**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 School / Gwinnett County |
| **Field Experience/Assignment:**Engaged Learning Project | **Course:**ITEC 7300 21st Century Teaching and Learning | **Professor/Semester:**Kate Matthews / Fall 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE StandardsPSC** | **NATIONAL StandardsISTE NETS-C** |
| 9/1/2014 | Planned blogging professional learning for all school staff [2 hours] | PSC 1.4, 5.2 | ISTE 1a, 1b, 3f |
| 9/3/2014 | Delivered blogging professional learning for all school staff [5 hours] | PSC 5.1, 5.2 | ISTE 4a, 4b, 4c |
| 9/17/14 – 10/24/14 | Coaching lessons 1st Grade class – written conversations, commenting, making posts [5 hours]  | PSC 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.7 | ISTE 2a, 2b, 2c. 2e, 2f, 3a, 3b, 3g |
| 11/2/14 | Planned,evaluated, and modified the Quadblogging Engaged Learning project [3 hours] | PSC 3.6, 4.3, 6.3 | ISTE 3g, 6b, 6c |
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|  | Total Hours: [30 hours ] | 15 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 | X |  |  | x | x |  |  |
|  Black | X | X |  |  | x | x |  |  |
|  Hispanic | X | X |  |  | x | x |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White | X | X |  |  | x | x |  |  |
|  Multiracial |  |  |  |  | x | x |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  | x | x |  |  |
|  Limited English Proficiency |  |  |  |  | x | x |  |  |
|  Eligible for Free/Reduced Meals |  |  |  |  | x | 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?**Through the process of professional learning, coaching, reflection, and refinement, I have learned how to help teachers use blogs, LMS discussion boards, and other tools to facilitate written conversations between students. I learned that it’s important to differentiate the experience for adult learners, and that technology coaching is a great way to do that. Pre-conferencing and post-conferencing are a big part of a successful coaching lesson. Through planning the EL Quadblogging project, I learned that I can rely upon my social networks like Twitter to easily find teachers willing to cooperate in globally-connected projects. |
| **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.)**Teachers and technology coaches must understand what students need to be successful, and this field experience helped me realize that starting with the why (students need to participate in meaningful written conversations) instead of the what (we used Kidblog) or the how (we’ll start by learning how to comment, etc.) helped teachers and students buy in to blogging as a meaningful learning activity. I refined coaching teachers through professional learning and in-class modeling, even when things didn’t go as planned. I was able to model for teachers how to calmly change gears, even during a lesson involving technology gone awry! These experiences strengthen my resolve to lead by doing as a technology leader, to make sure that I spend most of my time in classrooms and talking to teachers to determine the success of our technology program. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**Through this experience, our school has embraced blogging as a way to connect students to each other and to a wider audience. Teachers have been able to draw from the successes of their colleagues and implement something that they chose to do, not something that was mandated from the top-down. The impact of this work will be measured through a school-developed technology continuum based on the ISTE-T standards, specifically the communication and collaboration category. Teachers mark themselves on a continuum (Advanced, Proficient, Developing, Beginning) at the beginning, middle, and end of the school year. I hope to see a growth of 1 category or more for each teacher in the Communication & Collaboration category. |