**STRUCTURED
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Tabitha Edmondson-Goodman | **Mentor/Title:** Ms. Wallace/Tech Coach | **School/District:** A. L. Burruss/Marietta City Schools |
| **Field Experience/Assignment:**Road Trippin’ Thru the States/State webpage designs | **Course:**ITEC 7400 21st Century Teaching & Learning | **Professor/Semester:**Dr. Jo Williamson/Summer 2015 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE StandardsPSC** | **NATIONAL StandardsISTE NETS-C** |
| **06/25/15** | Pre-planning for Engaged Learning Project Idea (2hours) | PSC 2.6 | ISTE 2f |
| **06/28/15** | Designed ideas and activities for Engaged Learning Project Idea (3 hours) | PSC 2.6, 2.4, 2.1,3.6 | ISTE 2f, 2d, 2a, 3f |
| **06/30/15** | Incorporated gifted and technology standards; Reviewed missing elements, engaged learning, and LoTi score (2 hours) | PSC 2.6, 2.4, 2.1, 2.2  | ISTE 2f, 2d, 2a, 2b |
| **07/01/15** | Finalized Engaged Learning Project Idea (1hour) | PSC 2.6, 2.4, 2.1, 2.2, 2.5 | ISTE 2f, 2d, 2a, 2b,2e |
| **07/06/15** | Reviewed Engaged Learning Project Idea along with peers/coaches comments (1 hours) | PSC 2.6 | ISTE 2f |
| **07/07/15** | Updated Engaged Learning Project Idea with suggestions from peers/coaches; designed tasks, objectives, and the introduction (3hours) | PSC 2.1, 2.2, 2.3, 2.6 | ISTE 2a, 2b, 2c, 2f |
| **07/08/15** | Reflected on the Engaged Learning Project Draft; Defined the structure of learning (3 hours) | PSC 2.1, 2.2, 2.3, 2.6,2.4 | ISTE 2a, 2b, 2c, 2f, 2d |
| **07/10/15** | Updated the technology standards along with finalizing the tasks and references and supporting materials (2 hours) | PSC 2.1, 2.2, 2.3, 2.6,2.4 | ISTE 2a, 2b, 2c, 2f, 2d |
|  | Total Hours:17 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 |  |  | X |  |  |  |
|  Hispanic |  |  |  |  | X |  |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  | X |  |  | X |  |  |  |
|  Multiracial |  |  |  |  | X |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  |  |  |
|  Limited English Proficiency |  |  |  |  | X |  |  |  |
|  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?**This is a cross-curricular thematic unit for the purposes of exploring the United States. As students learn about their chosen state they will practice their skills in communication, math, social studies, research, and technology. Students will create two culminating projects for this unit. One will be a state mini-museum along with a kid vacation webpage describing the history, state statistics, landmarks to visit, and so much more. While creating this project I learned a great deal more about student-directed projects, creativity, and authenticity. Giving students an opportunity to create something they are interested in and develop into their own makes these projects more meaningful and authentic to our students. This also increases them caring and placing a large amount of time and effort into their work. Also, I learned that choosing the correct technology is a key component. As a teacher I want to make sure that the technology is not too complicated nor too easy, but a tool that is going to challenge and bring out my students creativity. |
| **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.)**As I reviewed the PSC and ISTE NETS-C standards I noticed that I focused a great deal of my final EL project on the content standards and student technology standards, authentic learning, higher order thinking skills, and instructional design. During the design of this project I had to fully understand the gifted and state standards before I could begin incorporating the technology standards. Once that was reviewed then I had to begin to design a final project for my students. I tried to create a technology project that was going to be creative, authentic and meaningful, standard based, and encourage my students to use their higher order thinking skills. Also, I had to make sure that this project was going to be challenging and age appropriate for my students. Starting with the end project helped me fully understand how I was going to help my students achieve this goal and the role that I was going to play. I did not want to be an expert, but I wanted to be a facilitator and a co-learner with my students. By giving my students an opportunity to take control of their learning will make this project authentic and meaningful to them.  |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**I hope that this field experience will impact our faculty and students in a positive and meaningful way. I plan to share these resources with my teachers during our weekly collaborative planning meetings. During these meetings I can share how easy this tool can be used in their classrooms and how it can easily fit into their IB units. These tools can increase the engaged learning in their classrooms and promote higher order thinking skills among our students. I hope that my students will become experts with their webpages and will want to share their knowledge with others and understand how this knowledge can be used by others. I can assess the impact that this tool will have on my students through their journal reflections, collaborating with my teachers, and having conversations with our parents concerning this tool.  |