



**Reflection**

(Minimum of 3-4 sentences per question)

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

During this field experience, I worked individually with a student with disabilities to use the iPad as assistive technology. The student learned how to use the iPad's features to improve readability, including enlarging the text, zoom, and VoiceOver. The student also downloaded e-books from the local library to a Kindle app and used the iPad to enlarge the text and have VoiceOver read the book aloud. Finally, the student explored various interactive story apps that also provided read aloud text as another option for reading.

I definitely had to do some research before assisting this student and learn to use all of these features on my own. This gave me an appreciation for the universal design of the iPad and showed me how other disabled students—vision impaired, hearing impaired, or even learning disabled—could use similar iPad features. I also learned how to work with a student to set manageable learning goals and to evaluate assistive technology for its benefit to the student. Although the student I worked with did not have an IEP, he can use this assistive technology at home to continue to improve his reading without being bothered by his eye strain.

**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.)**

Technology coaches must be able to work with a broad range of students, so I enjoyed learning to work with a second grader during this session. I typically work with highschoolers, so I had to change my tone and slow my speech pace as I worked with him, as well as assess his reading level to determine appropriately challenging texts for him to read. Technology certainly allows teachers to differentiate, and I think through this field experience I developed a better understanding of how assistive technologies can be used to differentiate learning experiences for students, whether that is in the classroom or at home. I also think it would be beneficial if many of my lower-level students, even if they are not officially considered learning disabled, used some of the read-aloud features I discovered through this field experience at home to assist with their homework or to encourage reading during free time. Using technology can be engaging for these students and motivate them to read when they otherwise would not. I myself also learned how to better use the iPad, since the features I demonstrated for the student were features I typically do not use myself.

**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 will impact the student's learning by giving him the motivation to complete homework or perform free-reading even when his eyes are strained. By continuing to read, the student will improve his reading, writing, and speaking skills, all of which will serve him well as he finishes elementary school and moves into middle school. The assistive technology in this field experience was more pro-active than reactive, but it will be beneficial in preventing the student from falling behind because of his vision impairment. The impact will be assessed both quantitatively and qualitatively, in terms of the student's grades in reading, as well as through observations about the student's engagement, excitement, and motivation related to reading.