**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

|  |  |  |
| --- | --- | --- |
| **Candidate:** Heather Brown | **Mentor/Title:** C. Walsh/ Media Specialist | **School/District:** W.J.Williams Middle School/Colquitt County |
| **Field Experience/Assignment:** Engaged Learning Project | **Course:** ITEC 7400 21st Century Teaching and Learning | **Professor/Semester:** Ms. J. Roberts/Summer 2013 |

**Part I: Log**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 7/1/13 | Plan for idea of a topic for Engaged Learning Project. [1 hours] | PSC1.1,1.2 | ISTE 1a, 1b |
| 7/1/13 – 7/2/13 | Complete the idea template for the Engaged Learning Project [4 hour] | PSC 1.1, 1.2, 2.1, 2.3, 2.4, 2.6, 2.7, 3.4 | ISTE 1a, 1b, 2a, 2c, 2d, 2f, 2g, 3b, 3e |
| 7/7/13 | Coach group members ideas and implement improvements provided by group members for my draft for the Engaged Learning Project [2.5 hours] | PSC 6.1, 6.2 | ISTE 2b, 2c, 2d, 2f, 2g, 3c |
| 7/9/13 | Search for videos to incorporate as a “hook” for the Engaged Learning Project. [1 hours] | PSC 3.6 | ISTE 3b, 3c |
| 7/10/13 | Complete the draft template for the Engaged Learning Project [5 hours] | PSC 1.1, 1.2, 2.1, 2.3, 2.4, 2.6, 2.7, 2.8, 3.1, 3.2, 3.6, 4.2 | ISTE 1a, 1b, 2a, 2b, 2c, 2d, 2f, 2g, 2h, 3a, 3b,3c, 3d, 3e, 3f, 3g, 4a, 4c, 5a, 5b, 5c |
| 7/14/13 | Coach group members and implement improvements provided by group members and teacher into the Engaged Learning Project [2.5 hour] | PSC 6.1, 6.2 | ISTE 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3c |
| 7/16/13 | Complete final Engaged Learning Project [1 hour] | PSC 1.1, 1.2, 2.1, 2.3, 2.4, 2.6, 2.7, 2.8, 3.1, 3.2, 3.6, 4.2 | ISTE 1a, 1b, 2a, 2b, 2c, 2d, 2f, 2g, 2h, 3a, 3b,3c, 3d, 3e, 3f, 3g, 4a, 4c, 5a, 5b, 5c |
| 7/20/13 | Coach group members and other peers on their Engaged Learning Projects [2 hours] | PSC 6.1, 6.2 | ISTE 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3c |
|  |  |  |  |
|  | Total Hours: [19 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 |  |  |  |  |  |  | X |  |
| White |  |  |  |  |  |  | X |  |
| Multiracial |  |  |  |  |  |  | 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?**  In this field experience, I developed an engaged learning project to implement in my math classroom. This project could also provide other teachers with a detailed explanation of how to incorporate technology into a student-centered activity. I learned that technology facilitation and leadership are key aspects needed for teachers to be able to teach the standards and integrate technological tools. Teachers must have the support and guidance of technology coaches to effectively meet the needs of all students through the use of technology in all lessons. |
| **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.)**  For teachers to be a technology leader, they must be able to provide and promote the knowledge of the learning and technology standards. The standards must be aligned with a technology-based learning task. Technology leaders must take the role of a coach. The coach must model and facilitate strategies to meet the diverse needs of all students; a coach also provides digital tools to create an authentic learning environment and requires students to use higher-order thinking skills. Technology leaders need to model and demonstrate how teachers can adapt technology-based learning tasks to differentiate the lesson to meet all students learning needs. To fully implement and promote the knowledge of the standards, the coach should design technology tools to measure and analyze for the effectiveness of the tools. Technology coaches should also be able to demonstrate how to manage a classroom effectively and provide strategies to collaborate the learning of teachers and students. To assist teacher effectively, a coach must be able to demonstrate the use of online and digital tools to support student learning and demonstrate how adaptive and assistive technology can support student’s learning. Coaches must be able to assist teachers with fixing software issues, collaborate with administrators to be able to provide technological tools needed in the classroom, and demonstrate how teachers can use technology to collaborate with other peers or others in the community. A coach’s disposition can be implemented by allowing all teachers and students to have access to appropriate technological practices. Coaches also need to implement to use of safe and ethical technology uses and demonstrate how to support the understanding of the diversity and culture of students and teachers. All teachers and coaches can improve in their beliefs. They need to be aware that they are always learning new technological tools and must reflect on their professional practice. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This project impacted the student’s learning at my school by allowing the students to use real-world applications to create and design a home. The students also learned how Habitat for Humanity assisted individuals in need in the community and world. During the completion of the project, the student’s learned how to calculate the prices needed for the interior design of the home and also had to write an expository essay explaining why they want to assist Habitat for Humanity and why their design should be chosen. The impact of the student learning can be assessed through each student being able to communicate in their essay why they want to help Habitat for Humanity and why they believe their design should be chosen. |