



Jenn Heyser

STRUCTURED Field Experience Log & Reflection Instructional Technology Department

Candidate: Alex Swan	Mentor/Title: Jenn Heyser/Art Teacher	School/District: McClure Middle School
Field Experience/Assignment: Engaged Learner Project	Course: ITEC 7400	Professor/Semester: Dr. Yi/Summer 2020

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
06/10/2020	Exploring the Etowah River on a kayak trip. (3 hours)	ENGR-STEM 1 ENGR-STEM 2 ENGR-STEM 3 ENGR-STEM 4 ENGR-STEM 5	6. Content Knowledge and Professional Growth
06/22/2020	Read the <i>Status and Restoration of the Etowah River, an Imperiled Southern Appalachian Ecosystem</i> . Retrieved July 09, 2020, from https://sherpaguides.com/southeast/aquatic_fauna/chapter_16/index.html (1 hour)	ENGR-STEM 1 ENGR-STEM 2 ENGR-STEM 3 ENGR-STEM 4 ENGR-STEM 5	4. Professional Development and Program Evaluation
07/04/2020	Discussed project with a relative who used to work with the DNR off of the coast of Brunswick/SSI. She is currently a middle school Science teacher. (1 hour)	ENGR-STEM 1 ENGR-STEM 2 ENGR-STEM 3 ENGR-STEM 4 ENGR-STEM 5	6. Content Knowledge and Professional Growth
06/14/2020	Read the <i>Etowah River User's Guide: Vol. 4. Georgia River Network Guidebooks Series</i> . (3 hours)	ENGR-STEM 1 ENGR-STEM 2 ENGR-STEM 3 ENGR-STEM 4 ENGR-STEM 5	4. Professional Development and Program Evaluation

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?

The books I read were extremely helpful to my project and the leadership role I will need to take to implement it. While out on the Etowah, I was able to visually see steps I need to take and elements I will be using throughout this project/lesson. I took pictures and made notes that will help me plan and explain our project to the students. And my conversation with the former DNR employee was very helpful, especially since her experience was with bodies of water and species found there. She helped me solidify my ideas and learn what kind of things the DNR would and would not approve of.

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 learning, especially the reading, definitely built on my knowledge and has helped me become much more prepared to begin this lesson/project with my students. I am confident that we are on the right track to meet the ENGR-STEM standards that we have outlined. I am very excited to begin the project, and I hope that my students will see my enthusiasm and that it will be contagious. Collaborating with one another and improving our environment are draws for the students that I hope to build on as we progress.

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

Because we are not currently in school, I am not able to yet fully assess this aspect. However, I am looking forward to how it will impact student learning as we proceed and look forward to reflecting on this in the future.

