

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – *Updated Summer 2015*

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

(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)	1 st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
07/12/15	Researched assistive technology devices and services, along with what schools are required to do. [2 hours]	2.1, 2.3, 2.6, 3.6, 4.2, 4.3	2a, 2c, 2f, 3c, 3e, 3f, 5b, 5c, 6a, 6b
07/13/15	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]		
07/15/15	Completed the implementation plan and WATI forms [1.5 Hours]		

Doug Wood

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

Doug Wood

Signature of the individual who can verify this experience:

Doug Wood

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		x		x			
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

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?

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 above. 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.

Knowledge – Knowing what assistive technology was available for the specific student was mandatory during the meeting to determine what steps and devices needed to be implemented immediately for the student.

Skills – The skills involved are simplistic in this form. A student will need to work a mp3 player, and already has experience with the device. My skill, as a technology leader, is making sure we use the right tool for the needed outcome.

Dispositions – When looking at assistive technology and talking with parents, it is important to let them know that the solution here is to do what is best for the student. Showing optimism and having a positive belief that this will work is just a part of what needs to occur.

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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