**Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Tracy Efaw | **Mentor/Title:** Randall Schlanger/Teacher | **School/District:** Griffin Middle School/Cobb County |
| **Field Experience/Assignment:** Engaged Learning Project | **Course:** ITEC 7410 Instructional Technology Leadership | **Professor/Semester:** Dr. Jo Williamson/Fall 2011 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| **SAMPLE** 11/3/11-11/4/11 | **SAMPLE**  Planned and researched the various possibilities that I could utilize for my Engaged Learning Project. (4 hours) | **SAMPLE**  PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 |
| 11/9/11 – 11/12/11 | Worked on developing responses to questions posed on EL Template (6 hours) | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.3, 3.6, 3.7 |
| 11/13/11 | Work on student handouts for project (4 hours) | PSC 2.3, 2.4, 2.5, 2.6, 3.3 |
| 11/20/11 – 11/22/11 | Worked on revisions of EL, based on peer and professor feedback (4 hours) | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.3, 3.6, 3.7 |
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|  | Total Hours: [18hours ] |  |

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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 |  |  |  |  |  |  | x |  |
| Black |  |  |  |  |  |  | x |  |
| Hispanic |  |  |  |  |  |  | x |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  | x |  |
| Multiracial |  |  |  |  |  |  | x |  |
| **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?**   **My field experience in developing and revising the Engaged Learning Project was extensive. I learned that when a teacher plans to embed a good bit of technology into a project, a TON of research has to go into the process. I also learned that a good bit of prep work must go into preparing a unit like this one. I was sure to pay special attention to the authenticity piece, because I have learned that that one piece is very important in ensuring students stay engaged. When learning is authentic, I don’t seem to have any problems with kids doing staying focused on the work at hand. This project also taught me there is a LOT that goes into planning for ENGAGED learning. It’s not something one can just throw together, and there are multiple facets to it. The technology helps to bring the project full circle so students can get the most bang for their buck. I also realized that as a technology leader in my school, it’s very important for me to be the one to set the bar and show, by my example, how technology integration should look in the classroom.** |
| **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.)**  **With this particular project, the technology leader must know the essence of teaching, learning, and assessment. Being able to successfully marry content and technology standards into an authentic learning experience is challenging! Much needs to be taken into consideration, like constructivist theory of authentic student-centered learning, embedding higher order thinking skills in the process, being able to meet students where they are with differentiation in depth, complexity, choice, product variety, etc. Paying attention to instructional design as well as assessment is very important, and the technology leader must be well versed in these proficiencies. For the unit to be successful, a teacher/technology leader must also take the classroom digital learning environment into consideration as well. Teachers must be able to juggle student-to-student, student-to-mentor, and student-to-student on-line collaboration, students’ consistent engagement with the material, and how to blend on-line and classroom sit time into a combination that works. Technology leaders must always keep in mind that they are being assessed at all times by other teachers who might want to learn. They must remain steadfast in their beliefs that technology is the wave of the future, and they must act accordingly.** |
| 1. **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 can impact school improvement by increasing student achievement. Increasing student achievement is done by getting students to think deeply about what they are doing and what they are about. Using technological applications is a way to get students to do this very thing! Faculty sees what the technology leader is doing. They see multidisciplinary work being done. They see the amazing technology. They have a sense of the students’ enthusiasm when watch students engaging in meaningful work. And students are excited that the technology leader cares enough to plan out cool activities for them to do. They appreciate being given the benefit of the doubt when it comes to meeting and exceeding the bar. They appreciate being given the opportunity to do something meaningful to them in their lives. The assessment piece of technology’s impact comes in many forms from engaged, excited students to exceptional CRCT results. What more could you ask for?!** |