**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** E. Drake | **Mentor/Title:** Mr. Chapman/Lead Teacher | **School/District:** Georgia Connections Academy |
| **Field Experience/Assignment:** Lesson Plan | **Course:** ITEC 7430 Internet Tools in the Classroom | **Professor/Semester:** Dr. Ribble/Fall 2018 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 11/3/18-11/5/18 | Researched content and resources for lesson plan | 2.1, 2.2, 2.3, 2.5, 3.6, 6.1 | 1c, 2b, 6a |
| 11/6/18- 11/15/18 | Created Lesson Plan Project Africa Travel Brochure | PSC 2.1, 2.3, 2.4, 2.5, 3.1, 3.7, 4.1 | ISTE 2a, 2c, 2d,2e, 3a, 3g, 5a |
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|  | Total Hours: [18 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 |  |  |  | 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 |  |

**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?**  In the field experience I created a lesson plan for implementation in my 7th grade Social Studies class. The culminating project for this experience was for students to create an African Travel Brochure with the option of using various types of technology. The students would then post their brochure to the class Padlet. They would then select two peers’ brochures to review and compare the countries to their selected country and provide commentary on one peer’s Padlet post that they would like to visit. I learned to help my students personalize their learning by giving them choice in presentation options I also learned how to create a class Padlet and share that information with my learning teammates. |
| **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.)**  A technology facilitator leader must have the knowledge and skills to evaluate various types of technology and determine which one is the best for a specific task. The facilitator must have the coaching skills to coach others in learning a new technological skill. She must communicate on how technologies and strategies can enhance student learning and achievement. A technology must be willing to collaborate with teachers on activities and be willing to be flexible. |
| **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 impacted faculty development has been impacted by my leaning teammates receiving trainings on how to integrate new technology-based strategies into student assignments. Impact can be assessed by school surveys and by teacher evaluations. |