**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Kathleen Landolt | **Mentor/Title:** Lena Adams/Media Specialist | **School/District:** Adairsville High School/Bartow County |
| **Field Experience/Assignment:** Engaged Learning Project | **Course:** ITEC 7400 21st Century Teaching & Learning | **Professor/Semester:** Dr. Williamson/Summer 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 6/28/14 | Began planning for EL project, decided grade level and outlined basics of project [1.5 hours] | PSC 2.1, 2.2, 2.3, 3.3 | ISTE 2a, 2b, 2c |
| 6/30/14 | Decided on product and designed the activities to help students create the product [2 hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3 | ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c |
| 7/1/14 | Tested Weebly and Wikispaces to see if my students could use them to collaborate the way I wanted them to [1 hour] | PSC 3.5, 3.6, 3.7 | ISTE 3e, 3f, 3g |
| 7/2/14 | Completed and posted my EL Project Idea template to the discussion board [2 hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 4.1 | ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 5a |
| 7/5/14 | Read through comments for improving my project on the discussion board [.5 hours] | PSC 6.1 | ISTE 6a |
| 7/7/14 | Tested Edmodo to see if it would allow the type of collaboration I wanted [1 hour] | PSC 3.5, 3.6, 3.7 | ISTE 3e, 3f, 3g |
| 7/8/14 | Using the feedback from the discussion board, revised project [2 hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 4.1, 6.1, 6.2 | ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 5a, 6a, 6c |
| 7/9/14 | Completed and posted my EL Project draft to the discussion board [3 hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.1 | ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3e, 3f, 3g, 5a |
| 7/12/14 | Read through comments for improving my project on the discussion board [.5 hours] | PSC 6.1 | ISTE 6a |
| 7/13/14 | Revised project to incorporate suggestions from the discussion board [2 hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.1, 4.2, 6.1, 6.2 | ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3e, 3f, 3g, 5a, 5b, 6a, 6c |
| 7/15/14 | Completed and posted my EL Project to the discussion board [1 hour] | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.1, 4.2 | ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3e, 3f, 3g, 5a, 5b |
|  | Total Hours: [16.5 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 |  |  |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  | X | X |  |  | X | X |
| Multiracial |  |  |  |  |  |  | X | X |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  | X | 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?**  During this field experience, I developed a project based on the indicators of Engaged Learning and LoTi levels that uses technology to promote higher-level thinking skills. Through this experience, I learned to recognize the indicators of Engaged Learning within a lesson as well as how to determine the LoTi level (technology use). Both of these skills will be very important in coaching others to use technology to promote higher levels of thinking. |
| **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.)**  Designing this project gave me the opportunity to create a technology-enhanced learning experience designed to be standards-based, student-centered, and authentic/meaningful. The project is differentiated to meet the needs of various learners and promotes higher order thinking skills. This project also gave me the chance to evaluate different digital tools and select those tools best suited to student learning and collaboration. The creation of this project has shown me how to use digital tools to bring my students to a greater depth of knowledge in content as well as technology standards. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  My school’s School Improvement Plan describes a need for research-based instructional strategies that include Instructional Technology. This project is a perfect example of this and will be used with my students to engage them in higher-order thinking. I will also share what I have learned about LoTi and Engaged Learning with the teachers and administrators at my school to encourage more projects like this across different content areas. The impact can be assessed by observation of student engagement and student-created products produced through these types of projects. |