**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Nkenze Jones | **Mentor/Title:** Mr. Logan Evans/ITS | **School/District:** Westside Elementary/Coffee County Schools |
| **Field Experience/Assignment:** Engaged Learning Project | **Course:** ITEC 7400 21st Century Teaching and Learning | **Professor/Semester:** Dr. Jo Williamson/Summer 2015 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| **SAMPLE** 6/29/15 | **SAMPLE**  Researched learning-based projects examples for the Engaged Learning Project. [2 hours] | **SAMPLE**  PSC 2.6 | **SAMPLE** ISTE 2f |
| 6/30/15 | Discussed project ideas with my mentor, read and selected standards for the Engaged Learning Project (ELP). [2 hours] | PSC 2.1, 2.4, 2.6, 3.1, 3.3, 3.7, 3.6, 4.3 | ISTE 2a, 2b, 2e, 2f, ,3d, 3f, 5a |
| 7/01/15 | Selected the topic and researched more information on the topic and completed the idea template for the ELP. [4 hours] | PSC 2.1, 2.3, 2.6, 3.6, 3.7, 4.2, 4.3 | ISTE 2a, 2c, 2f, 3f, 5b, 5c |
| 7/06/15 | Reflected on suggestions made by colleagues and instructor and began implementing changes to the draft template for the ELP. [6 hours] | PSC 2.1, 2.3,2.4, 2.6, 3.1, 3.3, 3.7, 6.1, 6.2 | ISTE 3c, , 6a, 6b, 6c |
| 7/07/15 | Revised the draft of the ELP. [4 hours] | PSC 2.1, 2.3, 2.6, 3.1, 3.2, 4.1 | ISTE 3a, 3b, 3g, 5a |
| 7/09/15 | Made final revisions and submitted the ELP [2 hours] | PSC 2.6, 6.3 | ISTE 2f |
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|  | Total Hours: [ 20 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 |  |  |  |  | X |  |  |  |
| Black |  |  |  |  | X |  |  |  |
| Hispanic |  |  |  |  | X |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  |  | X |  |  |  |
| Multiracial |  |  |  |  | X |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  | X |  |  |  |
| 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?**  In this field experience, I designed an engaged learning project. The topic was Living and Nonliving Things.  I learned how to make a student-centered lesson that integrates the use of technology. I also learned how to use the engaged learning indicators and the LoTi framework (LoTi Sniff Test) to coach teachers in designing engaged learning activity. I was able to use the same resources to reflect on the design of my engaged learning project. |
| **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.)**  I modeled the design of technology-enhanced learning experiences aligned with student content standards and student technology standards. I modeled the effective use of research-based best practices in instructional design when designing my engaged learning project. I demonstrated continual growth in knowledge and skills of current and emerging technologies (Google and Promethean) and applied them to improve personal productivity and professional practice. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  The engaged learning project will help influence the school to improve student engagement in their learning. They can take a more constructivism learning approach by helping students become engaged learners use critical thinking skills.  The impact can be assessed by the improvement in the academic achievement of the students. The impact on the teachers can also be assessed when they receive an evaluation score of a Level 3 or 4 on the TAPS (teacher evaluation system) in the following standards: Performance Standard 1: Professional Knowledge, Performance Standard 2: Instructional Planning, Performance Standard 3: Instructional Strategies, Performance Standard 7: Positive Learning Environment, Performance Standard 8: Academically Challenging Environment, and Performance Standard 10: Communication. |