

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Alena Zink/Cindy Smith	Mentor/Title: Tim Clark/Coordinator of Instructional Technology	School/District: Shiloh Point Elementary/Forsyth County Schools
Field Experience/Assignment: Engaged Learning Project for 21st Century Teaching & Learning	Course: 21st Cen Teaching & Learning Section W05	Professor/Semester: Dr. Fuller/Summer 2013

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
SAMPLE June 24	SAMPLE Completed the Pre-Plan for the EL Project. Decided on the grade level and the subject areas. Searched for available online projects appropriate for kindergarten and matching with the chosen objectives. . Chose the focus standards for assessment and cross -curricular objectives (stacking standards). [5 hours]	SAMPLE PSC 2.1, 2.7, 3.1 6.1	SAMPLE ISTE 2a, 2g, 2a, 6a and b
June 26	Determined the essential question for the EL Project. Discussed the formats of the student final products. Thought of the ways to involve community members into the learning experiences and make the project more culturally responsive. Looked at the list of EL indicators to determine which ones are weak and/or strong. Filled out the EL Project Idea template to submit for Module 4. (5 hours)	PSC 2.3, 2.4, 3.1,3.7, 6.1	ISTE 2c, 2d, 3a, 3g, 6a and 6b
July 7	Looked at and reflected on peer feedback for the EL Project idea. Chose the “hook” for the project. Determined specific steps for the project implementation and describe technology tools and implementation of each. Revised the focus and complementary standards to match with the process. Evaluated and decided what online resources to use in the project. Reflected on the LoTi level and engaging learning indicators. (5)	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.6, 6.1, 6.2	ISTE 2a, 2b,2c, 2d, 2e, 2f, 3a, 3b, 3f, 6a and b, 6c
	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								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

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?

One thing that I've learned to appreciate from this experience is communication and collaboration with colleagues. I think the work load was enormous, but working with a partner made it engaging, doable, and fun! Bouncing ideas off each other challenged us to be the best we could be and come up with authentic tasks for kindergarten students. Having feedback from the peers in the group was helpful, too. We had many conversations about how to implement suggestions into the project or justify why we wanted to reject some. With that said, I think it is important to model how collaborative and supporting atmosphere can be a half-way win for teachers. When we are working together, we feel braver to try out new tools, make mistakes, and reflect on our work.

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: to build a good project, we needed to learn what that “good” is made of. We learned about research-based, learner-centered strategies and the ways to address the diversity of all students. The definitions of EL indicators and LoTi levels had to be burned into our minds in order for us to make our project truly engaging and authentic.

Skills: We practice to implement what we have learned about LoTi and EL indicators to every step of the project development. With enough practice of assessing examples and each other's EL project ideas, we were able to calibrate our skills in developing our own. We practiced the skills of effective lesson-design and digital tools search and evaluation.

Enthusiasm: I feel like during this experience, I continuously grew as a professional. My attitude towards peer feedback changed and I felt safe to welcome suggestion on my project. I found it extremely beneficial to be able to “see” my work from the perspective of other teachers, reflect upon, and improve my work based on their feedback.

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

I think my first step to make a change will be bringing this project to kindergarten grade level at our school. I hope to excite the teachers and offer them any help I can to support them and their students. Next year, our kindergarten teachers will be implementing BYOT as well, and maybe this project can be the first step to give it a try.

I think my assessment of the impact will be conducted during the walk-throughs. I would like to see more technology integration on a daily basis in kindergarten classrooms. Hopefully, the kindergarten team will come back to me for more collaborative ideas and together we will develop other EL projects.