STRUCTURED Field Experience Log & Reflection Instructional Technology Department

Candidate:	Mentor/Title:	School/District:
Rebekah Yoder	Teri Curlew/LSTC	Alcova Elementary School/Gwinnett
Field Experience/Assignment: Engaged Learning Project	Course: ITEC 7400 21 st Century Teaching and Learning	Professor/Semester: Kate Matthews/Spring 2015

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C ISTE teachers standards:		
SAMPLE	SAMPLE	PSC 2.1, 2.2, 2.5, 2.6, 3.6			
3/5/15 -	Formulated my EL project idea (3 hours)		1a		
3/8/15					
3/15/15	Provided feedback to peers on their EL project	PSC 6.1, 6.2	ISTE teachers standards:		
	ideas (1 hour)		1a		
3/24/15 -	Revised and improved my EL project (5 hours)	PSC 2.1, 2.2, 2.5, 2.6, 3.6	ISTE teachers standards:		
3/29/15			1a		
4/1/15	Provided feedback to peers on their EL draft (1	PSC 6.1, 6.2	ISTE teachers standards:		
	hour)		1a		
4/2/15	Discussed this field experience and requested	PSC 6.1, 6.2	ISTE teachers standards:		
	feedback from colleagues at Alcova Elementary		1a		
	School (1 hour)				
4/16/15 -	Revised and improved my EL draft and put	PSC 2.1, 2.2, 2.5, 2.6, 3.6	ISTE teachers standards:		
4/21/15	together the final project (3 hours)		1a		
4/26/15,	Provided feedback to peers on their final EL	PSC 6.1, 6.2	ISTE teachers standards:		
4/27/15,	project (1 hour)		1a		
4/28/15					
4/28/15	Met with a teacher to discuss how this project	PSC 3.6	ISTE teachers standards:		
	could be added to a project based learning unit at		1a		
	Alcova. (1 hour)				
	Total Hours: [16 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										
Black	Х									
Hispanic										
Native American/Alaskan Native										
White		Х								
Multiracial										
Subgroups:										
Students with Disabilities										
Limited English Proficiency										
Eligible for Free/Reduced Meals										

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?

For this field experience, I created an engaged learning project with multiple indicators of engaged learning and a high LoTi level. I learned so much about technology integration through this project. Technology integration is SO much more than just having the students do something on a computer. It needs to mean something! It needs to make the lesson more authentic and meaningful, and it needs to enhance instruction so much that student engagement goes through the roof!

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.)

Formulating this lesson allowed me to design a technology-enhanced learning experience that aligns with academic and technology standards. This lesson also allowed me to incorporate research-based, learner-centered strategies that address the diversity of all students. In addition, this lesson includes strategies for differentiation for the variety of learners that are in my classroom.

I was also able to share this project with several of my colleagues at Alcova Elementary School. This helped me reflect on what I had done and how I could improve. I also presented this project to a fellow teacher as a suggestion for a way to integrate project-based learning into the classroom.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

Implementing this project in the classroom would greatly impact student learning. Students would be creating a product that integrates multiple subjects together. Also, due to the nature of the project, student engagement would be very high for this lesson.

This impact could be assessed by looking at the quality of the final products the students will create, and asking the students to reflect on the project.