**STRUCTURED
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Birgitta Johnson | **Mentor/Title:** Imogene Mackey/Media Specialist | **School/District:** Gideons Elementary/Atlanta Public Schools |
| **Field Experience/Assignment:**Engaged Learning Project | **Course:**ITEC 7400 21st Century Learning | **Professor/Semester:**Dr. Williamson/Summer 2015 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE StandardsPSC** | **NATIONAL StandardsISTE NETS-C** |
| **SAMPLE**7/2/15 | Completed the EL Idea Assignment/5 hrs | PSC 2.1, 2.2 | ISTE 1b, 2a, 2b, 3b, 3f, 5c, 5a, 5b,  |
| 7/9/15 | Completed the EL Draft Assginment/5hrs | PSC 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1, 3.3, 4.3, | ISTE 1b, 2a, 2b, 3b, 3f, 5c, 5a, 5b, |
| 7/16/15 | Completed EL project/5hrs | PSC 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1, 3.3, 4.3, | ISTE 1b, 2a, 2b, 3b, 3f, 5c, 5a, 5b, |
| 7/22/15 | Redeveloped EL project for final submission/6 hrs | PSC 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1, 3.3, 4.3, 5.2 | ISTE 1b, 2a, 2b, 3b, 3f, 5c, 5a, 5b, |
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|  | Total Hours: [ 21 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 |  |  |  |  |  |   |  |  |
|  Black |  | x |  |  |  | x |  |  |
|  Hispanic |  | X |  |  |  |  |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  |  |  |  |  |  |  |  |
|  Multiracial |  | X |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  | x |  |  |
|  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?****This is my engaged learning project to help engage students into learning about history for Social Studies by having students learn the history of their neighborhood. I learned that for elementary students, you have to do your research on the technology before introducing it. A lot of technology in social studies is not available so you have to find resources that you can teach Social Studies around it and engage the students.**  |
| **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.) This learning requires a technology leader to be able to show how you can present, model and have students use technology to bring history to life. This learning should reflect a shift in attitude from “What do I do with social studies?” to “Look at how much the students can use technology for Social Studies!” Especially with the time constraints of Social Studies and Science, technology can really play a huge part, thinking along the lines of using technology towards flipped classrooms and blended learning to maximize the time. Technology leaders need to be able to take their skills to help encourage teachers that they can do it.**  |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?****Since this is a summer project, my hope is that when presented to a classroom that the students will become engaged with learning about their history. The impact is that they will be respectful, open and engaged with learning about the history of their world. The impact will be assessed by the teacher hopefully observing a more curious class for social studies that they will be just as excited to learn history as they are to read a new fiction text.**  |