

# STRUCTURED

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Rebekah Yoder	<b>Mentor/Title:</b> Teri Curlew/LSTC	<b>School/District:</b> Alcova Elementary School/Gwinnett
<b>Field Experience/Assignment:</b> Lesson Plan Project	<b>Course:</b> ITEC 7430: Internet Tools in the Classroom	<b>Professor/Semester:</b> Tricia Frazier/Spring 2015

### Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
Feb. – March 2015	<b>SAMPLE</b> Planned my lesson plan (1 hour)	2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 6.3	ISTE Teachers: 1a, 1d, 2c, 3a, 3b
Feb. – March 2015	Implemented the lesson plan in my classroom (10 hours)	2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 6.3	ISTE Teachers: 1a, 1d, 2c, 3a, 3b
Feb. 2015	Discussed this field experience and requested feedback from colleagues at Alcova Elementary School (2 hours)	6.2, 6.3	ISTE Teachers: 1a, 1d, 2c, 3a, 3b
4/20/15 – 4/26/15	Completed a reflection and a write-up of the lesson plan (1 hour)	6.2	ISTE Teachers: 1a, 1d, 2c, 3a, 3b
4/26/15	Created a screencast describing my lesson (2 hours)	2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 6.3	ISTE Teachers: 1a, 1d, 2c, 3a, 3b
	Total Hours: [16 hours ]		

<b>DIVERSITY</b>								
(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
<b>Race/Ethnicity:</b>								
Asian								
Black						x		
Hispanic						x		
Native American/Alaskan Native								
White						x		
Multiracial						x		
<b>Subgroups:</b>								
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?**

For this field experience, I created and implemented a lesson plan using multiple Web 2.0 tools. This lesson plan was done in a 4<sup>th</sup> grade reading and writing class. I learned so much about technology facilitation and leadership through this lesson. I was reminded once again about the importance of spending time teaching the students each technology tool they had the option of using beforehand. As a result, by the time this project was implemented, my students were proficient in all three tools they could use to create their reading responses. This fostered a lot more student independence and ownership of their learning.

**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 lesson plan required me to design and facilitate a technology-enhanced learning experience that used research-based, learner-centered strategies. The technology used in this lesson promoted higher-order thinking skills, and I planned the lesson in such a way that all learners benefited. This lesson also allowed the students to collaborate with one another. Finally, this lesson required me to reflect on what went well and what needed to be improved.

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

This field experience impacted student learning because it allowed the students to apply reading skills they have learned throughout the year and use technology to create their final products.

This impact on student learning can be assessed by viewing student projects to assess the learning that went on throughout the lesson.