UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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Part I: Log

(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 rows. Thank you!)

Date(s)	1 st F	erience A	ctivity/Ti	me	PSC/ISTE Standard(s)			Reflection (Minimum of 3-4 sentences per question)		
09.16.2013 (1 Hour)	Meeting with MJS (S student to work with identify software that	1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? Getting a meeting with MJS was very difficult as we have very different schedules. However, when we did finally collaborate, the same mutual student came to mind to assist. I reviewed the Mindjet software with MJS and he agreed that since the student is a								
(Place an	X in the box represent	ting the ra		RSITY ity and su	bgroups in	volved in	this field	experienc	e.)	visual learner that this would be appropriate. We downloaded the free trial
Et	thnicity	P-12 Faculty/Staff P-12 Students								
	V	P-2	3-5	6-8	9-12 P-2 3-5		3-5	6-8	9-12	2. How did this learning relate to the
Race/Ethnicity	y:									knowledge (what must you know), skills (what must you be able to do)
Asian										and dispositions (attitudes, beliefs,
Black										enthusiasm) required of a technology
Hispanic										facilitator or technology leader?
Native Ame	erican/Alaskan Native									(Refer to the standards you selected in
White									X	Part I. Use the language of the PSC standards in your answer and reflect
Multiracia	1									on all 3—knowledge, skills, and
Subgroups:	·									dispositions.)
Students w	Students with Disabilities								X	Discussion of adaptive and assistive
Limited E	nglish Proficiency									technology to support the individual
Eligible fo	r Free/Reduced									learning needs of a mutual student
Meals										3. Describe how this field experience

										impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? Student learning will be assessed with some of the student work presented during one to one meetings.
Date(s)	2 nd F	Field Exp	erience A	ctivity/Ti	me		PSC/I	STE Star	ndard(s)	Reflection (Minimum of 3-4 sentences per question)
09.20. 2013 (first "Hex" free block) (1 Hour)	Meeting with student computer and introdu		1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? Worked with student to download copy to her laptop and showed her rudimentary operation of the mapping software. 2. How did this learning relate to the							
(Dlaga an	X in the box represen	ting the re		RSITY	haroung in	wolved in	this field	ovnoriono	2)	knowledge (what must you know), skills (what must you be able to do)
	thnicity	1		ulty/Sta		lvoived iii		tudents	6.)	and dispositions (attitudes, beliefs, enthusiasm) required of a technology
E	innicity	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12	facilitator or technology leader?
Race/Ethnicity	V .•	1 -2	J-3	0-0	9-12	1 -2	J-J	0-8	9-12	(Refer to the standards you selected in
Asian	y •									Part I. Use the language of the PSC
Black			1							standards in your answer and reflect on all 3—knowledge, skills, and
Hispanic										dispositions.)
	erican/Alaskan Native									Student was reluctant to participate at
White								first (saw it as "just something else") so		
Multiracia	1		1							coached her to see the benefits of mapping out her knowledge for external
Subgroups:										examinations in May 2014.
Students w	vith Disabilities								X	-
	Limited English Proficiency							3. Describe how this field experience		
Eligible fo Meals	or Free/Reduced									impacted school improvement, faculty development or student learning at your school. How can the impact be
										assessed? Student to turn in a sample of work during one to one meetings

Date(s)	3 rd F	ield Expe	erience A	e Activity/Time PSC/ISTE Standard(s						Reflection (Minimum of 3-4 sentences per question)
09.23.2013 I Block 1 Hour)	3.2013 I Work with student one to one using MindJet mapping softwarePSC 3.4/ISTE 3d									1. Briefly describe the field experience What did you learn about technology facilitation and leadership from completing this field experience? Motivation of a student with educational needs is rather difficult. While student had had a go at the software, in the intervening time, she had been advised to sew in class to prevent her picking at
•	n X in the box represen		ce/ethnic	_		volved in			.)	her face (which is a tick that she has when she is nervous or unsure about situations). Introducing AT to her had left her a little unsure as to why she was being taken aside for this intervention. 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,
<u> </u>	unnicity	P-12 Faculty/Staff P-2 3-5 6-8 9-12			P-12 Students P-2 3-5 6-8		9-12	enthusiasm) required of a technology facilitator or technology leader?		
White Multiracia Subgroups: Students v Limited E	erican/Alaskan Native al with Disabilities English Proficiency or Free/Reduced								X	(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.) While mapping out her knowledge, student was uncomfortable and still felt that this was additional work for her to do. We have a good working relationship but her anxiety was clear as she was constantly picking at her face during the meeting. 3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? I ended the meeting early and we agreed for the review to take place on Friday 27th September.

