UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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Course:	Professor/Semester:			
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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	ield Expe	erience A	ctivity/Ti	PSC/I	STE Sta	ndard(s)	Reflection (Minimum of 3-4 sentences per question)		
09.16.2013 (1 Hour)	Meeting with J. Simo identify student to we exercise and identify difficulties	d	1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? Getting a meeting with Mr. Simons 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 Mr. Simons and he agreed that since the student is a visual learner that this would be appropriate. We downloaded the free trial							
(Place an	X in the box represent	e.)								
Et	hnicity	P	-12 Fac	culty/Sta	ıff		P-12 St	tudents		
	•	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12	2. How did this learning relate to the knowledge (what must you know),
Race/Ethnicity	/ :									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
Multiracial										on all 3—knowledge, skills, and
Subgroups:										dispositions.)
Students w								X	Discussion of adaptive and assistive	
Limited Er	Limited English Proficiency									technology to support the individual
Eligible for	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							
(Dlagg on	X in the box represen	tina tha ra		RSITY	h arranga in	vvolvod in	this field		2)	knowledge (what must you know), skills (what must you be able to do)
	thnicity	1		ulty/Sta		lvorved in		tudents	e.)	and dispositions (attitudes, beliefs, enthusiasm) required of a technology
Et	limicity	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12	facilitator or technology leader?
Race/Ethnicity	77.6	r-2	3-3	0-8	9-12	Γ-2	3-3	0-8	9-12	(Refer to the standards you selected in
Asian	y .									Part I. Use the language of the PSC
Black										standards in your answer and reflect on all 3—knowledge, skills, and
Hispanic										dispositions.)
	Native American/Alaskan Native								Student was reluctant to participate at	
White							first (saw it as "just something else") so			
Multiracial								coached her to see the benefits of		
Subgroups:							mapping out her knowledge for external examinations in May 2014.			
	Students with 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 Field Experience Activity/Time PSC/ISTE Standard(s)							C /ISTE STANDAROUS)	Reflection (Minimum of 3-4 sentences per question)	
09.23.2013 I Block (1 Hour)	Work with student o	ne to one i	using Mir	ndJet map	ping softw	are.	-PSC 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 Nora had had a go at the software, in the intervening time, she had been advised to sew in class to prevent her picking at her face (which is a tick that she has
DIVERSITY (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)									:.)	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>L</u>	thnicity	P-12 Faculty/Staff P-2 3-5 6-8 9-1	9-12	P-2	3-5	tudents 6-8	9-12	enthusiasm) required of a technology facilitator or technology leader?		
Asian Black Hispanic Native American/Alaskan Native White Multiracial Subgroups: Students with Disabilities Limited English Proficiency Eligible for Free/Reduced Meals	al with Disabilities English Proficiency								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, facult development or student learning at your school. How can the impact be assessed? I ended the meeting early and we agree for the review to take place on Friday 27th September.

Date(s)	4 th F	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	tive Techn	nology – l	MindJet u	se with A	Γ student	-PSC 3	.4/ISTE 3c	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 assis her review of sustainable cities. It was incomplete but her feedback reflected that sh was starting to enjoy the technology		
·	an X in the box represen		ce/ethnic	-		volved in		_	e.)	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		
E	Ethnicity	P-2	<u>-12 Fac</u> 3-5	ulty/Sta	9-12	P-2	P-12 Students P-2 3-5 6-8 9-1			dispositions.)		
Race/Ethnicity: Asian Black Hispanic Native American/Alaskan Nat White Multiracial Subgroups: Students with Disabilities Limited English Proficiency Eligible for Free/Reduced Meals	nerican/Alaskan Native al with Disabilities English Proficiency								X	the software and could use it when she wished to turn in work that had a review nature to the knowledge and skills that she needed to demonstrate. I consulted with Mr. Simons and we agreed to have this software added to her accommodations and to look at buying a school license copy instead of the free version. 3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? Some faculty that mutual instruct student have expressed an interest in learning this technique with her.		

Date(s)	5 th Field Experience Activity/Time PSC/ISTE Standard(s)									Reflection (Minimum of 3-4 sentences per question)				
09.27.2013 (1 hour)	Reflection and review	w of softw			of one mi	nd map	-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 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 i 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) and dispositions (attitudes, beliefs,				
(Place ar	n X in the box represen	ting the ra		RSITY ity and sul	bgroups in	volved in	this field	experienc	e.)	enthusiasm) required of a technology facilitator or technology leader?				
E	thnicity	P	-12 Fac	ulty/Sta	ff		P-12 S	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/Ethnicit	ty:									standards in your answer and reflect on all 3—knowledge, skills, and				
Asian										dispositions.)				
Black										I continued my encouragement of				
Hispanic										student and have calendared rotating				
	nerican/Alaskan Native									meetings in order to continue use of the software and progression mapping for				
White	•								X	her accommodations chart				
Multiracia	ai													
Students	with Disabilities								V					
							-		X	3. Describe how this field experience				
	Limited English Proficiency Eligible for Free/Reduced								impacted school improvement, faculty development or student learning at					
Meals	or reconcident									your school. How can the impact be				
		1		1		1	ı	1		assessed? Mr. Simons 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.				