**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Julia Hotchkiss | **Mentor/Title:** Mrs. Craven/5th Grade Teacher | **School/District:** Thomas County Middle School |
| **Field Experience/Assignment:** AT Project | **Course:** ITEC 7445 | **Professor/Semester:** Spring 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 3/5/16 | WATI Consideration (2.5 hours) | PSC 2.5, 3.4, 6.3 | ISTE 2c, 2e, 3d |
| 3/6/16 | AT Implementation Plan (2.5 hours | PSC 2.5, 3.4, 6.3 | ISTE 2c, 2e, 3d |
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|  | Total Hours: [5 hours ] |  |  |

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| **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 |  |  |  |  |  |  | x |  |
| Black |  |  |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |  |
| Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  | x |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  | X |  |

**Part II: Reflection**

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| **CANDIDATE REFLECTIONS:**  (Minimum of 3-4 sentences per question) |
| **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  In this field experience, I was able to use the WATI assessment to determine if the student would benefit from assistive technology. Teachers should know how to use the assistive technology in their classrooms, and they should also know how to support it without making it the focal point of the classroom. When teachers (myself included) are presented with something that they did not plan for, or did not approve, the normal reaction is to decide that it isn’t needed in the classroom. However, that student’s success may depend greatly on the implementation of the AT device or tool, so it should not be taken lightly. |
| **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.)**  When preparing to teach a student with specific language needs, or needs in general, a coach or teacher should differentiate to serve the student fully. This module effectively expresses effective measures to take for students with language barriers. Teachers and coaches should be able to take this measures (word lists, graphic organizers, groups, etc) to differentiate for students wo need it. The belief that all students can learn when given the correct tools is evident in this field experience. Teachers and coaches should be confident in trying and learning new methods for different students in their classrooms and at their schools. |
| **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 impacted the student’s learning and the faculty development. The student’s learning can be assessed by looking at student work before the AT was used and after the AT was used. The faculty development can be assessed by gaging the specific faculty’s knowledge before introducing the AT and after. |