**Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Valerie Hyder | **Mentor/Title:** Dr. Johnnie Coats/Teacher | **School/District:** Adairsville Middle/Bartow |
| **Field Experience/Assignment:**Engaged Learning Project | **Course:**ITEC 7400 | **Professor/Semester:**Dr. Cuby-Richardson/Summer 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 6/27/16 | Drafting Engaged learning project idea **(3:00)*** Finding initial resources/sites
* Figuring out content standards to be addressed
* Researching NET-S standards
* Finding technology tools to utilize
* Filling out idea template
 | 1.2, 2.1, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.6, 6.3 |
| 7/5/16 | Found and researched ideas and resources for the “hook” section of the EL project **(2:00)** | 2.3, 4.1, 4.2 |
| 7/6/16 | Worked on project draft **(3:00)*** Finalized resources/sites
* Decided on content standards (SS and ELA) and NET-S
* Decided on Prezi, iMovie, and PPT technology tools
* Worked on LoTi level
 | 1.1, 2.2, 3.3, 3.6, 3.7 |
| 7/7/16 | Worked on filling out draft template and revising **(2:00)** | 1.1, 3.6, 6.1  |
| 7/10/16 | Worked on “learner objectives”, “technology use” and “EL Indicators” sections of the project **(3:00)** | 2.3, 3.5, 3.7, 4.3  |
| 7/11/16 | Worked on the “process” section of the project and implemented changes suggested by peers **(2:00)** | 2.2, 2.3, 3.5, 4.1, 4.3  |
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|  | Total Hours: [15 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 |  |  |  |  |  |  |  |  |
|  Black |  |  |  |  |  |  | **X** |  |
|  Hispanic |  |  |  |  |  |  | **X** |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  |  | X |  |  |  | **X** |  |
|  Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  |  |  |
|  Limited English Proficiency |  |  |  |  |  |  |  |  |
|  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?**I worked this semester to develop a cross-curricular project integrating language arts and social studies. Students were askedtoexplore what it was like to live in the late 1700’s and create a newspaper with articles about different aspects of life during the Revolutionary War. Articles will range from battles to daily life to types of food. Groups will also be asked to create an iMovie of a short news broadcast highlighting some of their favorite stories. I have learned to always have a backup plan and be ready to troubleshoot when things do not work properly. Technology facilitators must lead by example, so showing students how to use a tool appropriately is a must. |
| **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.)**KnowledgeAs a future technology coach/facilitator integrating technology into lessons and projects must occur to improve the quality of teaching and learning in the classroom. During this field experience I was able to develop an extended technology rich project. I must know which tools are suitable for certain learning outcomes and assign them accordingly. SkillsAs a technology facilitator I must be able to choose technology that not only engages students but addresses key standards in content areas and aids in authentic learning tasks. This project allows students to use their higher order thinking skills while researching, analyzing and creating products. Knowing how to facilitate these higher order thinking skills is key. Choosing appropriate technology allows students to gain more in their learning. I must also be able to troubleshoot technology when it is not working properly and utilize a backup plan when needed. DispositionsBy creating a technology rich project that was not only engaging but meaningful students as well as fellow teachers can see how technology can enhance learning on a much deeper level. Having a positive disposition about technology integration can only improve the outlook on technology use in the classroom. Additionally, by using digital tools effectively, diverse student needs are met, cultural understanding is improved and global awareness is improved. |
| **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 will positively impact student learning. By allowing students to research something that interests them students had a choice, which created a more engaging project. Additionally, using technology to aid in their research allowed for a more authentic task by allowing students to utilize tools that professionals use in their careers. The impact can be assessed by student performances on products, student outlook on over all project experience and the comments made my administration and other teachers.  |