**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Anna Luther | **Mentor/Title:** Valerie Agramonte, Ed. S. | **School/District:** McCleskey Middle School/Cobb County |
| **Field Experience/Assignment:** Endangered Animal Engaged Learning project | **Course:** ITEC 7400 21st Century Teaching and Learning | **Professor/Semester:** Ms. Roberts/ Spring 2015 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 3/1/15 | Started to develop the idea for my engaged learning project (2 hours) | * PSC 1.1 * PSC 1.2 | • Nets-C 1a   * Nets-C 1b * Nets-C 2f |
| 3/4/15-3/9/15 | Implemented a rough draft of the project with my students (16 hours) | * PSC 2.1 * PSC 2.2 * PSC 2.5 * PSC 3.7 | * Nets-C 1a * Nets-C 2f * Nets-C 2a * Nets-C 2b * Nets-C 2e * Nets- C 3g |
| 3/11/2015 | Collaborated with my co-teacher and media specialist (who helped create this project) to review changes and strengthen the project (1 hour) | * PSC 1.2 * PSC 1.1 * PSC 2.3 * PSC 2.8 | * Nets-C 1a * Nets-C 2c * Nets-C 2f |
| 3/12/2015 | Used lesson plans and notes from collaborative meeting to type up my engaged learning project idea ( 2 hours) | * PSC 2.2 * PSC 2.3 | * + Nets-C 2b * Nets-C 2c * Nets-C 6c |
| 3/27/2015 | Used feedback from peers and professor to update my project and raise the LoTi level (4 hours) | * PSC 2.7 | * + Nets-C 1a * Nets-C 2g |
| 4/15/15 | Made revisions to EL Project Draft using peer and professor feedback (2 hours) | * PSC 2.8 * PSC 6.3 | * Nets-C 6c * Net-C 6a |
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|  | Total Hours: [27 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 |  |  |  |  |  | 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?**  Throughout this experience, I was challenged to rethink how I viewed projects. I had to really think about how to let my students collaborate and learn from professionals throughout their project. I also had to think critically to develop formative assessments throughout the project that would make sure the students were engaged throughout the entire activity. During this project, I also continually learned how to develop grade appropriate lessons for my students. |
| **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 vast majority of my sixth graders are highly interested in animals. Because of this, they were very motivated and excited to begin this project. I used this motivation to help them develop their research skills, citing skills, writing skills, speaking skills, and internet publishing skills. All of these things are incorporated into the sixth grade Language Arts standards produced by the Common Core. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This activity was unique because it united the Media Specialist, Special Education teachers, parents, and students for a common cause: environmental preservation. This impact can be assessed by the turn out at the Gala and the change in students’ habits. After this project, students were much more involved in keeping the environment clean and pure for animals, which is a skill they can carry with them. |