**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chris Carlisle | **Mentor/Title:** Tom Burks/ITS | **School/District:** Lakeside Middle School/Forsyth County |
| **Field Experience/Assignment:** Online Syllabus | **Course:** ITEC 7480  Introduction to Online Learning | **Professor/Semester:** Dr. Vega/Summer 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 7/5-7/14 | Design and create an Online Unit Plan based on iNACOL standards for Quality Online Teaching and on iNCOL’s recommendations for quality online classes. (15 hours) | 2.1, 2.2,2.3, 2.4, 2.5, 2.6, 2.7, 2.8 (module quizzes using Google Forms), 3.1, 3.2, 3.3, 3.6, 3.7, 4.1, 4.2, 4.3, 6.1, 6.3 | 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h (module quizzes using Google Forms), 3a, 3b, 3c, 3f, 3g, 4a, 4b, 4c, 6a, 6c |
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|  | Total Hours: [10 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 |
| Black |  |  |  |  |  | x | X | X |
| Hispanic |  |  |  |  |  | x | X | X |
| Native American/Alaskan Native |  |  |  |  |  |  | X | X |
| White |  |  |  |  |  | x | X | X |
| Multiracial |  |  |  |  |  | x | X | X |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  | x | X | X |
| Limited English Proficiency |  |  |  |  |  | x | X | X |
| Eligible for Free/Reduced Meals |  |  |  |  |  | x | 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?**  After being introduced to elements of high quality online/blended learning environments I was required to develop a syllabus for an online class. The syllabus was created based on standards set forth by the International Association of K12 Online Learning. iNACOL has created a set of best practice standards that allow teachers, school systems, and parents to evaluate online/blended learning classrooms in K-12 education. Through this learning experience I am now equipped with the ability to create and implement quality online/blended learning experiences for students of all ages. |
| **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.)**  The creation of this class syllabus required me to consider content standards, technology standards, researched based learner strategies, authentic and higher order learning activities, differentiation, instructional design theory, and assessment. Each of these elements are at the core of the required knowledge for technology coaches. Additionally, the syllabus dictates collaborative learning opportunities, and the expert selection of digital tools to meet state mandated content standards. Communication and collaboration (both student-student and student – teacher) is embedded in my unit module. Through the activities in ITEC 7480 I applied content knowledge, professional knowledge, and a healthy disposition in my quest to earn the online teaching endorsement. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  Since the learning experience for this class occurred during the summer, I did not have an opportunity to use this syllabus in my school. However, this syllabus will be applicable in the future. Since this syllabus is publically available on the web, it may be utilized by anyone. My colleagues and I will be able to incorporate some or all of this syllabus seamlessly when our pacing guide dictates that we address the standards addressed by the unit – in early spring 2015. I will be able to determine the impact of this field experience when I implement the plan in March, 2015. I will base my evaluation of this unit’s effectiveness on student engagement and performance. |