

UNSTRUCTURED Field Experience Log & Reflection
 Instructional Technology Department – Updated Summer 2015

Candidate: Angelica Garcia	Mentor/Title: Emily Rich	School/District: Dug Gap Elementary/Whitfield County
Course: ITEC 7445		Professor/Semester: Dr. Bacon/Spring 2019

(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)	1st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
	Investigated the student IEP and brainstorm (1 hour) Completed WATI Assistive Technology Consideration (1 hour) Implementation Plan and day to implement (2 hours) Evaluation of Implementation (1 hour)	2.5, 3.1, 3.4, 3.5	2g, 2h, 3a, 3b, 3d, 3c

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

Melanie Erwin/elementary teacher

Signature of the individual who can verify this experience:

Melanie Erwin

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		X						
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?

This field experience helped me see how planning and implementing for assistive technology takes place. It also helped me gain a closer look at how assistive technology benefits a child. I also learned that assistive technology is any technology that helps students with disabilities when his or her individual goal can be found on their IEP. It really opened my eyes on how assistive technology can help a child gain confidence and feel a sense of accomplishment.

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 definitely learned a lot about assistive technology and how tools can truly make an impact in a student in and outside school. It also helped me understand the importance of assistive technology has in students with disabilities. I learned that assistive technology provides support for students to be successful.

Skills -As a technology facilitator or leader it is important for me to obtain skills that will help me research and find assistive technology tools that will help students be successful in and outside the classroom. It is also important to know that the assistive technology chosen should align to the IEP goals. It is also important to know what proper training all parties involved should receive in order to help with assistive technology and its features.

Dispositions - As a technology facilitator it is important to have a good attitude and believe that the chosen assistive technology will benefit and support the child's learning.

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

The field experience definitely changed and helped me gain development to understand how assistive technology can make a crucial impact in a child's learning career. It also helped me see how assistive technology will function in and outside of school and remembering to check for student input to see if the technology is helping or not.