Field Experience Log & Reflection
Instructional Technology Department

Candidate: *Angela Burgess*	Mentor/Title: *Ruth Allen / ITS*	School/District: *Lambert High School / Forsyth County Schools*
Field Experience/Assignment: *Engaged Learning Project*	Course: *ITEC 7445*	Professor/Semester: *Jane Roberts / Fall 2012*

Part I: Log

Date(s)	Activity/Time	PSC Standard
10/04/12, 10/05/2012	Meetings with ITS to develop project idea with AP French L&C standards and then learn how to best use Edublogs. / 4 hours	1.1, 2.1, 2.2, 2.6, 3.2, 3.6, 4.2, 5.1
10/08-26/12	Research individually to brainstorm project idea incorporating the concept of an email exchange with Edublogs Research possible exchange schools + develop an acceptable alternative Verify rubrics, find samples / 5 hours	1.1, 2.1, 2.2, 2.6, 3.2, 3.6, 4.2, 5.1
10/29 – 11/09/12	Preparation of project proposal Research of appropriate and applicable resources / 5 hours	1.1, 2.1, 2.2, 2.6, 3.2, 3.6, 4.2, 5.1
11/23-25/2012	Project revisions: Brainstorm and implement use of VoiceThread, additional peer evaluation, additional student choice / 4 hours	1.1, 2.1, 2.2, 2.6, 3.2, 3.6, 4.2, 5.1
11/30 – 12/14/12	Class implementation of email exchange project / 7 hours	1.1, 2.1, 2.2, 2.6, 3.2, 3.6, 4.2, 5.1
	Total Hours: [25 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
Black								X
Hispanic								X
Native American/Alaskan Native								
White				X				X
Multiracial								X
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for								X

Free/Reduced Meals								

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? *This project is a summative, culminating project for juniors and seniors upon completion of a unit of study in the AP French Language & Culture course incorporating formal email exchanges with a theme of science and technology.* *During the creation and implementation of this project, I learned a lot about how to find good projects and improve them and/or update them using technology. I also learned that the necessity of project set-up is not limited to the technological aspects, even when the project is extremely technology-heavy.*
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.)** *Working with my school ITS allowed me the opportunity to develop and implement a project that used technology in a way that promoted the skills necessary to succeed on the AP exam while still learning valuable communication skills that will serve students both in and out of the classroom.* *This project has gone through many incarnations throughout the design stage, the implementation stage, and the reflection stage. At this stage, the project successfully combines AP French content standards and NETS-S standards into one cohesive project. As a teacher and a technology leader, it is imperative that I know the standards for both to be able to design successful instruction that supports student learning and engagement, in a way in which I am confident and enthusiastic.*
3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? *During the course of developing this project for student use, and its subsequent classroom implementation, students learned how to properly begin formal correspondence (in French and in English), the appropriate way to communicate via an online message board or blog, and how to evaluate peer writing. They also learned how to more effectively use the variety of productivity tools at their disposal. This learning can be assessed by the rubrics provided with the project and with student opinion surveys before beginning similar projects in the future.*