

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate: Tiffany Gibson	Mentor/Title: Laurah Fannin/ Instructional Technology Specialist	School/District: Westside Elementary School/ Polk School District
Course: ITEC 7400 21 st Century Teaching and Learning		Professor/Semester: Ms. Roberts/ Spring 2015

Part I: Log

(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete one field experience totaling 5 hours!
If you have fewer field experiences, just delete the extra rows. Thank you!)

Date(s)	1 st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>
1/20/15	Introduction to Engaged Learning and LoTi Levels/1 Hour	PSC 2.1, 2.2, 2.3, 2.6, 2.7 ISTE: 2a, 2b, 2c, 2f, 2g	1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? This experience introduced me to LoTi level, the constructivist model and the indicators of engaged learning. I learned that I can make a lesson better by using technology and

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				X	
Hispanic							X	
Native American/Alaskan Native								
White			X				X	
Multiracial							X	
Subgroups:								
Students with Disabilities							X	
Limited English Proficiency								X
Eligible for Free/Reduced Meals								X

considering the indicators that it shows.

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 experience showed me that I must know the indicators of engaged learning and be willing to let my students be more in control. I have to be able to look at a lesson and judge it based on the LoTi Level. I must be able to look at a lesson and know how to help raise the LoTi level. By designing and implementing instruction with a higher LoTi level, the result is students who are more engaged. My disposition has changed by learning that using research based best practices, students can have enhanced learning experiences.

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

This impacted students learning because now that I know how to make lessons better by using technology I can better instruct students. I can also model for my colleagues how to do the same. The material I learned during this experience will impact my school for years to come.

Date(s)	2 nd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
---------	--	----------------------	---

<p>2/2/15 2//21/15 3/1/15 3/10/15</p>	<p>Engaged Learning and LoTi practice/1 hour Engaged Learning and LoTi practice/1 hour Engaged Learning and LoTi practice/1 hour Engaged Learning and LoTi practice/1 hour</p>	<p>PSC 2.1, 2.2, 2.3, 2.6, 2.7 ISTE: 2a, 2b, 2c, 2f, 2g</p>	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? This experience introduced me to LoTi level, the constructivist model and the indicators of engaged learning. I learned that I can make a lesson better by using technology and</p>
---	--	---	--

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								
Black								
Hispanic								
Native American/Alaskan Native								
White								
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

considering the indicators that it shows.

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 experience showed me that I must know the indicators of engaged learning and be willing to let my students be more in control. I have to be able to look at a lesson and judge it based on the LoTi Level. I must be able to look at a lesson and know how to help raise the LoTi level. By designing and implementing instruction with a higher LoTi level, the result is students who are more engaged. My disposition has changed by learning that using research based best practices, students can have enhanced learning experiences.

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

This impacted students learning because now that I know how to make lessons better by using technology I can better instruct students. I can also model for my colleagues how to do the same. The material I learned during this experience will impact my school for years to come.