**Unstructured**

**Field Experience Log &Reflection**

**Instructional Technology Department**

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| **Candidate: Eamonn Kelly**  | **Mentor/Title: Brandi Caldwell****Technology integration specialist** | **School/District:** **Moody High School** **St. Clair County**  |
| **Field Experience/Assignment: Assistive Technology project** | **Course: ITEC 7445 – Multimedia and Web Design** | **Professor/Semester:****Dr. Moore/ Fall 2013** |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC/ISTE Standad(s)** |
| 10/14/1310/16-19/13 | Meeting with special education teachers. 1 hourWorking with student learning the assistive technology 5 hours   | PSC: 2.1, 2.5, 2.6, 3.2, 3.4, 3.5, 5.3, 6.2 ISTE: 2a, 2e, 2f, 3b, 3d, 3f, 4c, 6c |
|  | Total Hours: 6  |  |

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| **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 |  |  |  | X |  |  |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  |  |  | X |  |  |  | X |
|  Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  | X |  |  |  | X |
|  Limited English Proficiency |  |  |  |  |  |  |  |  |
|  Eligible for Free/Reduced Meals |  |  |  | X |  |  |  | X |

**Part II: Reflection**

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| **CANDIDATE REFLECTIONS:**(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?**

In this experience I worked with a student with special needs that had a hard time writing. With this information obtained from the special education department we came up with a piece of assistive technology that could benefit this child in his everyday classes. The assistive technology that was chosen was a pro desktop writer. This would help the student to take notes in a quicker fashion as well as be able to understand the notes. I was able to learn the proper people to speak in regards to this type of information as well as what types of technologies are out there. I also learned that the focus of a technology leader is not always the faculty but students as well. Research is key here because not every technology will work for your student with a disability.  |
| **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.)**First I gained knowledge about evaluating assistive technologies. I was able to getter a better understanding of what specific students need. There is not one fix all for each student, because each is different in their learning. Interaction with special education teachers helped to increase my skills as a teacher. My dispositions got better after completion of this assignment. I was able to gain new relationships because of the technology needed.  |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**Student and the school were impacted the most. Strategies plus difficulties helped to facilitate conversation about the technology. Increased awareness and implementation would be the way to assess this experience. Data from previous classes can be used to assess this technology. Comparing the two sets together would give definite information whether the technology worked. |