**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Kathleen Landolt | **Mentor/Title:** Lena Adams/Media Specialist | **School/District:** Adairsville High School/Bartow County |
| **Course:** 7445 Multimedia & Web Design | | **Professor/Semester:** Prof. 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!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| **6/23/14**  **6/25, 6/27, 6/30, 7/2, 7/3, 7/7**  **7/18/14** | Student and parent training in WordTalk AT [1 hour]  Implemented AT with student in 45 minute sessions [4.5 hours]  Completed AT Evaluation [1.5 hours] | PSC 2.2, 2.3, 2.5, 2.7, 2.8, 3.4, 4.2, 6.3/ ISTE 2b, 2c, 2e, 2g, 2h, 3d | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  During this field experience I worked with a student with a visual processing disorder that causes him to skip words and/or lines when reading. Through this experience I learned about an assistive technology (AT) called WordTalk, which is a free plugin for Microsoft Word. With this AT, I was able to assist the student with reading fluency and comprehension.  **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.)**  During this experience I facilitated the use of research-based, learner-centered strategies and digital tools with a student with disabilities. Using WordTalk as an Assistive Technology I was able to create an authentic learning experience for this student. I was also able to assess the student and analyze data to determine the effectiveness of the 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 experience impacted student learning by helping a student with disabilities. Through this experience I was able to suggest appropriate assistive technology, train the student and his mother in its use, implement it, and evaluate it. The impact will be assessed by the students improvement in reading using the AT. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  | x |  |  | | | |