**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Erika Drake | **Mentor/Title:** Mr. Andrew Chapman/MT | **School/District:** Georgia Connections Academy MS/ State Charter School |
| **Field Experience/Assignment:** Engaged Learning Project | **Course:** ITEC 7400 21st Century Teaching and Learning | **Professor/Semester:** Dr. Williamson/Spring 2018 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 3/1-13/18 | Developing the Engaged Learning Project Idea [5 hours] | PSC 2.1 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.6, 4.3, 6.1, 6.2, 6.3 | ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3b, 3g, 5c, 6a,6b |
| 3/14/18 | Developed and Completed the Engaged Learning Project Draft [6 hours] | PSC 2.1 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.6, 4.3, 6.1, 6.2, 6.3 | ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3b, 3g, 5c, 6a,6b |
| 3/14/18-4/28/18 | Designed and completed the final Engaged Learning Project [4 hours] | PSC 2.1 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.6, 4.3, 6.1, 6.2, 6.3 | ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3b, 3g, 5c, 6a,6b |
| 03/18/18-4/30/18 | Coaching peers with developing their Engaged Learning Project; Collaborating with peers via feedback on my EL Project [3 hours] | PSC 2.1, 2.6. 3.2, 3.7, 4.3, 6.1, 6.2, 6.3 | ISTE 2a, 2f, 3b, 3g, 5c, 6b, 6c |
|  | Total Hours: [18 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 |  |  |  | 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?**  During this field experience, I worked on creating an Engaged Learning Project. During the development of this project, the indicators of Engaged Learning and Levels of Technology Implementation were both increased. In the final product of this project is a proposal for a business in Mexico. Students will create this proposal after researching for problems in Mexico, geography and resources in Mexico, and types of jobs in their industry. After collaborating with their peers, a limited number of the proposals will be shared with the Latin Chamber of Commerce in Atlanta. Technology will be included in each step of the project from the online resources, the use of Edmodo for submissions and collaboration, and in the creation of the final proposal. I learned that students can be self-directed learners, they may require scaffolding and daily checkpoints to make sure that they stay on task, and that feedback from me is helpful for students with my role as facilitator and learner. |
| **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.)**  For this field experience I used my knowledge of social studies content (CK) associated with Mexican economic problems, Mexican geography, job types and businesses. I also used my lesson planning, chunking, graphic organizing, facilitating, differentiating and implementing skills to incorporate a video hook, Mexican business experts, and resources to modify the lesson to fit the needs of my students and include various indicators of Engaged Learning (PK). My openness to collaborate and learn with and from my fellow coaches and learning teammate helped me to adapt my early ideas and drafts of the project to include daily checkpoints, student collaboration, variation in types of student presentations and more technology inclusion which helped my final project reach higher levels of LoTi than it originally contained (TK). |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  In this field experience student learning was impacted because students are engaged in authentic learning as they engage in problem solving, decision making, critical thinking, and collaboration to create their Mexican business proposal in a technology enhanced environment. The students will select their own businesses, address a problem in Mexico, collaborate with experts and peers, and create their own technology enhanced presentation of their Mexican business proposal. The impact is assessed via the daily check points, monitoring of collaboration, and rubric for the final project presentations. |