

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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Course: ITEC 7445 – Multimedia and Web Design		Professor/Semester: Goetzel/Fall 2013

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 st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>					
8/16/13 8/19/13 8/26/13	<ul style="list-style-type: none"> Assessment of need: Student with a hearing disability needed assistance when viewing video clips in class for various assignments. (1 hour) Research and implementation of technology (i.e. research on adjusting computer settings on student and teacher computers) (2.5 hours) Coach other teachers about technology (i.e. how to use settings) (1 hour) Assessment of success of implementation – conference and check-ins with student (1 hour) 	3.4 Adaptive and Assistive Technology 6.1 Continuous Learning 6.2 Reflection 6.3 Field Experience	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p> <p>A student whom I actually taught came to me to let me know that she was struggling with the short video assignments in my class due to her hearing disability (student currently has cochlear implants). After hearing this, the HI Specialist for our system and I spoke and she told me that right now on her IEP it states that all she needs is written summaries of any clips shown in class. I wanted to take the technology a bit further so I met with our technology specialist to see if I could work on getting closed captioning available for this student’s computer and for the teachers’ computers (for class viewing). We worked together getting it done for over a week. I felt that I learned not only the application of this particular</p>					
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								
Subgroups:								
Students with Disabilities								X

Limited English Proficiency								
Eligible for Free/Reduced Meals								

technology but how to take a leadership role in making this technology available to this particular student by conferencing with other teachers about implementing this in their classrooms.

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.)

As a technology coach, I must be able to select a type of assistive technology for a student, be able to evaluate its effectiveness, and be able to facilitate its use. In this learning experience, I was able to do all three. Since I knew this student and her IEP communication goals, I was able to communicate with the student about her particular needs and desire to learn. I immediately knew that making subtitles available to her for assignments in which she needed to view a video clip would be valuable to her. I wasn't able to figure out how to implement the technology on my own (except for clips available on YouTube) so I called on our technology expert so we could research together. As we worked, I was able to learn how to navigate the settings on my own so that I could set the student's other teachers' computers. Though this technology is not required by her IEP, I felt that since this technology was available (most of the time) that I should do whatever I could to make the learning experience better for the student.

	<p>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?</p> <p>Student learning in this case is easily assessed. We set a goal for the student to have 80% combination listening/reading comprehension on video clips (prior to this we were testing more reading comprehension). This is found through various assignments given that pertain to the video clips. We also found that the student was very pleased with the help the subtitles gave her when we conferenced with her post-implementation.</p>
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