

## UNSTRUCTURED Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Carole Bevis	<b>Mentor/Title:</b> Robin Shaver - AP	<b>School/District:</b> Thomas County Schools
<b>Course:</b> ITEC 7445	<b>Professor/Semester:</b> Dr. Julie Moore.	

### 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 <sup>st</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>																																																																																																																																							
7/16/13	I went the Gretchen Everhart School in Tallahassee, Florida to visit my friend M.H. and see the assistive technology he uses. The school is part of the Leon County school system and services approximately 250 students from ages 3 to 22 years of age. The school's motto is "Gretchen Everhart School where everyone is exceptional!" M.H. is 15 years old, he has cerebral palsy, is wheel chair bound and does not talk. I met with his teacher Ms. Vicky, Ms. Lorrie the reading coach, and Para pro Ms. Kim. <a href="http://www.everhart.leon.k12.fl.us/">http://www.everhart.leon.k12.fl.us/</a>	PSC 2.1, 2.2, 2.5, 2.6, 3.1, 3.2, 3.4,4.2,6.1,6.3	<p><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b></p> <p>I helped M.H. to read using several different devices. M.H. is non-verbal and he uses tapping as a way to communicate. To read he uses <u>Start to Finish literacy starters</u>, taps a touch screen monitor to advance the story along. Each time he taps it reads the next line. The story is built so that he can't advance to the next page until the current page is finished talking. As he loves to tap, this keeps him on task. M.H. used a voice output device (VOD) to communicate with. M.H. was given a choice play with a shoe or a Tiger animated toy. He wants the toy but he has to tap the VOD at the appropriate time before he can have it. The strategy was to present what he didn't want first so that he could practice wait time. Additionally, he played a game through <u>Classroom Suite</u>, using an alternate keyboard. I placed the teacher mouse on the game board at the advance arrow button, and again M.H. needs to only tap his textured keypad to advance the game.</p>																																																																																																																																							
<table border="1" style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <thead> <tr> <th colspan="9" style="text-align: center; padding: 5px;"><b>DIVERSITY</b></th> </tr> <tr> <th colspan="9" style="text-align: center; padding: 5px;"><small>(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)</small></th> </tr> <tr> <th style="text-align: center; padding: 5px;"><b>Ethnicity</b></th> <th colspan="4" style="text-align: center; padding: 5px;"><b>P-12 Faculty/Staff</b></th> <th colspan="4" style="text-align: center; padding: 5px;"><b>P-12 Students</b></th> </tr> <tr> <th style="text-align: center; padding: 5px;"></th> <th style="text-align: center; padding: 5px;">P-2</th> <th style="text-align: center; padding: 5px;">3-5</th> <th style="text-align: center; padding: 5px;">6-8</th> <th style="text-align: center; padding: 5px;">9-12</th> <th style="text-align: center; padding: 5px;">P-2</th> <th style="text-align: center; padding: 5px;">3-5</th> <th style="text-align: center; padding: 5px;">6-8</th> <th style="text-align: center; padding: 5px;">9-12</th> </tr> </thead> <tbody> <tr> <td style="text-align: left; padding: 5px;"><b>Race/Ethnicity:</b></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="padding: 5px;">Asian</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="padding: 5px;">Black</td> <td></td><td></td><td style="text-align: center;">x</td><td></td><td></td><td></td><td style="text-align: center;">x</td><td></td> </tr> <tr> <td style="padding: 5px;">Hispanic</td> <td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">x</td><td></td> </tr> <tr> <td style="padding: 5px;">Native American/Alaskan Native</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="padding: 5px;">White</td> <td></td><td></td><td style="text-align: center;">x</td><td></td><td></td><td></td><td style="text-align: center;">x</td><td></td> </tr> <tr> <td style="padding: 5px;">Multiracial</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: left; padding: 5px;"><b>Subgroups:</b></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="padding: 5px;">Students with Disabilities</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="padding: 5px;">Limited English Proficiency</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="padding: 5px;">Eligible for Free/Reduced Meals</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>				<b>DIVERSITY</b>									<small>(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)</small>									<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									Black			x				x		Hispanic							x		Native American/Alaskan Native									White			x				x		Multiracial									<b>Subgroups:</b>									Students with Disabilities									Limited English Proficiency									Eligible for Free/Reduced Meals								
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**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 staff at Gretchen Everhart School, had access to a great many AT devices and they were very well trained in using them! You could not survive in their environment without doing your homework. I have known M.H. for many years and did not know he could perform at the level he does in school. The teachers and staff are very enthusiastic and truly believe in what the students can achieve. (2.2, 3.1, ) Their literacy/technology coach knows all of the students and she is diligent about matching the right device for the student. As well, she maintains a very organized library of books and AT devices to check out. She is the model of a technology coach (1.1, 3.2, 3.4, 3.7 4.1, 5.1, 6.1, 6.2). All of the Gretchen Everhart staff appears to be willing to learn anything new in order to help a student. This staff exhibits the same skills and attitudes required of technology coaches.

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

This school provided materials that parents could check out of the library. The schools website has directions for parents to create many AT to use at home. For example, there is a tutorial on how to make your own talking book using Power Point. I have not seen in my school system the amount or such a vast scope of resources. I hope to work with our inclusion teachers and librarian next year to bring to their attention the technologies that I saw at Gretchen Everhart. Hopefully, we can use them as a resource.