

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015

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Course: ITEC 7445 Multimedia and Web Design		Professor/Semester: Dr. Pourceau/ Summer 2015

(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 st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
6/6/2015 9-11am 6/7/2015 9-10am 6/8/2015 9-10:30am 6/9/2015 9-10:30am	<p>During this field experience, I worked with a moderately autistic middle school student, called M.A. M.A. is nonverbal; therefore, her individualized education plan focuses on improving her communication skills.</p> <p>When I first met M.A., she had an iPad and an application called Lamp: Words for Life. The county had purchased these tools for M.A. These tools enabled her to communicate her needs and thoughts with others by clicking vocabulary tiles. However, M.A. was struggling with the Lamp app since it was geared for students with more advanced language skills.</p> <p>Due to her struggles, her teacher/assistive technology coach, D.M., and I tried out a new application called Proloquo. This application has similar features as Lamp, but it is simpler and more adaptable. We were able to create vocabulary tiles instantly based on her needs. For example, she brought animal crackers for snack on Tuesday, and we were able to create a tile for this new snack item. When M.A. was ready for snack, she clicked each tile to form the sentence "I want animal crackers, please."</p> <p>Each day, I worked with M.A. and her tablet. M.A. tries to use vocalizations to communicate, instead of the tablet, but she becomes frustrated quickly when we are unable to understand her. Therefore, my objectives in working with M.A. were to encourage her use of the device, help her familiarize herself with the program, especially the location of each category of</p>	<p>PSC 2.2- model and facilitate the use of research-based, learner-centered strategies addressing the diversity of all students.</p> <p>PSC 2.5- model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals.</p> <p>PSC 2.6 - model and facilitate the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences.</p>	<p>ISTE Teacher 2c- customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.</p> <p>ISTE Teacher 4b- Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources</p> <p>ISTE Teacher 5c- Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning</p> <p>ISTE Coach 3d - Select, evaluate, and facilitate the use of adaptive and assistive technologies to support student learning</p>

tiles, and to help her improve her vocabulary recognition skills. According to the curriculum standards for her, we worked on her number, letter, coins, food, and animal vocabulary recognition. For example, I would ask her "where is the 11?" and M.A. was supposed to find the 11 tile on her tablet. My objectives were based on her individualized education plan, which stated that she was to create three word phrases using her device.

PSC3.4 - facilitate the use of adaptive and assistive technologies to support individual student learning needs.

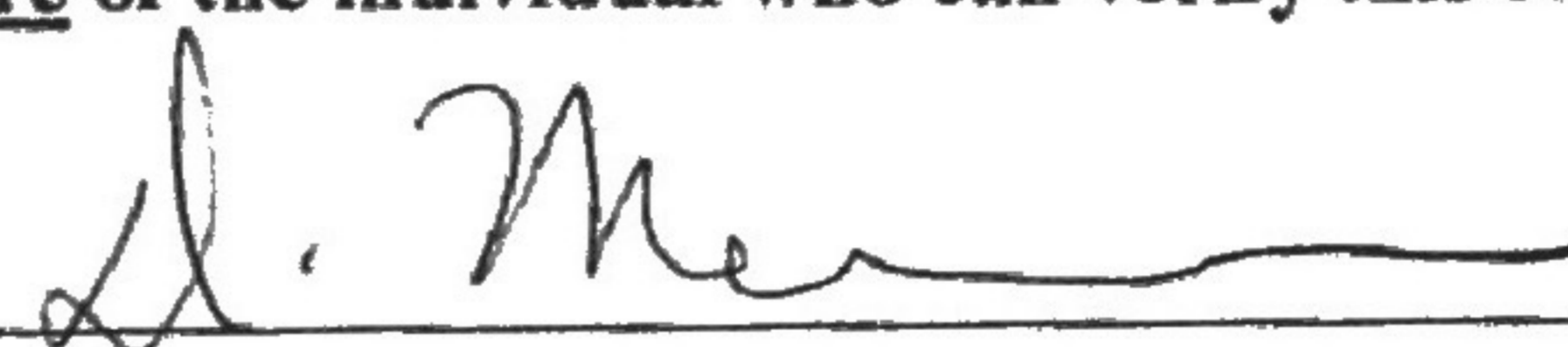
PSC 3.5- troubleshoot basic software and hardware problems common in digital learning environments.

ISTE coach 6.c - Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology enhanced learning experiences

First Name/Last Name/Title of an individual who can verify this experience:

Debra Mastin/ Gwinnett County Assistive Technology Specialist

Signature of the individual who can verify this experience:



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							X	
Subgroups:								
Students with Disabilities							X	
Limited English Proficiency								
Eligible for Free/Reduced Meals								

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?

From this field experience, I discovered how much assistive technology is available to help students. The mentor teacher of this field experience is an assistive technology instructor and showed me various types of technology available, specifically for nonverbal students. It was amazing to see the vast amounts and diverse types of tools that exist to help students with disabilities. I discovered, however, that teachers cannot just use any application or device that they choose. The technology must be approved by the county. In order to gain approval, the county researches the company as well as the technology itself. The county makes sure that the technology is safe and sustainable and that the company and its executives are quality people. For example, the county will not do business with companies where their executives have not paid their taxes or have committed felonies. This new knowledge will help me be a more effective technology leader since I am now aware of the procedures in adopting new technology.

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 – I have gained knowledge of existing assistive technology to meet the diverse needs of students. I have seen a variety of available technology and know when it is appropriate to use different types. I know how to evaluate emerging assistive technologies. It is not as easy as a teacher finding a new tool and trying it out with students. The technology's company and sustainability must be assessed.

Skills – I have gained the ability to customized assistive technology to meet the needs of students. I can adapt the content or process to help students succeed. I have also gained troubleshooting skills for various assistive technologies. I can use these skills to train teachers, students, and parents in using adaptive and assistive technology.

Dispositions – I have gained a deeper appreciation for the necessity of assistive and adaptive technology. Without her tablet, M.A. would continue to get frustrated when people did not know what she was trying to say. Due to assistive technology, M.A. is able to communicate effectively. I also have gained a deeper appreciation for the teacher's responsibility to stay informed on the latest assistive technology. Even if a student is already using assistive or adaptive technology, the teacher must continue to search for better forms of technology that will help the student succeed.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

Due to this field experience, I am able to meet the diverse needs of my students, especially those with disabilities, more effectively. I can be an advocate for my students and help them obtain the technology necessary to reach their highest level of potential. I have the necessary knowledge, skills, and dispositions to help our school find, evaluate, and implement assistive and adaptive technology throughout our school. As a member of our school's technology team, I can ensure that assistive and adaptive technology is addressed in our implementation plan. By providing assistive and adaptive technology to our students, we will be able to improve student performance in many of our subgroups. This improvement will be seen in standardized and county tests.