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

Candidate: Mentor/Title: School/District:  Jessica Jordan Stephanie Durham/MS County  School/District:  Dade Middle School/Dade	Professor/Semester: Dr. Williamson/Spring 2018	Course: 21st Cen Teaching & Learning Section W04	Course: 21st Cen Tea
	School/District: Dade Middle School/Dade County		Candidate: Jessica Jorda

(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 experience totaling 5 hours! If you have fewer field experiences, just delete the extra pages. Thank you!)

															Stephanie Durh	First Name/La	3/5/18	2/19/18	2/13/18,	Date(s)
Eligible for Free/Reduced Meals	Limited English Proficiency	Students with Disabilities	Subgroups:	Multiracial	White	Native American/Alaskan Native	Hispanic	Black	Asian	Race/Ethnicity:		Ethnicity	DIVERSITY  (Place an X in the box representing the race/ethnicity and subgroups involved		experience: Stephanie Durham, Media Specialist	First Name/Last Name/Title of an individual who can verify this	experience.	1.5 hours. So total there was 5.5 hours completed for the field	Assistive Technology Committee. Each committee meeting lasted	1st Field Experience Activity/Time
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		J		1							ž <b>i.</b>			_1		Signature of the individual who can verify this experience:				ISTE Standard(s)

- evaluation tool used for assistive technology. From this experience, I learned how assistive technology can be a help in the classroom for those who need it and realized it is not just the use of a computer in the classroom. From the leadership perspective, the purpose of the committee, and identifying the purpose of how to identify students who may need our services and the representative for Dade Middle School. The meetings included reviewing the current assistive technology needs in the classroom, completing this field experience? The field experience was attending three different assistive technology meeting as a school learning by providing this technology if needed. it made me realize that I needed to improve on current practices in my classroom to offer students the best opportunities for 1. Briefly describe the field experience. What did you learn about technology coaching and technology leadership from
- 2. How did this learning relate to the knowledge (what must you know), skills (what must you be able to do) and skills, and dispositions.) standards you selected above. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, dispositions (attitudes, beliefs, enthusiasm) required of a technology facilitator or technology leader? (Refer to the

student. By being aware of these limitations and needs, it has increased my productivity to provide more technology enriched engagement in the classroom. productive to include having several teachers contribute to the effectiveness of the assessment and to be needed for student lessons where students' become facilitators of their learning, rather than just stare at the computer screen. The meeting was Knowledge - The knowledge from the course has taught me to incorporate the right assistive technology that is needed for each

working on their attitude toward special education students and differentiation by reflecting on their current practices. teachers that the assistive technology is not scary but can be used to increase student engagement. It will also have teachers' to be training the other general education teachers, therefore the technology leader has to be able to provide authentic training. helped us realize that too many students have not been offered opportunities for complete evaluation that we have been serving in certain item for improvement in the classroom. After meeting and changing the purpose and mission statement of the team, it Skills - For the use of assistive technology, the technology leader has to be able to identify how and why a student may need a Dispositions - The technology leader has to be excited for the use of the technology in the classroom. It is the leader's job to show the past years. The skills needed for assistive technology usage include being able to train the students on how to use the items and

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

effective evaluation of assistive technology needs for the students. It has made student learning more demanding and prevalent in the use of assistive technology from the beginning of the year to now. It would be interesting to see if and how the information has the classroom to ensure students are receiving all the services needed for engagement. This impact can be assessed by comparing This field experience provided the opportunity for school improvement because it allowed myself to learn about a tool for