

## UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – *Updated Summer 2015*

<b>Candidate:</b> Josh Freedman	<b>Mentor/Title:</b>	<b>School/District:</b> Poole Elementary School/Paulding County
<b>Course:</b> Multimedia and Web Design		<b>Professor/Semester:</b> 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 one field experience totaling 5 hours! If you have fewer field experiences, just delete the extra pages. Thank you!)**

Date(s)	1 <sup>st</sup> Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
7-2-18 7/5/18 7/19/18	11:00- 12:00 6:00-7:00 3:00-6:00  [5 hours]	3.2, 3.4, 3.5, 3.6, 3.7	3d, e, f, g

**First Name/Last Name/Title of an individual who can verify this experience:** Lorrie Jeffries

**Signature of the individual who can verify this experience:**

<b>DIVERSITY</b>								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
<b>Ethnicity</b>	<b>P-12 Faculty/Staff</b>				<b>P-12 Students</b>			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
<b>Race/Ethnicity:</b>								
Asian							X	
Black								
Hispanic								
Native American/Alaskan Native								
White								
Multiracial								
<b>Subgroups:</b>								
Students with Disabilities							X	
Limited English Proficiency								
Eligible for Free/Reduced Meals								

**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?**

During this field experience, I had the opportunity to work with a student with severe autism. This student is visually impaired and mute, so the only means of communication is his iPad. He knows some American sign language, but not much. When trying to learn more, he becomes frustrated and stops working. The main thing I learned is patients. The student often became angry when I was working with him. When becoming angry, he will hit and scratch himself, and if he gets past that point, it may hurt others. The application he used on his iPad is called Proloquo 2 Go. That is his primary way of communication. The app cost \$300 and was bought by the parents. They stated that the school system will try other avenues to assist him, but in order for him to be successful, the parents decided to purchase the app, which makes his communication much easier to understand, and he is less frustrated.

**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 experience helped me understand that assistive technology is important for the county to purchase. I feel that \$300 for an app is a high price to pay by the parents in order for the student to be successful in school. I understand that they would still need the application at home, but the school should supply those materials. As a technology leader, I must have an understanding of assistive technology tools and equipment. Without an understanding of assistive technology, students and teachers may be at a loss.

Skills- Know the different applications out there for assistive technology. While working with this student, in order to communicate with me, he needed to use the iPad. The application gives him different words, phrases, and sentences he can use to communicate. Based on his cognitive state, most are simple

words and sentences. I must be able to know how to use the application as well. Since purchased by the parent, how are teachers trained on the application? If not purchased by the school, how will the school system supply his teachers with the training in the application?

Dispositions- With this particular student, change was challenging. The student only knew how to use a few applications on his iPad. I attempted to use a maze application because I was told he likes mazes, and he became angry and aggressive because it was not the application he used to. As a leader in the technology field, patience was needed when working with this student and showing him different applications on the iPad. When looking at other assistive technologies he may use, the iPad seemed like the best fit. He can easily communicate and ask questions. You can also change phrases and add new ones as the students grow and understand more.

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

Since we do not have the Life Skills and Education for Students with Autism and other Pervasive Behavioral Challenges (LEAP) program at my school, the information learned would not have an impact on my current school and its current situation. Since the student learns life skills and is unable to complete the academic activities of his peers, not much can be assessed to show impact. It has impacted him at home. The LEAP program has taught him how to use the microwave, make simple meals not involving heating, and folding laundry. This will impact the student's life as he ages.