**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Stuart Ogburn | **Mentor/Title:** Lori Walker Union/  John Dalton -  Technology Coaches | **School/District:** Norton Park Elementary School / Cobb County Schools |
| **Field Experience/Assignment:** Internet Tool Lesson Plan | **Course:** ITEC 7430 Internet Tools in Classroom Section | **Professor/Semester:** Tricia Frazier/Fall 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 11/5/14 | Designed and developed Internet tool lesson plan. [6 hours] | 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.6, 6.3 | TF-II.C.2, TF-II.D.1, TF-III.B.1, TF-III.D.1, TF-III.E.2, TF-VIII.E.1 |
| 11/7/14 | Designed and developed Internet tool lesson plan. [5 hours] | 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.6, 6.3 | TF-II.C.2, TF-II.D.1, TF-III.B.1, TF-III.D.1, TF-III.E.2, TF-VIII.E.1, |
| 11/8/14 | Designed and developed Internet tool lesson plan. [5 hours] | 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.6, 6.3 | TF-II.C.2, TF-II.D.1, TF-III.B.1, TF-III.D.1, TF-III.E.2, TF-VIII.E.1 |
| 11/10/14 – 11/21/14 | Implemented the Lesson Plan with students [14 hours] | 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.6, 6.3 | TF-II.C.2, TF-II.D.1, TF-III.B.1, TF-III.D.1, TF-III.E.2, TF-VIII.E.1 |
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|  | Total Hours: [31 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 |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| 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?**  My field experience consisted of creating a lesson plan that incorporated several Web 2.0 tools. By incorporating internet tools with students I learned how to make lessons more meaningful and authentic. I also gained experience on teaching others teachers how to use technology in their classrooms and introduced them to tools they had never used before. |
| **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.)**  By completing this field experience I learned how to integrate Web 2.0 tools to create more meaningful and authentic lessons that reach audiences outside of the classroom. By creating such lessons and troubleshooting certain technologies I am more prepared to facilitate technology within the school. I also learned that having a positive and helpful attitude is imperative when teaching others how to use technology. A great deal of patience must be given when helping students and coworkers to understand the sometimes-complex ideas and uses of technology. Having enthusiasm for the methods and new ideas that technology can bring to the classroom helps everyone get on board with these new and innovative concepts. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  Student learning was impacted by this experience due to facilitation of Web 2.0 tools, which made the learning more engaging and authentic. This impact was assessed by the success that students in completing the many lesson and projects that incorporated technology. Students made many academic gains and increasingly improving their test scores. |