STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Shanna Irving	Mentor/Title: Melissa (Lisa) Wheeler / Media Specialist	School/District: North Cobb High School/Cobb County
Field Experience/Assignment: Engaged Learning Project	**Course:** ITEC 7400: 21st Century Teaching & Learning	**Professor/Semester:** Jo Williamson, Ph.D. Summer 2014

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
6/4/2014	Engaged Learning Idea 3 hours	2.1, 2.2, 2.4, 3.1	2a, 2b
6/8/2014	Engaged Learning Idea Coaching 1 hour	3.7, 5.2	2a, 2b, 3g
6/30/2014	Engaged Learning Draft 3 hours	2.3, 2.6, 3.3, 4.3	2a, 2b, 2d
7/5/2014	Engaged Learning Draft Coaching 1 hour	3.7, 5.2	2a, 2b, 3f
7/9/2014	Engaged Learning Draft Revision 2 hours	6.2, 4.2	3g
7/10/2014	Engaged Learning Draft Revision 2 hours	6.2	2f
7/15/2014	Engaged Learning Draft Revision 1 hours	6.2	2e, 2g
7/16/2014	Engaged Learning Draft Finalization and Submission 2 hour	2.5, 2.7, 4.1, 6.1	2c, 6a, 6b, 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				X
Multiracial								X
Subgroups:								
Students with Disabilities								X
Limited English Proficiency								
Eligible for Free/Reduced Meals								X

Part II: Reflection

CANDIDATE REFLECTIONS:

1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?

This field experience is centered on development of my Engaged Learning project entitled Blockbuster Letdown Makeovers, a 5+ week collaborative project-based unit that employs an a variety of technology tools to engage students in movie production research and evaluation. Students' ultimate products were re-developments of poorly-executed scenes in Blockbuster hit movies. The development of this project, feedback from peers, and my coaching of others helped me to realize the depth of consideration necessary to implementation of truly engaging project-based learning and technology integration that does more than replace paper and pencils. I also learned best practices in coaching teachers who are working toward those same goals.

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
This field experience helped me to understand the depth of exploration available to students when teachers combine research-based learner-centered instructional strategies and project-based curriculum. This experience also helped me to understand the legal and ethical considerations of implementation of any curriculum and the ways in which technology can help to overcome equity and accessibility issues in education.

Skills
Aligning technology usage to course standards in a meaningful way (i.e., not just to replace paper and pencil) is a skill critical to the 21st century educator's success and the success of that educator's students. This project helped me develop both the ability to do that and the ability to help others do the same. It also provided me the opportunity to practice developing blended learning curriculum that would require higher-order thinking efforts and collaboration beyond the limits of a 90 minute class period.

Dispositions
Development of this project helped me to view technology integration in more approachable terms. The task of developing this engaged learning project seemed immense and dreadful at first, but the process and the finished product demonstrate to me that I can be one of those innovative educators that keeps students engaged, and that doing so could and in many ways would benefit me, my students, our community, and our digital world.

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

I plan to use this project in professional development sessions that emphasize why and how to engage learners in the English Language Arts classroom. I will use this project with my own students and collect pre- and post-test data as well as engagement data to confirm the positive impact I suspect it will produce. This data will be used to inform my school's strategic planning for technology-rich project-based learning.