**Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Maggie Phillips | **Mentor/Title:** Mrs. Tawana Phillips-Taylor | **School/District:** Hollydale Elementary/Cobb County |
| **Field Experience/Assignment:** Engaged Learning Project | **Course:** ITEC 7410 | **Professor/Semester:** Dr. Williamson/Fall 2011 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 11/8/2011 | Brainstorming Project Ideas and Pre-Planning (1 Hour) | PSC 2.1, 2.3, 2.5 |
| 11/9/2011 | Project Research (2 Hours) | PSC 2.1, 2.2, 2.3, 2.4, 2.6 |
| 11/10/2011 | Begin Drafting of Project (3 hours) | PSC 2.1, 2.3, 2.4, 2.5, 2.7, 3.1, 3.7 |
| 11/11/2011 | Finish EL Project Draft and Posting (3 hours) | PSC 2.1, 2.3, 2.4, 2.5, 2.7, 3.1, 3.7 |
| 11/15/2011 | Review and Posting on Peers (3 Hours) | PSC 2.4, 3.1, 3.3, 3.7 |
| 11/16/2011 | Meet to Review Comments/Coaching and Plan Modifications (2 Hours) | PSC 2.3, 2.4, 2.5, 2.6, 3.1 |
| 11/21/2011 | Worked Individually to research project and possible extensions (2 Hours) | PSC 2.3, 2.4, 2.5, 2.6 |
| 11/28/2011 | Editing and Revising Project and Final Touches (3 Hours) | PSC 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.7 |
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|  | Total Hours: [19 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 | X | X |  |  |  |  |
| Hispanic |  |  |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White | X | X | X | X |  |  |  |  |
| Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

**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 the Engaged Learning Project, we had to design and describe an extended learning assignment for our students. The project, designed to integrate content areas with technology, would engage students in an authentic learning experience. For this project, my group created a project titled Destination: Georgia! In developing this project, and in reading about the projects created by my peers, I was able to see the great potential that lies in full technology integration. Each of these projects had student-driven technology use at the forefront of the project. I learned that while technology facilitation is not easy, there is great power in usage. It takes many extra steps, or directions, to describe a learning project with technology, but the effectiveness and engagement is also going to increase. I hope to share this project, as well as others created by my peers with others in my school. |
| **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.)**  This project required a true blending of knowledge, skills, and dispositions. As teachers, we must have the content knowledge (subject matter expert), the skill set, and the attitude/motivation to be effective with our students and with our peers. In the Engaged Learning Project, we had to blend our content knowledge, with our practical abilities (skills), and with our excitement and enthusiasm in order to create a lesson that was authentic and engaging for all learners. In terms of knowledge, we had to have a deep understanding of the content and technology standards to address, as well as an understanding research-based “best practices” for teaching. We had to have an understanding of authentic learning, higher-order thinking skills, differentiation, assessment, and most importantly instructional design. In terms of terms of the skills, we had to take an instructional plan (the engaged learning project) and actually facilitate it. That required a repertoire of teaching and instructional skills that are often gained through experience rather than from classroom instruction. Finally, we had to have a positive attitude with a desire to share the experience with others. Just as an effective technology leader or facilitator would do, we had to show how and why this project would be a positive learning experience for all students. All in all, this assignment intricately weaved these components into one elaborate learning experience. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  I think the impact of this Engaged Learning Project can be most effectively assessed once the project has actually been facilitated. Currently, the project has been shared with several teachers at my school, as discussions begin about how to best implement this project (logistically.) These discussions have led to many great conversations about authentic learning, student-focused projects, and technology integration. I think this project has captured the interest of several teachers within my school, and has created the desire to begin facilitating high-impact, authentic, technology-centered learning experiences that require students to apply their higher-order thinking skills. This interest and curiosity shared among the staff is great opening for future professional development opportunities. It is my desire that this project, once facilitated in the classroom, serves as an example to other teachers about the potential impact and learning that can be facilitated through this type of project. |