Date(s)	1st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
Wednesday July 11, 2018	Assistive Technology 5 hours Worked with a student with a hearing disability (used AT devices to complete some tasks and to communicate with student.	PSC 3.4 PSC 4.2 PSC 6a, 6.2, 6.3	ISTE 3d

First Name/Last Name/Title of an individual who can verify this experience:	Signature of the individual who can verify this experience:
Levi Herrin Michelle Tatum- mother	Michelle Tatum

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

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – *Updated Summer 2015*

Candidate: Miranda Jacobs	**Mentor/Title:** Mr. Herrin/Lead Teacher	**School/District:** WCLC/Ware County
Course: ITEC – 7445 Multimedia and Web Design in Education		**Professor/Semester:** Dr. Sherry Grove/ Summer 2018

(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 pages. Thank you!)

Date(s)	1st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
Wednesday July 11, 2018	Assistive Technology – worked with a student with a hearing disability and used assistive technology devices to complete some tasks and communicate with the student. (5 hours)	PSC 3.4 PSC 4.2 PSC 6.1, 6.2, 6.3	ISTE 3d

<u>First Name/Last Name/Title</u> of an individual who can verify this experience: Michelle Tatum - Mother	**<u>Signature</u> of the individual who can verify this experience:**

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

Reflection

(Minimum of 3-4 sentences per question)

1. Briefly describe the field experience. What did you learn about technology coaching and technology leadership from completing this field experience?

For this learning experience, I worked with a student that has a hearing disability. I was able to learn how to use the student assistive technology devices. The assistive technology devices that the student use are hearing aids, an FM system called M-dex and a microphone. I learned that the student must wear the hearing aids at all times. The M-dex device is sync to the students hearing aids and teachers must wear the microphone that is a part of the system at all times, so student hears everything through the hearing because the sound travels directly to the hearing aids. I learned about technology coaching and technology leadership from completing this field experience that teachers do not have to know how to use every assistive technology device but must be willing to learn and use the devices so that students with disabilities have the opportunity to learn. I completed different reading and math tasks with the student as reading and math was a part of students IEP goals.

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 above. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

Knowledge - This learning relates to the knowledge of knowing the IEP of a student with a disability and accommodations that are needed to support individual student learning needs. It is vital always to be knowledgeable of the students' needs and to continue to assess the use of the assistive technology so that the student is given a fair opportunity to have learning needs meet.

Skills - Once I am aware of the assistive technology needs of the student, I must attend training or professional learnings that teaches me how to use the devices. Being able to use technology effectively in my classroom with a student that has a disability and continue to expand my skill knowledge will promote best practices in teaching, learning and assessing the student.

Dispositions - My disposition with using assistive technology while working with students with disabilities is always do what is best for the student to be successful in their learning. I was amazed and enthused to learn how the M-dex device was used to help student hear more clearly.

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 student learning positively. The use of assistive technology devices assists the student with the capability to hear others and feel like a normal child. The student expressed to me that he enjoys being treated as normal. I believe that when the student is comfortable with using the assistive learning device and excited to learn this will increase the student learning. Also, with the support of the student parents and teachers, this experience has taught me that just because a student has a disability does not mean they are incapable of learning.