**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Ashley Allgood | **Mentor/Title:** Kristen Fowler/AP | **School/District:** Brookwood High/Gwinnett County |
| **Field Experience/Assignment:** Engaged Learning Project | **Course:** ITEC 7400  21st century teaching and learning | **Professor/Semester:** Dr. Vanderbilt/Fall 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 10/10/14 | Watched Engaged learning video examples from d2l site for project inspiration [2 hours] | PSC 1.4, 2.6, 6.2 | ISTE 1d, 2f**,** 6a, 6b, 6c |
| 10/14/14 | Researched state and national foreign language and technology standards to prepare for EL project [1 hour] | PSC 2.1 | ISTE 2a |
| 10/16/14 | Discussed EL Project Idea with peers [1 hour] | PSC 3.6, 3.7, | ISTE 3f , 3g |
| 10/28/14 | Completed EL Project Idea [2 hours] | PSC 2.1, 2.2, 3.2, 3.3, 3.4. | ITEC 2a, 2b , 3b, 3c, 3d, |
| 11/1/14 | Reviewed instructor and peer feedback on EL project and changed EL project idea [2 hours] | PSC 3.6, 6.2 | ISTE 3f, 6c |
| 11/10/14 | Compiled a list of resources (digital storybooks sites, multi-cultural myth videos, movie making software) for EL project. [2 hours] | PSC 4.3 | ISTE 5c |
| 11/14/14 | Completed EL project draft [3 hours] | PSC 2.1, 2.2, 2.6, 3.2, 3.3, 3.5, | ITEC 2a, 2b, 2f, 3b, 3c, 3e, |
| 11/25/14 | Reviewed instructor and peer feedback on EL project draft and made changes [2 hours] | PSC 3.6, 6.2 | ISTE 3f, 6c |
| 12/1/14 | Reviewed EL project rubric and made changes to EL project final template [1 hour] | PSC 2.1, 2.2, 2.6, 3.2, 3.3, 3.5, | ITEC 2a, 2b, 2f, 3b, 3c, 3e, |
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|  | Total Hours: [16 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 |
| Hispanic |  |  |  |  |  |  |  | X |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  | X |
| Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

**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 the creation of my engaged learning project. I discovered that instructional technology increases student-engagement when put in the hands of the students, instead of just being used by the teacher. Technology should be used in the classroom to create authentic and meaningful lessons. My role as the teacher is to facilitate student learning. Sometimes my role as facilitator varies, meaning sometimes having to co-learn with the students, sometimes troubleshooting technology alongside of the students, or sometimes guiding student understanding directly. Moreover, I learned that by sharing my project with other teachers in the school, I can help other teachers increase student learning 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.)**  The engaged learning project gave me the chance to apply my course readings, curriculum standards, and digital tools to create an authentic and student-directed lesson. I used my readings and course resources liberally throughout the development of this project. These resources guided me in making changes needed to increase the students’ engagement. Technology enhanced the student-created product, the collaborative process of the project, and final assessment. It excited me to create a project that would enable to me address both technology and curriculum standards in a more authentic way. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  My students’ engagement, learning, and performance were increased due to the engaged nature of the project. After I created my engaged learning project, I shared it with the media center specialists and our instructional technology team. They were so excited to see the integral way technology was incorporated into the project that they asked me to share the project with the faculty during a staff development session. As a result of the staff development session, each department made a team to create similar projects across the curriculum to share with teachers in order to encourage other teachers to create more engaging lessons. Hopefully in the next few months, other teachers will use these projects in their classroom, which will result in an increase in student learning and engagement throughout the school. |