**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

|  |  |  |
| --- | --- | --- |
| **Candidate:** Birgitta Johnson | **Mentor/Title:** Ms. Mackey/ Media sp. | **School/District:** Atlanta Public School/Gideons |
| **Field Experience/Assignment:** Multimedia Design Project | **Course:** ITEC 7445 Multimedia & Web Design | **Professor/Semester:** Bacon/Spring 2016 |

**Part I: Log**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| **SAMPLE** 3/21/16 | **SAMPLE**  Completed the Pre-Plan for the WebQuest. [4 hours] | **SAMPLE**  PSC 2.6 | **SAMPLE** ISTE 2f |
| 4/12/16 | Completed the Analysis for the WebQuest [2 hours] | PSC 2.1, 2.5, 2.6, 3.4, 4.3 | ISTE 2a, 2e, 2f, 3d, 5c |
| 4/23/16 | Designed the activities for the WebQuest. [10 hours] | PSC 2.1, 2.3, 2.6, 3.6, 4.2, 4.3 | ISTE 2a, 2c, 2f, 3f, 5b, 5c |
| 4/3/2016 | Developed the WebQuest online. [10 hours] | PSC 3.3, 3.5, 6.1 | ISTE 3c, 3e, 6a, 6b |
| 5/20/16 | Implemented the WebQuest with students [2 hours] | PSC 3.1, 3.2, 3.5, 3.7, 4.1, 6.3 | ISTE 3a, 3b, 3e, 3g, 5a |
| 5/25/16 | Evaluated the WebQuest [2 hours] | PSC 2.6, 2.7 | 2f, 2g |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  | Total Hours: [32 hours ] |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |  |  |  |  |  |  |  |  |
| Black | X | x |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  | x |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |  |
| Multiracial | X | x |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  | x |  |  |
| Limited English Proficiency |  |  |  |  |  | x |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  | x |  |  |

**Part II: Reflection**

|  |
| --- |
| **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?**  Planning and completing a webquest website for Social Studies students to practice summarize and to teach students about historical figures. I learned that as a leader I have to be prepared for everything when it comes to creating these sites. It is not an overnight assignment and it requires collaboration. |
| **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.)**  It goes back to knowing your audience and how to best meet the needs of all of your students with differentiation or assistive technology for SWD students. It requires that the leader needs to be ready to have the knowledge to know what to do if the technology is not working or if the students get confused and how to question the students correctly to make sure they stay on task and are learning the skills that you wanted them to learn from the objectives. It also requires that the technology coach collaborate with teachers to see what areas that the students need to work on that the coach can be of assistance. This is not a position where you just go in blind and hope it works. It requires just the same amount of planning as if they were the classroom teacher. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  I think that this impacts school improvement and faculty development to show how teachers and students can use technology to take the learning to a text to world connection that involves engagement from all sides of the lesson. The teachers present a project like this that students become highly engage and they are learning the standards without being confined to one book is a great thing. The impact is assessed by the teacher with formative questioning and how students perform on post test or for the webquest, how well were they able to summarize the life of FDR and Cesar Chavez. |