

# STRUCTURED

## Field Experience Log & Reflection

### Instructional Technology Department

|   |   |  |
|---|---|--|
| <b>Candidate:</b><br>Ke'Ondra Clark                             | <b>Mentor/Title:</b><br>Dr. Tameika Grizzle                     | <b>School/District:</b><br>Harmony-Leland Elementary<br>School/Cobb County |
| <b>Field Experience/Assignment:</b><br>Engaged Learning Project | <b>Course:</b><br>ITEC 7400 21st Century Teaching<br>& Learning | <b>Professor/Semester:</b><br>Dr. Cuby-Richardson/Spring 2018              |

### Part I: Log

| Date(s)                  | Activity/Time  | STATE Standards<br>PSC | NATIONAL Standards<br>ISTE NETS-C |
|--------------------------|--|------------------------|-----------------------------------|
| 2/25/18                  | Indicators of Engaged Learning and LoTi Practice [3 hours] | PSC 1.2, 1.3, 2.2, 2.3 | ISTE 1b, 1c, 2b, 2c               |
| 3/11/18                  | Develop Engaged Learning Project Idea [3 hours]            | PSC 1.2, 1.3, 2.2, 2.3 | ISTE 1b, 1c, 2b, 2c               |
| 3/30/18                  | Designed Engaged Learning Project Draft. [3 hours]         | PSC 1.2, 1.3, 2.2, 2.3 | ISTE 1b, 1c, 2b, 2c               |
| 4/15/18                  | Implement Engaged Learning Coaching Practice [2 hours]     | PSC 1.2, 1.3, 2.2, 2.3 | ISTE 1b, 1c, 2b, 2c               |
| 4/25/18                  | Final Engaged Learning Project. [4 hours]                  | PSC 1.2, 1.3, 2.2, 2.3 | ISTE 3c, 3e, 6a, 6b               |
| Total Hours: [15 hours ] |  |                        |                                   |

| <b>DIVERSITY</b>   |                    |     |     |      |               |     |     |      |
|--|--------------------|-----|-----|------|---------------|-----|-----|------|
| (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 |
| <b>Race/Ethnicity:</b>   |                    |     |     |      |               |     |     |      |
| Asian  |                    |     |     |      |               |     |     |      |
| Black  |                    |     |     |      | x             |     |     |      |
| Hispanic   |                    |     |     |      | x             |     |     |      |
| Native American/Alaskan Native   |                    |     |     |      |               |     |     |      |
| White  |                    |     |     |      |               |     |     |      |
| Multiracial  |                    |     |     |      |               |     |     |      |
| <b>Subgroups:</b>  |                    |     |     |      |               |     |     |      |
| 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?**

For this field experience, I introduced my students to an assignment in which they had to take on the roles of being explorers, producers, and teachers. Their task was to research about the hazards of animals, plants, and habitats and then develop a way to inform others about these concerns and ways in these issues could be prevented. I learned from this field experience that technology facilitation and leadership play a major role in impacting student learning. The more familiar you are with different technology components the better your coaching influence will be. The key is to gain as much knowledge as you can, reflect on your experiences, and redevelop techniques as needed so that you can be successful in reaching your goals.

**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 learning, I was able to identify the importance of becoming familiar with the PSC/ISTE standards and then understanding how they are used to enhance learning in the classroom. As far as skills, an IC must be able to identify targeted goals, be a great communicator as well as listener, and being able to “model and facilitate the use of digital tools and resources to engage students in authentic learning experiences.” Finally, with disposition, it is imperative to understand where you stand with your beliefs about the ideas/theories of the many roles of an IC. This will reflect greatly on your success with mentoring and building relationship with others.

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

In our school we are always looking for engaging ways to integrate technology into student learning for all areas of content. With this project, I was able to share new resources such as exposing students to informative virtual field trips and encourage them to become critical thinkers by building higher order thinking skills through the use of evaluating, creating, and analyzing facts about protection of animals and habitats. Student impact can be assessed through the development of their final products, presentation of knowledge gained and their ability to share discovers/ideas with peers and community.