**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chad DeWolf | **Mentor/Title:** Doug Wood / Assistant Principle | **School/District:** Madison County Middle SchoolMadison County School District |
| **Course:** ITEC 7445 Multimedia & Web Design | **Professor/Semester:**Dr. James Chiavacci (Summer) |

**Part I: Log**

**(This log contains space for up to 5 different field experiences for your minimum of 5 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!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**(Minimum of 3-4 sentences per question) |
| **07/12/15****07/13/15****07/15/15** | Researched assistive technology devices and services, along with what schools are required to do. [ 2 hours ]Met with special education teacher and parent (both of whom I know) over lunch to discuss assistive technology being introduced into an IEP. [ 2 hours ]Completed the implementation plan and WATI forms [ 1.5 Hours ] | PSC 2.6 ISTE 2fPSC 2.1, 2.3, 2.6, 3.6, 4.2, 4.3ISTE 2a, 2c, 2f, 3c, 3e, 3f, 5b, 5c, 6a, 6b | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  I learned that when making decisions, taking opinions from stakeholders closest to the event is ideal. Having a collaborative effort to improve the student’s learning, and overall life experiences makes a real difference with communication and overall effectiveness. **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.)** It was important for the parents’ concerns to be heard, the teachers’ observations to be documented, and solutions to be found for all parties so that the student learner could achieve learning objectives as needed. Having the collaboration of all parties and knowing how and why the assistive technology was going to be implemented put everyone at ease – knowing this was best for this student.**3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** This will directly affect the learning of one student as this was the sole purpose of the makeshift IEP meeting. When it comes to the next school year, the student will have an opportunity to continue learning within the classroom before having to be removed to another classroom. Location is everything… |
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| **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 |  |  |  |  |  |  | X |  |
|  Black |  |  |  |  |  |  | X |  |
|  Hispanic |  |  |  |  |  |  | X |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White | x |  | X |  |  |  | X |  |
|  Multiracial |  |  |  |  |  |  | X |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  | X |  |
|  Limited English Proficiency |  |  |  |  |  |  | X |  |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  | X |  |

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