1d  PSC 2.5/ISTE 2e  PSC 2.7/ ISTE 2g  PSC 3.4/ ISTE 3d  PSC 3.5/ ISTE 3e  PSC 3.7/ ISTE 3f  PSC 4.1/ ISTE 4a | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  From this field experience I learned that these ATs have helped Harley  Work around his dysgraphia to record and take lecture notes.  **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.)**  This learning related to what I know about AT and how to use and train a person to get the most out of thetechnology. The use of an iPad with these apps will help Harley to achieve his IEP goals when he returns to school  **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 Harley’s use of AT to effectively learn in school. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  | x | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |