**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

|  |  |  |
| --- | --- | --- |
| **Candidate:** Chris Rogers | **Mentor/Title:** Kathy Schmidt/Media Specialist | **School/District:** Harbins Elementary/Gwinnett County |
| **Field Experience/Assignment:** Internet Lesson Plan Project | **Course:** ITEC 7430 Internet Tools in the Classroom | **Professor/Semester:** Dr. Frazier / Fall 2014 |

**Part I: Log**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| **SAMPLE** 10/24/14 | **SAMPLE**  Initial Planning time with co-teacher for the 5th SS Turn of the Century Project [1 hour] | **SAMPLE**  PSC 2.1, 2.6 | **SAMPLE** ISTE 2a, 2f |
| 10/26/14 | Making Rubrics, Checklists, and testing project [1 hour] | PSC 2.1, 2.6, 2.7 | ISTE 2a, 2f, 2g |
| 10/31/14 | Week 1 Implementation [2.5 hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.5 | ISTE 2a, 2b, 2c, 2d, 2e, 2g, 3a, 3b, 3e |
| 10/31/14 | End of Week 1 Reflection & Redesign [1 hour] | PSC 2.1, 2.6, 6.2 | ISTE 2a, 2f, 6b |
| 11/14/14 | Weeks 2 & 3 Implementation [5.5 hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.5 | ISTE 2a, 2b, 2c, 2d, 2e, 2g, 3a, 3b, 3e |
| 12/5/14 | Evaluation & Project Write-Up [4 hours] | PSC 6.1, 6.2 | ISTE 6a, 6b |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  | Total Hours: [15 hours ] |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |  |  |  | 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**

|  |
| --- |
| **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?**  I planned and implemented a social studies project for students using Google Nexus 7s, Google Maps, Skitch, and Clarisketch. I learned that student choice in both process and product is important for a successful, engaging project. I also learned that regular reflection and making changes to a project is not a sign of a bad project, but a sign of a teacher who seeks to continuously improve and to use limited time to maximize student achievement. |
| **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.)**  This learning helped me to better understand 5th grade Social studies content, and how mobile technology can help support the student learning process. This project helped me practice basic troubleshooting skills and to practice reflection as a part of the teaching and learning process. It gave me new ideas for how to differentiate learning and to increase collaboration between students to achieve better results. I learned that effective assessments (rubrics, checklists) and student reflection are key elements to a successful learning experience. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  The students shared their finished products with their classroom teachers and on their e-Portfolios. When teachers and students view their products, it will give them new ideas to try out in their teaching and learning. Although we don’t have a formal technology assessment for students or teachers, we can assess the impact of student work by comparing their final digital portfolio pieces to ones from early in this year or last year. |