**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:  Chris Carlisle** | **Mentor/Title:  Tom Burks/ITS** | **School/District:  Lakeside Middle School/Forsyth** |
| Course: ITEC 7445 | | **Professor/Semester: Dr. Julie Moore/Fall ‘13** |

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**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!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| Aug. 26  Sept. 9  Sept. 16  Sept. 30  Oct. 1 | I am helping a special education student learn to use a computer and word processor to assist with his writing skills. The goal set forth in this student’s IEP is that this student will self-edit his pieces for accurate capitalization, punctuation, and grammar in 85% of sentences. This student will also learn to independently write a multi-paragraph piece with an introduction, body of supporting details written with a logical flow, and a conclusion. | ISTE – 2a, 2c, 3d | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  I spent part of each week helping one of my current IEP students.  In completing the fieldwork for this class, I learned that students with certain disabilities can use common productivity software as assistive technology devices. Microsoft Word combined with a “novice” level of keyboarding ability can absolutely help struggling writers by prompting their self- editing.  **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.)**  Technology coaches must be able to model the implement technology-enhanced learning experiences that are aligned to content and technology standards. Through this learning experience I implemented and modeled word processing skills for my student in our weekly meetings. As his skill and knowledge base improved he gained confidence in his abilities to improve his writing. He was also able to carry over these newly acquired skills into the regular education classroom. He completed two projects on his own at home with Microsoft Office products. His enthusiasm for writing and self-editing has increased.  Technology coaches should also be able to facilitate assistive technologies to support students who could benefit from these devices. My student and I took a desktop computer and a word processing program and turned into a device to help meet his writing goals set forth in his IEP, and he some valuable digital resource skills along the way.  **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 helped improve student learning. The student I worked with improved his writing and gained valuable computer skills in the process. The impact of our time together can be assessed through formative and summative classroom assessment, and through ELA CRCT score, and through his performance on the 6th grade writing test. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | | |