

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Brandy Beavers	Mentor/Title: Casey Payne/ SPED	School/District: Walker County Schools
Field Experience/Assignment: Engaged Learning Project	Course: ITEC 7400 21st Century Teaching and Learning	Professor/Semester: Dr. Jo Williamson/ Summer 18

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
6/19/18	Engaged Learner Project Formation Meeting with Group (1.5 hour)	PSC 1.2, 2.1, 2.3, 2.4, 2.5, 2.6, 3.2, 6.1, 6.2, 6.3	ISTE 1b, 1c, 2b, 2c
6/22/18	Completed Engaged Learner Project Formation Meeting with Group (1.5 hours)	PSC 1.2, 2.1, 2.3, 2.4, 2.5, 2.6, 3.2, 6.1, 6.2, 6.3	ISTE 1b, 1c, 2b, 2c
7/5/19	Designed/Developed the website for the Engaged Learning Project with group (5 hours)	PSC 1.2, 2.1, 2.3, 2.4, 2.5, 2.6, 3.2, 6.1, 6.2, 6.3	ISTE 1b, 1c, 2b, 2c
7/7/18	ELP Peer Coaching Activity on Ideas (1.5 hours)	PSC 3.7, 4.2, 6.3, 6.3	ISTE 1a, 2a, 2b, 2c, 3g, 6b, 6c
7/9/18	Small Group Meeting to evaluate Idea and Edit for Draft (2.5 hours)	PSC 1.2, 2.1, 2.3, 2.4, 2.5, 2.6, 3.2, 6.1, 6.2, 6.3	ISTE 1b, 1c, 2b, 2c
7/13/18	ELP Peer Coaching Activity on Draft (1.5 hours)	PSC 3.7, 4.2, 6.3, 6.3	ISTE 1a, 2a, 2b, 2c, 3g, 6b, 6c
7/15/18	ELP Final Project Set Up/Chalk and Wire (1.5 hours)	PSC 1.2, 2.1, 2.3, 2.4, 2.5, 2.6, 3.2, 6.1, 6.2, 6.3	ISTE 1b, 1c, 2b, 2c
	Total Hours: 15 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		
Multiracial						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? *The field experience for this course encompassed the formation, development, editing, and completion of the Engaged Learning Project. I was able to work on becoming a better coach through experiencing this first-hand. I was able to develop a great relationship with my colleagues, and create something that can be used in our county for years to come.*

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: Throughout this course, I gained knowledge about the engaged learning indicators and the LoTi levels of learning. My knowledge about both of these concepts will help me in the future when planning lessons/activities for my students.

Skills: I was able to learn how to assess work to identify where the strengths and weaknesses were in relation to the LoTi levels and the engaged learning indicators. I was able to show professionalism and knowledge when offering suggestions to my peers.

Dispositions: I have been able to gain a deeper understanding for the importance of challenging, engaging, and motivating students was gained from this course. Excellent teacher leadership in this class helped me tremendously, which is something that I can take with me for the future to make me a better leader.

3. 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 covered material that we do already cover each year. However, this is a more engaging way for students to research, learn, and present the material. The engaged learning project built by our team takes an activity and turns it into something that can be a memory for our students, but also our staff and community. We were able to use what we knew about our school and collaborate together to make something that other schools could also participate in. We can each share our findings with our staff and the impact will be assessed by the student reflection videos that will be taken at the end of the ELP. These videos will be assessed to find the county-wide, grade level winner.