**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Brandy Stapleton | **Mentor/Title:** Natalie Smith/Instructional Specialist | **School/District:** Gainesville High/Gainesville City Schools |
| **Field Experience/Assignment:** Engaged Learning Project | **Course:** ITEC 7400 21st Century Teaching & Learning | **Professor/Semester:** Ms. Jane Roberts/Summer 2019 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 6/17/19 | Completed the Idea for the Engaged Learning Project. [3 hours] | PSC 1.2, 2.6 | ISTE 2f |
| 7/8/19 | Completed the Idea Draft Template for the Engaged Learning Project [8 hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.7, 4.1, 4.3 | ISTE 2a,b,c,d,e,f, 3b,f, 5a,b,c, 6a, |
| 7/15/19 | Designed the Rubric for the Engaged Learning Project. Revised project to clarify teacher roles and assessment strategies. [3 hours] | PSC 2.7 | ISTE 2b |
| 7/17/19 | Reviewed feedback notes from drafted version and finalized Engaged Learning Project [2 hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.7, 4.1, 4.3 | ISTE 2a,b,c,d,e,f, 3b,f, 5a,b,c, 6a, |
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|  | Total Hours: [16 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 |
| Multiracial |  |  |  |  |  |  |  | X |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  | X |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| 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?**  *For this field experience, I chose to modify a project that I already use in one of my courses so that it will integrate technology to be more engaging for students. Using prior content and technology knowledge, I applied the ISTE standards to a budget and finance project that forces students to look at adulthood and budgeting. Through this experience, I learned that higher LoTi levels are achieved with community collaboration, technology integration, and higher order thinking skills. The Engaged Learning project showed insights into the world of coaching peers to create better projects, including communication methods to advise peers.* |
| **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.)**  *The knowledge of Engaged Learning Indicators and LoTi levels created the basis for the project. The collaboration and peer coaching depended on my understanding of the content. I am confident in my abilities to identify areas of opportunities and coach peer teachers on ways to improve their instruction and assessments.* |
| **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 will impact student learning by helping to simulate some of the challenges that adults face in the real world. The experience is authentic and challenging for students, while integrating aspects of technology to promote understanding access higher-order thinking. The impact on student learning is assessed as students progress and finalize their budget project.* |