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

Candidate: Tiffany Gibson	Mentor/Title: Laurah Fannin/Instructional Technology Specialist	School/District: Polk School District
Course: ITEC 7447		Professor/Semester: Pearson/Spring 2016

(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)
2-8-16 and 2/9/16	5 hours	1.2, 1.4, 3.4, 5.2, 6.1	1b, 1d, 3d, 4b, 6a

x Laurah Fannin

First Name/Last Name/Title of an individual who can verify this experience: Laurah Fannin, Instructional Technology Specialist

Signature of the individual who can verify this experience:

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						
Multiracial						X		
Subgroups:								
Students with Disabilities						X		
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?

This experience was using Assistive Technology with a Student with Disabilities. I used the WATI form to decide what the student's weaknesses are and then decided what types of assistive technology could help him in the areas that he is weak in. I am a Special Education Teacher. I do feel that assessing assistive technology is part of my job. This experience introduced me to devices and programs that I had not previously known about. This helped me to be better at my current job. It will also help me to be better equipped as a technology coach and a leader in this field. By being able to help meet the needs of all learners, I will be a better technology coach and leader.

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 – You must know about the different assistive technologies that are available. Through this learning I discovered many assistive technologies that I was previously unaware of. I must know about AT devices and programs in order to meet the needs of all learners.

Skills – I must be able to research and choose AT devices and programs for students with disabilities. I must be able to recommend technology for teachers and students.

Dispositions – As a technology coach, you must have a great attitude about technology, particularly AT. Students and teachers will be hesitant if you as the technology coach seem unsure. Technology coaches must be able to convey in a positive way why the AT will help to meet the students needs.

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

This has sparked a change in the process of choosing assistive technology. The faculty will be trained on how to select and use AT with their students with disabilities. The impact will be able to be assessed through the process of choosing and implementing AT.