

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate: Amber Genzink	Mentor/Title: Elsa Cheng	School/District: LaBelle/Cobb County
Course: ITEC 7445		Professor/Semester: Dr. Julie Moore/ Summer 2013

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>					
6/19/13 6/21/13 6/25/13 6/26/13 6/27/13 7/10/13	Assistive Technology Field Experience [12 hours] Met with mother/teacher to discuss strengths and weaknesses and complete the WATI assessment. Brainstormed possible assistive technologies. Researched and acquired iPad applications for AT. Created form to evaluate each application. Worked with student to introduce assistive technology applications, answer questions, and evaluate appropriateness/effectiveness of the assistive technology for him. Completed the implementation plan.	PSC 2.1/ISTE 2a PSC 2.2/ISTE 2b PSC 2.5/ISTE 2e PSC 2.7/ISTE 2g PSC 2.8/ISTE 2h PSC 3.4/ISTE 3d PSC 6.3	1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? I completed this field experience with a primary student with disabilities in the area of reading. I used the WATI assistive technology consideration guide to determine possible assistive technologies that might benefit him. I then met with the student to introduce him to several assistive technologies on the iPad and evaluate which would work best for his needs. Through this, I learned how to facilitate the differentiation of learning process based upon an analysis of learner characteristics (PSC 2.5). I also learned how to identify special student needs and match assistive technology to support the student's academic success. (PSC 3.4).					
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				X			
Multiracial								
Subgroups:								
Students with Disabilities					X			
Limited English Proficiency								
Eligible for Free/Reduced Meals								
				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 provided me with knowledge about adaptive and assistive technology's role in providing students access to the curriculum. I also learned how to facilitate the use of assistive and adaptive technology to support individual student learning needs. This field experience taught me how to effectively facilitate new, technology-enhanced learning experiences for students and also how to differentiate the learning process to fit student needs, interests, and readiness levels. My belief that every child can learn was strengthened through this experience, and I am further motivated to advocate for students with disabilities.

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 student learning by providing the student with alternative ways in which to access the Reading curriculum. Most of the applications that were chosen included imbedded assessments. As the student works, the application continually records data. In this way, student progress is easily tracked and viewed at any time. This data can also be shared with the student during conferences to set new goals and at IEPs to determine the effectiveness of the assistive technology.