

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Alyssa Sills	Mentor/Title: Christy Neal	School/District: Taylor Elementary/Gwinnett County Schools
Field Experience/Assignment: Engaged Learning Project	Course: ITEC 7400 21 st Century Teaching and Learning	Professor/Semester: Dr. Kathi Vanderbilt

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
10/8/2017	Engaged Learning Project Idea- coming up with outline and setting up a Google Doc [1 Hour]	PSC 2.6, 3.7	ISTE 2f, 3g
10/15/2017	Engaged Learning Project Idea- Abstract and Learners description [3 Hours]	PSC 2.1, 2.5, 2.6, 4.3	ISTE 2a, 2e, 2f, 5c
10/17/2017	Engaged Learning Project Idea- Completed idea [2 Hours]	PSC 2.1, 2.3, 2.6, 3.3, 3.6, 4.2, 4.3	ISTE 2a, 2c, 2f, 3c, 3f, 5b, 5c
10/28/2017	Engaged Learning Project Draft- Process and changes from idea [6 hours]	PSC 2.1, 2.3, 2.6, 3.3, 3.6, 4.2, 4.3	ISTE 2a, 2c, 2f, 3c, 3f, 5b, 5c
11/5/2017	Engaged Learning Project Draft- Completing draft [2 Hours]	PSC 2.1, 2.3, 2.6, 3.3, 3.6, 4.2, 4.3	PSC 2.1, 2.3, 2.6, 3.3, 3.6, 4.2, 4.3
11/7/2017	Final Engaged Learning Project- making changes [1 hour]	PSC 2.6, 2.7, 3.1, 3.2, 3.5, 4.1	ISTE 2f, 2g 3a, 3b, 3e
11/18/2017	Final Engaged Learning Project- making changes [2 hours]	PSC 2.6, 2.7, 3.1, 3.2, 3.5, 4.1	ISTE 2f, 2g 3a, 3b, 3e
11/25/2017	Final Engaged Learning Project- finishing touches [1 hour]	PSC 2.6, 2.7, 3.1, 3.2, 3.5, 4.1	ISTE 2f, 2g 3a, 3b, 3e
	Total Hours: [18 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?

This field experience was an excellent way to get practice in planning and coaching. I created an Engaged Learning Project to implement with students that had Loti levels 5-6. My plan centered on informational writing standards for third grade. In the project, students would start with picking a career they were interested in and doing research to learn more about that job. Next, they would come up with interview questions that the students would send in a Google Doc to a mentor in their career. Once finished communicating with their mentor the students would use that information and their research to type an informational paper. Throughout the process, they would collaborate with other students in the class. After finishing their paper, they would create an artifact using a video, audio file, or Google Doc and post it on a class career Wiki Page. This page would be used to help others learn more about careers. In the end, students would participate in a wax museum where they would dress up as a professional in their job and tell others in the community and their classmates what they learned as well as show their artifact.

This field experience taught me a lot about technology facilitation and leadership. I learned to use best practices when working with technology. Teachers should use a gradual release model with the students, so they have a chance to try different forms of technology before picking one. I also learned that students need to work with people outside of the classroom and not just other students to collaborate. Technology is an excellent way for students to communicate with others and gain knowledge that you could not get without the use of technology.

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 related to knowledge because I had to know information about Engaged Learning Indicators and LoTi levels. When creating a lesson plan for technology a teacher needs to be knowledgeable on ways to add more indicators. For example, projects with technology should be authentic and meaningful. In this project, students were researching and talking to mentors about careers that they wanted to pursue one day and that could help other students in the future. Knowing LoTi levels is also essential. Not every project has to be a level 6, but it is best to plan toward the higher LoTi Levels. The aspect that pushes a project to higher levels is that students collaborate with mentors outside of the school and they have a choice of technology to use.

This experience also related to skills or what you must be able to do. Teachers and coaches should be able to plan lessons that integrate technology seamlessly and create a safe environment for students. This experience made me think through how to use the technology with my students to make it as simple and motivating as possible.

Lastly, this field experience taught me to believe in technology and have a proper disposition toward using it. Students use technology at home every day and now that I learned how to create a project that integrated technology I am more comfortable with planning lessons. This project made me more enthusiastic toward technology and more likely to use it in my classroom.

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 mostly impacted school improvement at my school. This year we have started a technology team at my school of which I am a member. Gwinnett County is pushing for more technology use for teachers and students, and this lesson is a step in that direction. I was able to talk to other teachers at my school to help them plan experiences similar to this lesson so that they could integrate technology into their classrooms as well. This impact can be assessed by looking at the levels of technology use at our school and seeing if more teachers are using technology now that they have learned more about it.