Date(s)	4 th Field Experience Activity/Time PSC/ISTE Standard(s)									Reflection (Minimum of 3-4 sentences per question)
09.25.2013 (1 Hour)	In Class use of Assis	stive Tech	nology – I	MindJet u	se with A	Γ student	-PSC 3.	4/ISTE 30	1	1. Briefly describe the field experience What did you learn about technology facilitation and leadership from completing this field experience? Student was more comfortable and had produced one mind map (see artifact) to assist her review of sustainable cities. It was incomplete but her feedback reflected that she was starting to enjoy the technology 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?
			DIVE	RSITY						(Refer to the standards you selected in
(Place at	n X in the box represen	iting the ra			horouns in	volved in	this field	experienc	e)	Part I. Use the language of the PSC standards in your answer and reflect
•	thnicity			ulty/Sta		VOIVE III		tudents	C.)	on all 3—knowledge, skills, and
10	timicity	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12	dispositions.)
Race/Ethnicit	tv:	1 2	3 3	0 0	7 12	1 2		0.0	7 12	I encouraged student to continue using the software and could use it when she
Asian	-,, -									wished to turn in work that had a review
Black										nature to the knowledge and skills that
Hispanic										she needed to demonstrate. I consulted
Native Am	nerican/Alaskan Native									with MJS and we agreed to have this software added to her accommodations
White									X	and to look at buying a school license
Multiracia	al									copy instead of the free version.
Subgroups:										
	with Disabilities								X	3. Describe how this field experience
	English Proficiency									impacted school improvement, faculty development or student learning at
Eligible for Meals	or Free/Reduced									your school. How can the impact be
										assessed? Some faculty that mutual instruct studen have expressed an interest in learning this technique with her.
Date(s)	5 th 1	Field Expe	erience A	ctivity/Ti	me		PSC/I	ISTE Star	ndard(s)	Reflection

										(Minimum of 3-4 sentences per question)
09.27.2013 (1 hour) Reflection and review of software and production of one mind map -PSC 3.4/ISTE 3d										1. Briefly describe the field experienc What did you learn about technology facilitation and leadership from completing this field experience? Student had several tests on this day and was more focused on this than on the technology that she had used to help her review. Given the short time of implementation, however, she was a little more confident that might work for her. 2. How did this learning relate to the knowledge (what must you know),
										skills (what must you be able to do)
(Place a	an X in the box represent	ting the ra		RSITY ity and sul	bgroups in	volved in	this field	experienc	e.)	and dispositions (attitudes, beliefs, enthusiasm) required of a technology facilitator or technology leader?
I	Ethnicity	P-12 Faculty/Staff						tudents		(Refer to the standards you selected in
		P-2 3-5		6-8	9-12	P-2	3-5 6-8		9-12	Part I. Use the language of the PSC
Race/Ethnici	ity:									standards in your answer and reflect
Asian	·									on all 3—knowledge, skills, and dispositions.)
Black										I continued my encouragement of
Hispanic										student and have calendared rotating
	merican/Alaskan Native									meetings in order to continue use of the
White									X	software and progression mapping for her accommodations chart
Multirac	ial									ner accommodations chart
Subgroups:										
	with Disabilities								X	3. Describe how this field experience
	English Proficiency									impacted school improvement, facult
_	for Free/Reduced									development or student learning at your school. How can the impact be
Meals				I	ı		I	<u>I</u>	1	assessed? MJS and I have talked about other students that might benefit from this intervention and AT and are meeting in October, after fall break, to populate a list of students for which this AT might be suitable.