UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department

Candidate: Alena Zink	Mentor/Title: Tim Clark/ Coordinator of Instructional Technology	School/District: Shiloh Point Elementary/Forsyth County Schools
Course: Multimedia & Web Design in ED		Professor/Semester: Dr. Bacon / Summer 2013

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!)

Date(s)	1st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
6/30	1. Researched and identified the AT that I will use in this experience. Met with the family and the student. Identified and set the goals for the learning experience with chosen AT. Showed and demonstrated how the apps work to the student and her mother and asked them to download the apps to their personal iPad as well - 2 hours	2.5/2f 2.8/2h 3.4/3d 3.2/3b 6/6a& 6b 6.2/6c, 6.3	**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** Choosing AT for the students whom I just met was a challenge. All I knew was the speech area in which the student had a difficulty (initial /th/ sound) . The technical part was easy, but I felt I was lacking the knowledge about speech therapy and skills in delivering instruction in the most effective way. The students had an IEP in school, but I had no access to it, so it was challenging to determine the start point and set up the goal to measure the effectiveness of the chosen AT. I was surprised to discover how many apps for speech therapy are available! I downloaded and explore many of them, but chose the following for the implementation if this experience: Articulation Station, Speech Cards, Speech4Good, and Story Kit. All apps were free.

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									

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.)

I was professionally challenged to identify appropriate technologies to math their content to the learner's characteristics and her personal goals. During the first meeting I facilitated the implementation of the chosen apps to conduct diagnostic assessment of the student needs and set up final goals for the experience. Downloading apps and demonstrating how the tools worked to the student and her parent was fairly easy because of my previous experiences with BYOT in school. This experience was my first time being involved in choosing AT and implementing it with a individual student which made me a better professional and increased my knowledge and skills in applying AT.

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

I don't think I am currently able to measure the impact of this experience on the school or district because it was a first experience for me. I do, however, plan to meet with our Spec. Ed teachers to share my experience with them and learn more about AT resources from them. I want them to become active members of our BYOT team and Tech Tune Ups meetings to share their perspectives on AT and share ideas with regular ed. classroom teachers.

Date(s)	2nd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
July 2, 6, 13, 15	Worked with the student explicitly using the chosen AT and facilitated the learning. – 4 hours	3.4/3d	**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** During the sessions, the student engagement seemed to be very high. The student was more enthusiastic and comfortable working with me during these times than when we discussed the goals during our first meeting. The apps worked smoothly - no troubleshooting was needed. The student preferred to use her own iPad instead of mine. As the sessions progress, both of us felt more comfortable with each other. The student asked question, we laughed about mistakes we both make in the sound articulation (I have a accent because my fist language is Russian).

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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.)

As I mentioned before, I felt I was lacking the knowledge necessary to effectively assist students with speech problems. I knew I needed to work closely with speech teachers to collaborative on strategies and their implementation, but I was not able to contact any because of the summer break. Also, my accent was a barrier too. Enthusiasm of the students was visible

and I was excited to see that she was challenged and engaged every time we met. It made me believe I was able to facilitate the use of adoptive technology to support her individual learning needs.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?
I don't think I am currently able to measure the impact of this experience on the school or district because it was a first experience for me. I do, however, plan to meet with our Spec. Ed teachers to share my experience with them and learn more about AT resources from them. I want them to become active members of our BYOT team and Tech Tune Ups meetings to share their perspectives on AT and share ideas with regular ed. classroom teachers.

Date(s)	3rd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
July 16	Evaluated the progress made towards the set goals with the student. Asked the students to provide me with the feedback about the tools we used – 1 hour	2.7/2g	**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** I loved the way the apps had a built-in option for recording student oral responses and math it with the accurate way of sound articulations. These apps allowed me to easily progress monitor and formatively assess student learning. After the learning sessions, the set goal (90% of orally spoken words with initial /th/ sound will be articulated correctly) was not achieved. The student made a progress. She moved from 60% to 74%.

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? |

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The technology was used to conduct the diagnostic and formative assessments from day to day. The final assessment of the goal was conducted during this time. The student initial /th/ articulation has improved from 60% accuracy to 74 % . Even though the set goal was not reached (90%), the student has shown a steady progress towards it.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?
Once again, it is hard to measure the impact of this experience on our school or county improvement because of the time and quantity limitation of it (summer is not the best time to have a systematic access to students). But I do think, this experience made an impact on this student's learning. She improved her articulation skills and has a plan to continue practicing the skills at home.