

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – *Updated Summer 2015*

Candidate: Sharon Amonett	Mentor/Title: Kit Carpenter/Math Coach	School/District: Dalton Middle/Dalton Public Schools
Course: ITEC 7445 – Multimedia & Web Design		Professor/Semester: Dr. Moore/Summer 2015

Date/s	1 st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
7/13/15	Meeting and conversation with Special Education Teacher to discuss student and his needs with assistive technology. (1.5 hours)	PSC 2.2 PSC 2.5 PSC 2.6	ISTE 2b ISTE 2e ISTE 2f
7/14/15	Gathering of resources and planning a reading lesson including comprehension questions at end of lesson where the student used AT to respond. (1.5 hours)	PSC 3.4 PSC 6.1	ISTE 3d ISTE 6a, 6b
7/15/15	Working with student to complete reading activity and observation of student working with teacher to complete other daily activities. (2 hours)		

First Name/Last Name/Title of an individual who can verify this experience:
Tasha Allen / DHS Special Education Para-Pro

Signature of the individual who can verify this experience:

Tasha Allen

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

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?

During this field experience I worked with an autistic, non-verbal student who relies on assistive technology to communicate and express himself. The student utilizes an augmentative communication device called Dynavox. Before working with the student I spoke with both his special education teacher and para-pro, reviewed his IEP, completed a WATI, and an Implementation Plan. During my time working with the student I observed his use of the Dynavox, a marker to trace letters, and completed a reading lesson with him where he had to use the Dynavox to respond to comprehension questions about the story I read to him. The student transferred school districts between middle school and high school and the Dynavox was the device that he had been using since middle school. The particular version of the device he uses is older, but because he and his family are familiar with it, the district did not want to update the device and give him a newer version. However, because the device came with the student, the special education teachers received very little training on the device. The student's mother worked with the teachers to show them how it worked, but the teachers expressed that it is much more difficult to navigate than newer devices that other students use in the class. As a technology coach in a school it would be imperative to provide these teachers with proper training on how to use the devices needed for their students to succeed. The teachers currently felt as though the student and parent were much more comfortable using the device and rely on the student to navigate the device when they struggle to find certain things on it. This field experience also showed me the importance of keeping funding available in the budget to purchase needed AT for students as well as training for those who are involved in using the device.

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 –

During this field experience I continued my learning as I worked to understand more assistive and adaptive technologies used within my school district. I began to see how important it is for teachers to receive training on the assistive technologies in their classrooms, especially if they were not the ones to determine this was the best tool for the student to use. As a technology leader it is important to understand all subgroups within your school and the technologies necessary to help the students achieve their best. In this particular case I was able to focus primarily on the special education department and their needs.

Skills -

I utilized a WATI and Implementation Plan to design and implement a lesson for the student using appropriate assistive technologies. Through working with the student and his assistive technology, a Dynavox, I was able to learn not only how the equipment worked, but also how it can be used to meet the needs of students who are non-verbal or unable to clearly express themselves through speech. I facilitated learning with an assistive technology and used the skills of differentiation and instructional design to create a lesson to meet the needs of the students with the technology.

Dispositions -

As a continuous learner, this opportunity allowed me to explore other uses of technology in the school setting and see how important it is for these students and teachers to have access to the necessary resources or assistive technologies. The idea of training for special education teachers and para-pros was strongly enforced so that as a technology coach I could check into these situations and make sure that the teachers had everything they needed to feel comfortable in helping their students achieve great things.

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

During this field experience, I was made more aware of the variety of assistive technologies that are present in my school and district. It was also brought to my attention the amount of training that is necessary and yet lacking in our district for the special education teachers working with these students each day. As a result of this field experience, I was able to have communications with the special education teachers at my school to discuss current assistive technologies they are utilizing and even offer to help one of the teachers better understand one of the computer reading programs they were utilizing with their student. The teacher expressed that while there is a technology technician just for the special education department in our district, they do not always feel like they know the right questions to ask to best understand the technologies they have been given. I plan to work with some of the special education teachers in the fall to explain how some of the technologies they are using work so they may be better suited to use them to their full potential and determine how they should be adjusted to meet the needs of the students they are working with.