# **UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department** – *Updated Summer 2015* 

| Candidate:               | Mentor/Title:               | School/District: |  |
|--------------------------|-----------------------------|------------------|--|
| David Lockhart           | Stepahnee Stephens Director | KSU Iteach       |  |
| Course:                  | Professor/Semester:         |                  |  |
| Multimedia and Web Desig | Dr Chiavacci Summer         |                  |  |
|                          |                             | 2016             |  |

(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete <u>one</u> 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)   |
|--|--|--|--|
| 5 Hours Coaching, me<br>Nov 2013-Feb<br>2013 | entoring, and working with blind student | Standard 3: Digital Learning Environments Strand 3.4 Adaptive and Assistive Technology | Teacher Standard 3: Model Digital<br>Age Work and Learning |

| First Name/Last Name/Title of an individual who can verify this experience:  Rob Whitman | Signature of the individual who can verify this experience: |
|--|---|
| experience:  | L V a ho VIII do au   |
| Rob Whitman  | 2 Dec Viruption   |

| 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  |                    |     |               | X    |     |     |     |      |
| Hispanic   |                    |     |               |      |     |     |     |      |
| Native American/Alaskan Native   |                    |     |               |      |     |     |     |      |
| White  |                    |     |               | X    |     |     |     |      |
| Multiracial  |                    |     |               |      |     |     |     |      |
| 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?

One of the best experiences I have ever had with assistive technology was the year I coached a wrestler who was blind. This experience let me see the world from his perspective and see the adaptions that were made for him in the real world and for more time then a regular classroom teacher would. I got to see how accessibility features were really used, what other technologies were needed, and ask questions about his needs as he was very open about his disability and how it affected him

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 -

This experience gave the knowledge of what a school experience looks like for a student who is visually impaired. Luke was very open to answering questions about his disability and the adaptations he needed. It also gave me an everyday perspective on what the visually impaired experience is like for a student as I was with Luke almost every weekday for 4 months

### Skills -

This experience gave me experience with the Iphone and IOS accessibility features as that is what Luke used to communicate, read, and write

## **Dispositions** -

This experience gave me a deep understanding of what it is like to be visually impaired. Through the experience I will be able to relate more to the assistive technology needs of others in the future because I saw what it was like consistently.

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

Luke was at North Atlanta for only a year, but there were many who got the same experience I did with him. Both Luke and his mother were very open to talking about Luke's needs and experiences. This led to others developing a keen understanding of the visual impaired experience and the needs future students might have