

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate: Cynthia Reneau	Mentor/Title: Overberg/Librarian	School/District: Darlington School/Rome, GA
Course: Assistive Technology Log		Professor/Semester:

Part I: Log

(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 rows. Thank you!)

Date(s)	1 st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>					
2/12/2013 – 4/25/2013	Mac OSX assistive technology Research – [5 hours]	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.2,3.4, 3.6, 6.3 ISTE 3d, 4d, 6a, 6b, 6c, 6d	1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? This field experience started when Darlington School accepted for the first time a student with disabilities. This student excelled in all academics but had very limited eye site. I was given the task of providing a computer for her that would speak to her as well as zoomed in for what little site she did have. I spent several days researching, watching videos and understanding all the accessibility options that Mac OS provided for students with disabilities. I was able to learn how to set up her computer to help her successfully use it with her disability. I checked all students and teachers of any diversity because as Darlington School accepts more students of disabilities, I am training students and teachers to be aware of these features. The learning center now uses the features for students with dyslexia and other					
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	x	x	x	x	x	x	x	x
Black	x	x	x	x	x	x	x	x
Hispanic	x	x	x	x	x	x	x	x
Native American/Alaskan Native								
White	x	x	x	x	x	x	x	x
Multiracial	x	x	x	x	x	x	x	x
Subgroups:								
Students with Disabilities					x	x	x	X
Limited English Proficiency					x	x	x	x
Eligible for Free/Reduced Meals					x	x	x	x

disabilities to read to them, make larger text and even create more desktops for helpful access.

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.)

The PSC standard 3.4 Adaptive and Assistive Technology state that candidates facilitate the use of adaptive and assistive technologies to support individual student learning needs. (PSC 3.4/ISTE 3d). In this field experience helped me realize that I must know how help students of all learning styles and help them to adjust their technology to assist them in their learning. I must realize and have the disposition that all students of every learning style are equal and I must know how to bridge the gap to allow all students to have the same opportunities for learning. It's required of all technology facilitators to have the knowledge to provide technology for all types of learners and create equality for all.

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 allowed me to learn how to help students with learning differences, with disabilities and language barriers. It showed me the importance of learning how to help these students and bridge the gap for them. It has impacted the school by allowing me to learn this information and train

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

The PSC standard 3.4 Adaptive and Assistive Technology state that candidates facilitate the use of adaptive and assistive technologies to support individual student learning needs. (PSC 3.4/ISTE 3d). By doing this field experience it helped me to learn ways to adapt projects to meet all students needs. Before students of visual or hearing impairment had to do an oral or written report because they could not do the iMovie project with visual and audio. This project helped me to see and have the disposition that all students should be created equal no matter what their learning style. That teachers and technology integration specialists must know how to adjust projects to meet all students' needs.

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 the school improvement by allowing us to learn that we must adjust all our projects to fit all student's needs. We now know that we must train teachers to make concessions and do adjustments for students of different learning styles. These students must be given projects like other students in different ways other than just writing out reports or given oral reports. This impact will be addressed through our curriculum management program Atlas to see if teachers are adjusting projects to fit all student's needs.