

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate: Leah Kurtz	Mentor/Title: Keith Brown, Ed.S./Social Studies Teacher	School/District: Kell High School/Cobb County
Course: ITEC 7445 Multimedia and Web Design in Education		Professor/Semester: Jordan Cameron, Ed.S./ Summer 2013

Part I: Log

(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 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>																																																																																									
7/15/2013	Worked with Marie S. on effective use of a planner when organizing for time to work on assignments. Also trained her father, Mr. S., in how to appropriately monitor Marie's use of the planner on an ongoing basis. [2 hours]	PSC 2.2/ISTE 2B PSC 3.4/ISTE 3D PSC 6.1/ISTE 6A, 6B PSC 6.3	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p> <p>This field experience involved the introduction of assistive technology to help a student, Marie S., with becoming more organized in her assignments and in her writing. One big thing I learned through the assistive technology module is that assistive technology does not necessarily have to be high tech. After I showed Marie some strategies to using her planner and assisted her father with learning how to support her, they both told me they feel much more confident about this school year. I also worked with Marie on how to organize an essay utilizing post-it notes or notecards that she can move around as she works.</p>																																																																																									
7/16/2013	Worked with Marie S. on how to utilize post-it notes and notecards to effectively organize an essay. We took an essay and her notes from an essay done last school year on Canada and went through means of organizing using post-it notes and notecards so that she could actually touch her thoughts and move them around without the necessity of rewriting everything. [3 hours]																																																																																											
<p>DIVERSITY (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <thead> <tr> <th rowspan="2" style="width: 25%;">Ethnicity</th> <th colspan="4" style="width: 25%;">P-12 Faculty/Staff</th> <th colspan="4" style="width: 25%;">P-12 Students</th> </tr> <tr> <th style="width: 6.25%;">P-2</th> <th style="width: 6.25%;">3-5</th> <th style="width: 6.25%;">6-8</th> <th style="width: 6.25%;">9-12</th> <th style="width: 6.25%;">P-2</th> <th style="width: 6.25%;">3-5</th> <th style="width: 6.25%;">6-8</th> <th style="width: 6.25%;">9-12</th> </tr> </thead> <tbody> <tr> <td>Race/Ethnicity:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Asian</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Black</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Hispanic</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Native American/Alaskan Native</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>White</td> <td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">X</td><td></td> </tr> <tr> <td>Multiracial</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Subgroups:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>				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:								
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Students with Disabilities								X	
Limited English Proficiency									
Eligible for Free/Reduced Meals									

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.)

I definitely learned a great deal about assistive technology through this experience. The big thing that I came to understand is that assistive technology requires hands-on learning for the student, the teacher, and the parent. When everyone works together on this, a student becomes much more excited about using it. I know that my enthusiasm for teaching a student about AT has increased as well!

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

This field experience did not necessarily impact school improvement at my school, but for Marie, this school year will be a much better one. We will evaluate the impact on Marie's learning by looking at her scores in Pinnacle throughout the year and hearing from her teachers about her increase in on-time assignments.