**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chris Carlisle | **Mentor/Title:** Mr. Burks/ITS | **School/District:** Lakeside Middle School/ Forsyth County |
| **Field Experience/Assignment:** Engaged Learning Project | **Course:** ITEC 7400 21st Century Teaching and Learning | **Professor/Semester:** Jane Roberts/Summer 2013 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| **SAMPLE** | **SAMPLE** | **SAMPLE**  PSC 2.6 | **SAMPLE** ISTE 2f |
| 7/1,2/13 | Completed the Engaged Learning Project Idea (7 hours) | PSC 2.1, 2.3, 2.4, 3.1 | ITSE 2a, 2c, 2d, 3a |
| 7/ 10/13 | Completed the Engaged Learning Project Draft (8 hours) | PSC 2.1, 2.3, 2.4, 3.1, 3.2, 3.6 | ITSE 2a, 2c, 2d, 3a, 3b, 3c, 3f, 3d |
| 7/17/13 | Completed the Engaged Learning Project [2 hours] | Same as above | ITSE 2a, 2c, 2d, 3a, 3b, 3c, 3d, 3f |
| 7/7/13  7/14/13  7/20,21/13 | Engaged Learning Project Coaching for Modules 4, 5, and 6 [14 hours] | PSC 3.3, 6.1, 6.2, | ITSE 2a, 2b, 2d, 2e, 2f, 3c, 6b, |
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|  | Total Hours: [53 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?**  In this field experience I learned how to create a content standards based project that was engaging to students, incorporated technology in an authentic way, and accessed higher order thinking skills.  I also learned how to assess and coach others to achieve the similar results. |
| **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 content and requirements in this course directly relates to the GA PSC and ITSE NETS-C standards. In this class the activities associated with creating and coaching others in the design and evaluation of their Engaged Learning Project reflect many of the skills we will need to fully integrate technology into our own classrooms and to facilitate other teachers to do the same. Standard 2 (Technology Coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.) was addressed through the collaborative nature of the course. Standard 3 (Technology coaches create and support effective digital-age learning environments to maximize the learning of all students) was directly address in the creation of our own Engaged Learning Project. |
| **3. Describe how this field experience will impact school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This field experience will directly impact student learning when I implement the project. I will also be able to coach others in the same way that I received coaching during this class, which will lead to improved faculty development and improved student learning. |