**Special Education-Specific Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate: Tracy Efaw** | **Mentor/Title: Randall Schlanger** | **School/District: Cobb County School District** |
| **Course:ITEC 7445, Multimedia** | **Professor/Semester:Booker** |

**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!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** |
| **3/1 – 4/1, 2012****3/27 – 4/7/12****4/8 – 4/28/12** | **Researched and explored articles, websites, videos, audios for WebQuest****[15 hours]****Constructed Intro/Invitation, Task, Process, Evaluation, Conclusion, Credits for Civil Rights WebQuest****[10 hours]****Constructed Intro/Invitation, Task, Process, Evaluation, Conclusion, Credits for Music and Culture WebQuest****[10 hours]** | **PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 6.1, 6.2****PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 6.1, 6.2****PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 6.1, 6.2** |
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| **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 |  |
|  Black |  |  |  |  |  |  | X |  |
|  Hispanic |  |  |  |  |  |  | X |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  |  | X |  |  |  | X |  |
|  Multiracial |  |  |  |  |  |  | X |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  | X |  |
|  Limited English Proficiency |  |  |  |  |  |  | X |  |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  | X |  |

**Reflection:**1. **Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**

As for leadership, I feel that developing this kind of lesson or unit plan helps me to be more of a technology leader in the classroom, because the WebQuest frees me up to help kids with the technology that is required of them. The content is built into the WebQuest, so I can be more available to assist, especially students with special needs. I would like to show this WebQuest off at our next Faculty meeting and will ask for a time slot to do just that. I want to share what I know with other teachers, so they might continue to ask me for guidance and help as we begin planning for next year. Being able to create things like this Multimedia WebQuest earns me some serious credibility with my peers, and I intend to use it to encourage teachers to seek training. I also learned how important it is to consider students with learning disabilities while building this WebQuest. In class, we learned about Universal Design, and I tried to implement that into my WebQuest as much as I could. That is why I have so many pictures, audio, video, and captions in each section of my WebQuest.1. **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.)**

This learning connects with almost every PSC standard, because by developing the WebQuest, I am involved in every aspect of teaching, learning, and assessment. I am thinking of differentiation as well, because multimedia lends itself very easily to accomplishing differentiation and universal design. The learning, because it’s so innovative, is authentic, and the higher order thinking skills are inherent in the activities that are offered throughout the WebQuest. I have to know and understand how to build a rigorous curriculum, and I have to be able to DO the activities I am asking my students to do. My WebQuest also lends itself nicely to collaboration through the group wiki I am having students keep to document their every action. And the fact that students will be doing some activities in class (the literature circles) while simultaneously working on the WebQuest allows for blended learning across the board. The way the WebQuest is set up encourages students to communicate with each other either in class as a group or through the wiki, so this activity is amazingly versatile. I believe that by building this kind of unit plan for students, their dispositions will be positive and enthusiastic, because I can’t help but feel that way as a technology leader in my school and with my students. 1. **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, as with all the others, encourages, inspires, and motivates students in a way textbook learning simply CANNOT do. Students are excited to be able to use their technological savvy to help them learn. By my sharing this WebQuest with other teachers, I am able to embolden teachers to stretch themselves in this same way, too. By other teachers getting on the “technology success train,” more students from all skill levels will become motivated to learn. More teachers will enjoy what they are doing, and more constructivist teaching and learning will be taking place. With this level of engagement in both teachers and students, how could student achievement NOT be positively impacted? It would be impossible. With improved student achievement, one gets overall school improvement. The key is in sharing this idea with others. The key is in contributing to a culture of technology for ALL students. By doing this, we can most assuredly affect positive change in ourselves, our students, and our school.  |