STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Josh Freedman	Mentor/Title: Dr. Chaffee/Principal	School/District: Poole Elementary/ Paulding County School District
Field Experience/Assignment: Multimedia Design Project	Course: ITEC 7400 21st Century Teaching and Learning	Professor/Semester: Dr. Yin Summer 2018

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
SAMPLE 6/17/18	**SAMPLE** Reviewed LoTi and Indicators of Engaged Learning [3 hours]	PSC 2.6, 2.1	ISTE 3a
7/5/18	Developed idea for ELP [3 hours]	PSC 2.1, 2.5, 2.6, 2.7, 3.2	ISTE 2a, 2e, 3d
7/12/18	Developed draft for ELP [6 hours]	PSC 2.1, 2.5, 2.6, 2.7, 3.2	ISTE 2a, 2e, 3d
7/18/18	Developed final for ELP [4 hours]	PSC 2.2, 2.3, 2.5, 2.7, 3.1, 3.2,	ISTE 1a, 1d, 2b, 2c, 3b, 3d, 4a, 6a, 6b, 6d
	Total Hours: [16 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					x	x		
Black					x	x		
Hispanic					x	x		
Native American/Alaskan Native								
White					x	x		
Multiracial					x	x		
Subgroups:								
Students with Disabilities					x	x		
Limited English Proficiency					x	x		
Eligible for Free/Reduced Meals					x	x		

Part II: Reflection

1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?

The first thing I learned was how to manage the time when constructing an assignment like this for students. As the facilitator of the activity, it is important to know how the technology works and make sure you practice using it. As a technology coach, teachers are going to ask you lots of questions, so knowing how to use the technology proficiently is key. They are going to need assistance. This is one piece that I understand and have seen in action. Teachers will be frustrated when trying new activities in their classrooms.

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.)**

You must know PSC standard 2. The primary job of a teacher is to educate the students. Knowing PSC standard 2 will have you prepared to assist teachers and share what they need to complete in order for their students to succeed. Making sure the teachers are able to complete basic troubleshooting during their activity is something that may be overlooked but important to include. As stated above, teachers will need to know how to remain calm if a glitch occurs when teaching.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

This experience has given me a new way to assess my lessons planned. Making sure to use the engaged indicators while planning lessons when using technology or not is an important tool for my future in education. This project also has prepared me for presenting my findings with the staff. Showing the staff the engaged indicators and LoTi, this will help the staff look at lessons and assessing in new ways. This will impact student learning because they will be more engaged in the lessons. The impact can be assessed simply by collecting data on students success. How are students performing on the summative assessments in their classes? Are lessons being presented lack engaging indicators or Loti levels? How do they fair when LoTi levels are high as well as the indicators?