

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Amy Calley	Mentor/Title: Sandra Lake/ITS	School/District: Brumby Elementary School/Cobb County
Field Experience/Assignment: Engaged Learning Project	Course: ITEC 7400 21 st Century Teaching and Learning	Professor/Semester: Dr. Williamson/Summer 2018

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
6/27/18	Completed the Pre-Plan for the Engaged Learning Project. [3 hours]	PSC 1.1, 1.2, 2.6	ISTE 1a, 1b, 2f
7/2/18	Designed the activities for the Engaged Learning Project [3 hours]	PSC 2.1, 2.2, 2.4	ISTE 2a, 2b, 2d
7/3/18	Developed the idea template for the Engaged Learning Project. [5 hours]	PSC 2.1, 2.3 2.6	ISTE 2a, 2c, 2f
7/9/18	Revised the Engaged Learning Project. [4 hours]	PSC 2.7, 3.3, 3.6, 6.1, 6.2	ISTE 2g, 3c, 3f, 6a, 6b, 6c
7/12/18	Completed the draft for the Engaged Learning Project [3 hours]	PSC 3.7, 4.3	ISTE 3g, 5c
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	Total Hours: [30 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				x		
Multiracial		x				x		
Subgroups:								
Students with Disabilities						x		
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 provided the opportunity to collaborate with colleagues on a project that would directly impact student achievement through technology while working to solve a real-world problem. As a team member, I was able to grow as a leader in helping develop the fine art aspect of the process, as well as researching technology that could be used to record their findings and compare/contrast the results of testing the textures for filtering water. In designing the process and presentation of the process, I learned about different types of technology that were best for both uses, and how to teach students to use ipads and presentation technology in order to share what they know. In doing so, I feel I am further able to share what I know with colleagues as well, and am looking forward to taking on more of a leadership role concerning technology 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.)**

Knowledge: Strategic planning with other educators on my team helped develop a shared vision concerning our goals for student achievement through use of technology. In doing so, I also expanded upon my knowledge of and ability to implement technology standards within the art room, which address the needs of diverse learners while also supporting higher order thinking skills through an authentic task.

Skills: In gaining knowledge of specific technology and the standards it supports, I am more skillful in designing instruction that can impact student achievement, and feel more confident in blending technology with my visual arts standards. My skills in selecting appropriate technology with serve to support differentiation within the art classroom, as well as the needs of students with disabilities and English language learners.

Disposition: The knowledge and skills I have gained and developed instilled in me an eagerness to continue learning about how technology can impact my students and school. This project gave me an opportunity to support diverse student needs, enhance cultural understanding, and increase global awareness. In reflecting upon my professional practice, I am eager to take advantage of further professional opportunities as instructional technology and productivity tool continue to emerge and develop.

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

In working within a team to design this project, I was able to impact my faculty by sharing knowledge about technology I am currently using and how we can collaborate to provide more opportunities for our students. We have improved our abilities to work together as a team, as we discovered new ways to use technology to impact student learning. In addition, students will have a chance to use technology to solve the real-world problem of filtering water, which has a meaningful connections as we have students from many cultures whose families may not have access to clean water, and the polluted Chattahoochee River runs through our county. The impact will be assessed by use of a rubric to evaluate student presentations on the process of developing the filter as well as how well the filters work. Students will then have a chance to re-assess their work in order to improve.