

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015

Candidate:	Mentor/Title:	School/District:
Daniel Hoeh	Tracey Borrup	Cobb County Schools
Course:		Professor/Semester:
Multimedia & Web Design in ED		Professor Amy Vitala, Summer 2016

(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)	1st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
7/12/16	Teacher reviewed IEP and evaluated different forms of educational tools and apps to determine the most engaging and innovative tool to address the students IEP using assistive technology. Student was introduced the iPad and Sphero and given time to play. [1 hour total]	PSC 2.6, 2.7, 3.2, 3.4, 3.5, 3.6, 5.1	ISTE 2a, 2b, 2e, 2f, 2g, 2h, 3a, 3d, 3e, 3f, 3g, 4a, 5a, 6a, 6b
7/13/2016	Student was given an iPad, Sphero and the Draw n' Draw app to address needs associated with IEP. Student practiced using fine motor skills to draw basic shapes such as; square, circle, triangle and rectangle and identify them as stated on IEP. Visual aids were used to help draw shapes and identify. [1 hour]	PSC 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3, 6.3	ISTE 2a, 2b, 2e, 2f, 2g, 2h, 3a, 3d, 3e, 3f, 3g, 4a, 5a, 6a, 6b
7/14/2016	Student was given an iPad, Sphero and the Draw n' Drive app to address needs associated with IEP. Student practiced using fine motor skills to draw basic shapes such as; square, circle, triangle and rectangle and identify them as stated on IEP. The student was not allowed to use 3 visual aids. [1 hour].	PSC 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3, 6.3	ISTE 2a, 2b, 2e, 2f, 2g, 2h, 3a, 3d, 3e, 3f, 3g, 4a, 5a, 6a, 6b
7/16/2016	Student was given an iPad, Sphero and the Draw n' Drive app to address needs associated with IEP. Student practiced using fine motor skills to draw basic shapes such as; square, circle, triangle and rectangle and identify them as stated on IEP. The student was not allowed to use 3 visual aids. [1 hour].	PSC 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3, 6.3	ISTE 2a, 2b, 2e, 2f, 2g, 2h, 3a, 3d, 3e, 3f, 3g, 4a, 5a, 6a, 6b
7/17/2016	Student was given an iPad, Sphero and the Draw n' Drive app to address needs associated with IEP. Student practiced using fine motor skills to draw basic shapes such as; square, circle, triangle and rectangle and identify them as stated on IEP. The student was also instructed to pick the color of the Sphero drawing the shape and	PSC 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3, 6.3	ISTE 2a, 2b, 2e, 2f, 2g, 2h, 3a, 3d, 3e, 3f, 3g, 4a, 5a, 6a, 6b

identify the basic primary color. [1 hour].

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

Alison Hoeh/ Parent

Signature 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								
Hispanic								
Native American/Alaskan Native								
White					X			
Multiracial								
Subgroups:								
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?

In this field experience, I worked one-on-one with NJH (initials), a special needs pre-k student who is developmentally delayed and has fine motor skill difficulties. I worked with NJH for over 5 hours using a small programmable robot called Sphero, and an iPad. Our goal was to address NJH's IEP and work on his fine motor skills, color recognition and shape recognition. NJH used an iPad to draw basic shapes with visual aids and the Sphero would drive that shape. The robot helped NJH to see his shape come to life and made the learning process fun, interactive and authentic. Once the shape was drawn, NJH would call out what kind of shape it was. As time progressed the visual aids were removed and colors were included. NJH could now make the robot drive the shapes while glowing a specific color. NJH was now expected to call out the shape and color he drew. Throughout the process I was actively involved and worked along with NJH. The use of visual aids was slowly removed as he strived for 90% accuracy as stated in his IEP.

I learned that above all things, when working with special needs students and addressing IEPs using assistive technology that patience is a virtue. As a teacher it is important to observe and assess the students to determine how the technology will address the needs of the student. How the student interacts and takes to an educational tool is just as important as the learning goal itself. The technology must address the needs of the student's IEP but it must also be intuitive and enjoyable for the student to operate. It is the obligation of the technology coach and technology leader to make certain that the technology available, usable and intuitive for the student.

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 –

I found that that the Sphero was simple to operate but there is a level of technology knowledge required to use it. Basic trouble shoot skills when working with adaptive technology is required in order to make the lesson a reality. Knowledge about the iPad, Sphero and adaptive and assistive technology is a must in order to limit downtime and student frustration. I was able to differentiate and adapt the lesson to the needs of the learner by incorporating aids when needed.

Skills –

The assistive technology lesson taught me to remain prepared when managing digital tools and resources. The needs of the learner required me to be flexible with the use of technology and constantly evaluate ways to improve the use of technology. Instructional design and the use of research based practices were required with implementation of the lesson. Proper planning is the key required when creating a lesson that is engaging and authentic to the learner.

Dispositions -

As a technology coach working with students with IEPs and assistive and adaptive technology, it is extremely important to stay calm. Calm and supportive is the most important disposition when implementing a technology lesson of any kind but it is especially important when dealing with students with disabilities. Along with always remaining positive, calm and supportive it is important to always anticipate any problems and be prepared for basic trouble shooting needs with a smile.

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 my school improvement by allowing me to see the usefulness of the Sphero as an educational tool. My involvement with Sphero has allowed me to be active promoter of the small robot and its many apps. After completing this lesson I plan to actively promote the use of Sphero in not only NJII's class but all over the school and the county. The impact of the use of Sphero as an assistive learning tool can be seen in special needs students IEPs. As students become more familiar and enjoy the Sphero as an educational tool, more students will want to interact with it allowing them fulfill their IEP and enjoy learning.