**STRUCTURED | Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chad J. DeWolf | **Mentor/Title:** Doug Wood Assistant Principal | **School/District:** Madison County Middle School Madison County School District |
| **Field Experience/Assignment:** Lesson Plan Project | **Course:** ITEC 7430Internet Tools in Classroom Section W03 Spring Semester 2015 CO | **Professor/Semester:** Dr. Tricia Frazier |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| **02/02/15**  **02/03/15** | **[3.0 Hours]** Brainstorming and researching ideas for the Engaged Learning Project (LPP). | 2.1, 2.2, 2.3, 2.6, | 1.a, 1.c, 3.b, 3.e, 3.f, 6.a, 6.b, 6.c |
| **02/04/15 02/05/15** | **[2.5 Hours]** Talking to my current students, colleagues, and administration about my required LPP. | 1.2, 3.5, 3.6, 3.7, 6.1, 6.2, 6.3 | 1.d, 3.f, 6.a, 6.b, 6.c |
| **02/07/15 02/08/15** | **[3.0 Hours]** Starting the writing process of the LPP idea template. This was mainly setting the lesson up and creating a plan of attack for implementation of the actual lessons | 1.2, 2.1, 2.2, 2.6, 3.2, 3.3, 3.5, 3.6, 3.7, 4.2, 6.1, 6.2, 6.3 | 3.a, 3.b, 3.e, 3.g, 5.a, 5.b, 5.c, 6.a, 6.b, 6.c |
| **02/09/15**  **02/10/15** | **[2.5 Hours]** Working in Google Classroom and setting up the writing template that will be assigned to the students. | 2.1, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.5, 3.6, 3.7, 4.1, 4.2, 6.1, 6.2, 6.3 | 3.a, 3.b, 3.e, 3.g, 5.a, 5.b, 5.c, 6.a, 6.b, 6.c |
| **02/11/15**  **02/12/15**  **02/13/15** | **[2.0 Hours]** Continued the process of improving the LPP with colleagues by integrating ideas and other Web 2.0 tools. | 1.2, 2.1, 2.2, 2.6, 3.2, 3.3, 3.5, 3.6, 3.7, 4.2, 6.1, 6.2, 6.3 | 3.a, 3.b, 3.e, 3.g, 5.a, 5.b, 5.c, 6.a, 6.b, 6.c |
| **04/18/15**  **04/19/15**  **04/26/15** | **[7 Hours]** Completed the LPP template. | 1.2, 2.1, 2.2, 2.3, 2.6, 3.5, 3.6, 3.7, 6.1, 6.2, 6.3 | 6.a, 6.b, 6.c |
|  | **Total Hours: [20 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 |  |  |  | X |  |
| Hispanic |  |  |  |  |  |  | X |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  | X |  |  |  | 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?**  This field experience was awesome. I have been trying to move my school away from Microsoft Office for some time now, and this project helps me with my quest. It was a successful journey into our new Google Apps for Education solution and from the data collected at the end of this project, the students agreed that it was beneficial. The thing that I will take away from this project in terms of technology facilitation and leadership is that planning is essential to ensure that all will go according to plan. Even when it doesn’t go to plan, the plan itself should have a Plan B to keep the project going. Although there was just one teacher implementing this lesson, there were countless others that were a part of this projects overall success. |
| **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 LPP required more initial planning that I expected and took a few teachers and our lead technology person to make it all come together. I had to have knowledge of Google and what it had to offer so that I could plan this lesson accordingly. Since I have a pretty good understanding of everything Google, I had a positive attitude and enthusiasm for this project which made the entire process enjoyable. I believe this needs to be the backbone of any technology leader, as this is not necessarily the same attitude that all others will have. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This field experience had a direct impact on student learning within my classroom. Students were challenged to achieve their greatest potential in an online research project. The students were able to help each other through the writing process, as required, and it made some students who normally would never share their writing. They found out that they are great writers and that the other students in the class can learn from them. It really was an eye opening experience for some of them and a few have even come out of their ‘shell.’ The impact has been felt in other English and Georgia Studies classrooms by students and teachers hearing about this project. It will be adopted next year by the entire 8th grade English team. |