

## 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> Extra Assignment for 9-12 grade field experience		<b>Professor/Semester:</b>

**(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)
2/22/20 2/23/20 2/29/20 3/1/2020	11:00- 12:00 6:00-7:00 4:00-6:00 3:00-4:00  [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:** Kelly Green

**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 a specific learning disability (SLD). The student's IEP states that he can orally tell answers to questions because he is unable to write them down. He is also unable to type due to his disability. I introduced Flipgrid to Dylan who is a twelfth grader at Waukee Highschool in Iowa. During our time together, we practiced how to use Flipgrid by reading the same text. I created a video and sent it to him to respond to. He orally answered the questions about the book and turned his responses in. I would respond back and we would practice this during the weekends several times. He struggled to use Flipgrid properly and often had questions, but I walked him through the steps and he became pretty proficient after working with me for several days.

**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. You must know how to use Flipgrid. Flipgrid and a video recording app that allows teachers to post a video to their students and students are able to respond to the teacher with their own video. They are also able to comment on other students' videos.

Skills- You have to know how to utilize Flipgrid and digital citizenship. If students are able to comment on others' work, then they must know how to do so properly. You must also know how to work Flipgrid properly and be able to assist students when issues or concerns arise.

Dispositions- With this particular student, change was challenging. He needed lots of practice with how to utilize Flipgrid. Modeling how to use Flipgrid was a challenge because this student lives in Iowa, but we managed to make the most out of our time together and focus on how he can communicate with his teachers in a more effective way. Now the student is able to complete homework for his teachers by creating his video on Flipgrid and posting it to them to review.

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

This did not impact my school or district, but a student who lives in Iowa. Learning Flipgrid was a benefit for this student to learn. Since he has an IEP that allows him to orally state his answers, he is able to respond to more of a variety of assignments using Flipgrid. He can complete his assignments at school or home using Flipgrid and post his responses directly to his teachers. The impact can be assessed by teachers reviewing his answers on Flipgrid and responding to his videos.