

## UNSTRUCTURED Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Shanyon Storey	<b>Mentor/Title:</b> Ms. Edmondson/ Media Specialist	<b>School/District:</b> Harriet Tubman/ Fulton County Schools
<b>Course:</b> ITEC 7445		<b>Professor/Semester:</b> J. Pearson/ Summer 2014

### Part I: Log

(This log contains space for up to 5 different field experiences for your 10 hours. You may only need one! If you have fewer field experiences, just delete the extra rows. If you have more than 5 field experiences, please copy and paste additional rows. Thank you!)

Date(s)	1 <sup>st</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>
July 14 <sup>th</sup> July 15 <sup>th</sup> July 16 <sup>th</sup> July 21 <sup>st</sup>	AT Field Experience Day 1 [75 minutes] AT Field Experience Day 2 [75 minutes] AT Field Experience Day 3 [75 minutes] AT Field Experience Day 4 [75 minutes] AT Field Experience Day 5 [75 minutes]  Total Time 5 hours	PSC 3.4/ ISTE 3d PSC 6.1/ ISTE 6a, 6b PSC 6.2/ ISTE 6c PSC 6.3	<b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b> I interacted with a SWD over the course of five days for seventy-five minutes each day.  We used the laptop to practice the letters, typing sight words, and simple sentences.  We used Starfall.com to practice reading in addition to the free Natural Reader software to read the words and sentences typed.
<b>DIVERSITY</b> (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)			
<b>Ethnicity</b>		<b>P-12 Faculty/Staff</b>	
		P-2	3-5
		6-8	9-12
<b>Race/Ethnicity:</b>		<b>P-12 Students</b>	
		P-2	3-5
		6-8	9-12
Asian			
Black		X	
Hispanic			
Native American/Alaskan Native			
White			
Multiracial			
<b>Subgroups:</b>			
Students with Disabilities		X	
Limited English Proficiency		X	
Eligible for Free/Reduced Meals			

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

During the course of the four days interacting with a student with a disability (SWD) for seventy-five minutes sessions, the majority of my time was used to practice using strategies that might enhance Ramona's independence in writing and reading. Rather than have her continue to struggle to holding a pencil and write letter, and words legibly, we used the computer to located and type letters and to type simple sight words. Ramona was able to type a few simple sentences. This is still a lot of work for Ramona, but at least the effort she uses to type will produce something that she can read with the assistance of free text reading software like Natural Reader.

The goal in Fulton County Schools is for all students to become college and career ready. One way to insure the success of this goal is to provide AT devices to students who demonstrate a need as document in his/ her Individual Education Plan (IEP). Sometimes, doing what is right for student with disabilities (SWD) is met with opposition because they do not understand the obstacles that many SWD face on a daily basis. Some feel that providing AT services and devices gives those students an unfair advantage. It is easy to see why a person may need a wheelchair for example, but there are countless reasons that students need other types of assistance that is not always obvious to others. The need for AT devices is real and is the only way that a portion of the student population will become college and career ready.

The Instructional Technology Standards that align with this field experience are as follow: Authentic Learning (PSC 2.3/ ISTE 2c) Differentiation (PSC 2.5/ ISTE 2e); Adaptive and Assistive Technology (PSC 3.4/ISTE 3d); Continuous Learning (PSC 6.1/ ISTE 6a, 6b); Reflections (PSC 6.2/ ISTE 6c); and Field Experience (PSC 6.3).

**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 field experience focused on the skills I need to instruct and interact with students with Assistive Technology (AT) needs. Supporting learning in this way makes the curriculum assessable to all students.

All teachers can benefit from learning about AT services and devices. They can help students get the assistance they need to access the general education curriculum within the general education settings.