**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chris Rogers | **Mentor/Title:** Kathy Schmidt / Media Specialist | **School/District:** Harbins Elementary / Gwinnett |
| **Field Experience/Assignment:** Blended/Online Unit Plan | **Course:** ITEC 7480 Intro to Online Learning | **Professor/Semester:** Dr. Castile / Summer 2015 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 6/28/15 | Pre-planning for unit plan [8 hours] | PSC 2.6 | ISTE 2f |
| 6/29/15 | Unit Plan design & beginning [8 hours] | PSC 2.1, 2.5, 2.6, 3.4, 4.3 | ISTE 2a, 2e, 2f, 3d, 5c |
| 6/30/15 | Finalizing & testing Unit plan [8 hours] | PSC 2.1, 2.3, 2.6, 3.6, 4.2, 4.3 | ISTE 2a, 2c, 2f, 3f, 5b, 5c |
| 7/6/15 | Developing 1 module of unit plan for Module Plan. [6 hours] | PSC 3.3, 3.5, 6.1 | ISTE 3c, 3e, 6a, 6b |
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|  | Total Hours: [30 hours ] |  |  |

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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 |  |  |
| Black |  |  |  |  |  | x |  |  |
| Hispanic |  |  |  |  |  | x |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  | x |  |  |
| Multiracial |  |  |  |  |  | x |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  | x |  |  |
| Limited English Proficiency |  |  |  |  |  | x |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  | x |  |  |

**Part II: Reflection**

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| **CANDIDATE REFLECTIONS:**  (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?**  This field experience was completed by researching, designing, and implementing an online unit plan for 5th grade social studies. I learned that online teaching and learning is a challenging and new way to plan for student learning. I learned lots of communication and learning tools, and was able to prepare unit that I will use next year. |
| **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.)**  All technology leaders must be leaders in online learning. This experience gave me the knowledge I need to lead teachers at my school as we fully implement a blended learning model. It gave me the skills of facilitating communication, planning for differentiation, using a wide variety of digital tools, and making online learning accessible for all students. This experience developed by mindset that all teachers are online teachers and I will spread that thinking to teachers at my school next year. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  Our 5th grade students will benefit from my online learning module – I will put in in our school’s LMS for all 5th grade teachers to use. This blended model will free up their class time for rich discussions and lead to improved scores on the Georgia Milestones Social Studies test. |