

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

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| Candidate: Caitlin Tucker | Mentor/Title: Mrs. Andrews/Media Specialist | School/District: Whitehead Road School/Clarke County |
| Field Experience/Assignment: Engaged Learning Project | Course: ITEC 7400 21 st Century Teaching and Learning | Professor/Semester: Dr. Vanderbilt/WO3/Fall 2017 |

Part I: Log

| Date(s) | Activity/Time | STATE Standards PSC | NATIONAL Standards ISTE NETS-C |
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| 10/3/17 | Initial Idea: During breakout groups for 7400 Online Session discussed possible ideas for engaged learning project. Topics included My Hero and Monumental . Possibly having students explore the difference between Athens, Ga and Athens, Greece and collaborating or communicating with students at this location. <i>Or</i> keep it in the community with a writing project to engage with heros in our community. Firefighters, police officers and other local heros. Students would use google maps, virtual tours and skype and email to communicate with outside sources. (~1.5 hours) | 3.6 Selecting and Evaluating Digital Tool Resources 4.3 Diversity, Cultural Understanding & Global Awareness | 2c Real world Problems 2f Planning Technology based Learning |
| 10/13/17 | Starting from scratch: Looked over Requirements for Engaged Learning Project. Previewing, searching and browsing possible ideas for the engaged learning project. Considering initial thoughts but building on these ideas with current students in mind. (~2.5 hours) | 2.3 Authentic Learning 2.6 Instructional Design 6.2 Reflection | 3f Evaluate Digital Tools |
| 10/14/17 | Benefiting from some other ideas and examples: Researched ideas listed in Desire to Learn. Designed and completed Engaged Learning template and idea to share with peers for development, peer collaboration and thoughts. (~3.5 hours) | 2.2 Research based learning Strategies 3.1 Classroom Management & Collaborative Learning | 6a Continuous Professional Learning |
| 11/4/17 | Looked over ideas from peers. Thought about how to explain and arrange the groups for this project. Mentor roles in the project specifically and responded to “Sillas”, a peer about the Engaged Learning project. Made the necessary changes. Coached Peers on their Engaged Learning ideas (~1.5 hours) | 3.7 Communication & Collaboration 2.2 Research based learning Strategies | 3f Evaluate Digital Tools 3g Communicate with Peers 6b. Content Knowledge and Professional Growth. |
| 11/5-8/17 | Created Engaged Learning Draft In this part of my field experience, I reviewed my ideas and took consideration from my peers and professor to extend on my ideas. Here were my reflections and revision | 2. Teaching, Learning, & Assessment 3.6 Selecting and Evaluating Digital Tools & Resources 2.2 Research based learning Strategies | 6e. Content Knowledge and Professional Growth. |

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| | <p>considerations: Activated the Funds of knowledge and utilized the college in my town. Former Professor Dr. Dillard is a huge advocate for education and she is a wonderful addition to this project. I minimized the standards and changed the final presentation.</p> <p>Coached Peers on their Engaged Learning Projects (5 hours)</p> | | |
| 11/19/17 | <p>Finalized Engaged Learning Project The focus today was taking the thoughts and ideas from peers and my professor into consideration for my final submission. I created a rubric for assessment, looked for APA and grammatical corrections and made some small changes in the stages of the project embedding the artistic view more appropriately. (3.5 hours)</p> | 2.7 Assessment 6.2 Reflection | 2f Instructional Design 6e. Content Knowledge and Professional Growth. |
| 11/19/17 - 12/4/17 | <p>Coached Peers on their Final Engaged Learning Projects (7 peers) Reflected and provided feedback on peer work for implementing technology in the classroom. Focused on Engaged Learning indicators and overall instructional practices and pedagogy. (2.5 hours)</p> | 6.2 Reflection | 2g and 2h. Teaching, Learning, & Assessments. |
| Total Hours: [20 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 | | | | | | x | | |
| Black | | | | | | x | | |
| Hispanic | | | | | | x | | |
| Native American/Alaskan Native | | | | | | | | |
| White | | | | | | x | | |
| Multiracial | | | | | | x | | |
| Subgroups: | | | | | | | | |
| Students with Disabilities | | | | | | | | |
| Limited English Proficiency | | | | | | x | | |
| Eligible for Free/Reduced Meals | | | | | | x | | |

Part II: Reflection

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 took place over the course of this class. We began by first exploring the engaged learning indicators and LoTi framework. Then we began looking at different field examples with intent to diagnosis their relevance in regards to these indicators and frameworks. This practice and vision helped develop the needed experiences to design and strategically plan an engaged learning project of our own. While creating a lesson I was able to look back at different examples with a clear understanding of what successful integration of technology looks like. This wouldn't have been possible without first learning the criteria for the lesson plan format. I enjoyed structuring a project that engaged students in technology and a culturally responsible task. My 4th grade teammates are excited to implement this project since it was based on an annual task all students in our county can take part in. Being able to share and communicate this experience with my colleagues has been powerful.

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.)

Integrating technology first requires exposure to the different technologies that are available, the access to these materials in relation to students and having the capacity to understand and learn about new technologies at your own pace. I have absolutely acquired new skills during this process but have utilized my prior knowledge about certain technologies that aided in the planning of this lesson. I was also able to utilize project criteria that are available in our school district; our district is technology driven which has helped make these ideas possible. I am a firm believer that technology drives our lessons and we should be making sure our students are always exposed to these advancements.

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

This idea was beneficial in the subject of writing and speaking. One of our goals school wide is to strengthen our writing lessons. This project was extremely popular among students and staff. It is relent and meaningful to students. The writing process is being developed in this project and my colleagues were intrigued by the ideas and how to implement in the years to come.