

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Ariel Flinn	Mentor/Title: Heather Rogers/Teacher	School/District: Findley Oaks Elementary/Fulton County
Field Experience/Assignment: Engaged Learning Project	Course: ITEC 7400 21 st Century Teaching and Learning	Professor/Semester: Ms. Roberts/Summer 2013

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
6/24/2013	Met with mentor to discuss Engaged Learning project [1 hour]	1.1, 3.6, 6.1	1a, 3f, 6a
6/26/2013	Met with Music teachers to discuss Engaged Learning project [1 hour]	1.1, 3.6, 6.1, 6.2	1a, 3f, 6a, 6b
6/28/2013	Met with other Music teachers to discuss Engaged Learning project [1 hour]	1.1, 3.6, 6.1, 6.2	1a, 3f, 6a, 6b
7/1/2013	Communicated with my contact at the Atlanta Symphony Orchestra to get guidance/feedback on Engaged Learning project [2 hours]	3.7	3g
7/2/2013	Explored Finale website, including tutorials [1 hour]	3.2, 3.5, 6.1, 6.2	3b, 3e, 6a, 6b
7/3/2013	Completed Engaged Learning Project Idea template [2 hours]	2.1, 2.2, 2.4, 2.5, 2.6	2a, 2b, 2d, 2f, 2g
7/7/2013	Coached classmates on their Engaged Learning Project ideas [2 hours]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 6.1, 6.2, 6.3	2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6b, 6c
7/9/2013	Worked on Engaged Learning Project Draft [2 hours]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8	2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h
7/10/2013	Worked on Engaged Learning Project Draft [1 hour]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3	2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3d
7/11/2013	Met with other Music teachers to discuss Engaged Learning Project [1 hour]	1.1, 3.6, 6.1, 6.3	1a, 3f, 6a, 6b
7/11/2013	Completed Engaged Learning Project Draft [1 hour]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.4	2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3d
7/12/2013	Coached classmates on their Engaged Learning Project drafts [2 hours]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 6.1, 6.2, 6.3	2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6c
7/17/2013	Completed Engaged Learning Project [1 hour]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3	2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3d
	Total Hours: [18 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						x		
Limited English Proficiency						x		
Eligible for Free/Reduced Meals						x		

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?

Through the development of this project, I learned how to align my content area (Music) with technology integration and Engaged Learning. The Engaged Learning aspect of this project was critical, because while technology will change, the need for students to be engaged in the learning will always be an important characteristic of student learning. Additionally, the project afforded the opportunity to coach my peers in their own Engaged Learning projects. This helped me practice my coaching and leadership skills in an authentic setting, because the teachers I coached were able to take my advice to improve their own projects. Hopefully, this coaching practice will mirror real-life coaching opportunities.

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.)

This project helped me gain the knowledge necessary to become a successful technology coach, specifically coaching through the Engaged Learning framework. This *knowledge* will help me to “assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students” (ISTE 2), which is also a necessary *skill* for technology coaches. Additionally, through this process, I was able to experience a simulated coaching scenario. While developing these coaching *skills*, I was able to develop certain *dispositions* about coaching because I was able to “evaluate and reflect on [my] professional practice and dispositions to improve and strengthen [my] ability to effectively model and facilitate technology-enhanced learning experiences” (ISTE 6c).

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

Hopefully, this project will have positive implications for student learning in Music class because it was designed with the Engaged Learning framework in mind. This effect on student learning can be assessed using the project rubric tool I have developed. More broadly, the coaching practice built into this experience could have an effect on how successful I will be in coaching my teacher peers in my school (faculty development). This effect can be assessed with the implementation of a teacher survey to measure the success and influence of my coaching on teachers’ technology use.