**STRUCTURED
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Ashley Allgood | **Mentor/Title:** Kristen Fowler/AP | **School/District:** Brookwood High/Gwinnett County |
| **Field Experience/Assignment:**Lesson Plan Project | **Course:**ITEC 7430Internet Tools in the Classroom | **Professor/Semester:**Dr. Frazier/Spring 2015 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE StandardsPSC** | **NATIONAL StandardsISTE NETS-C** |
| 3/1/2015 | Brainstormed ideas for lesson plan project by reviewing county and ISTE standards (1.5 hours) | PSC 1.3, 2.1, 2.2, 2.3, 2.6, | ISTE 1b, 2a, 2b, 2c, 2f |
| 3/4/2015 | Worked on lesson plan template (1.5 hours) | PSC 1.3, 2.1, 2.2, 2.3, 2.5, 2.6 | ISTE 1b, 2a, 2b, 2c, 2e, 2f |
| 3/7/2015 | Worked on lesson plan template (1.5 hours) | PSC 1.3, 2.1, 2.2, 2.3, 2.5, 2.6  | ISTE 1b, 2a, 2b, 2c, 2e, 2f |
| 3/15/2015 | Created rubrics for formative and summative assessments and created Google Forms (2 hours) | PSC 2.7 | ITSE 2g |
| 3/16 – 3/27/15 | Implemented lesson plan with students in classroom (8 hours) | PSC 3.1, 3.2, 3.4, 3.5, 4.1, 4.3 | ISTE 3a, 3b, 3d, 3e, 5a, 5c |
| 3/31/15 | Reviewed student feedback surveys (.5 hours) | PSC 2.8 | ISTE 2h |
| 4/1/15 | Completed lesson plan template (2 hours) | PSC 1.3, 2.1, 2.2, 2.3, 2.5, 2.6 | ISTE 1b, 2a, 2b, 2c, 2e, 2f |
| 4/14/2015 | Reflected on lesson and made alterations to rubrics based (1 hours) | PSC 6.2 | ISTE 6c |
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|  | Total Hours: [18 hours ] |  |  |

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| **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 |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  |  | x |
|  Limited English Proficiency |  |  |  |  |  |  |  | x |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  |  | x |

**Part II: Reflection**

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| **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?**This field experience was the creation of my lesson plan which incorporates tools from the Internet. I learned that instructional technology increases student-engagement when put in the hands of the students, instead of just being used by the teacher. Technology should be used in the classroom to create authentic lessons. In this lesson plan, the students used wikis and screencasts to share their research and knowledge on a specific aspect of Roman culture. This project was meaningful to the students since they had choices in picking their topic and in designing their own wiki, as well as since their research and final product was to be viewed by anyone on the Internet. My role as the teacher was to facilitate student learning. Sometimes my role as facilitator varies, meaning sometimes having to co-learn with the students, sometimes troubleshooting technology alongside of the students, or sometimes guiding student understanding directly. Moreover, I learned that by collaborating on this project with other teachers in the school, I can increase student engagement in my classroom as well as help other teachers increase student learning in their own classrooms.  |
| **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.)**The lesson plan project gave me the opportunity to apply my course readings, modules, curriculum standards, and digital tools to create an authentic and student-directed lesson. Throughout the development of this project, I referred back to my readings and resources in order to make improvements to the lesson, which in turn increased the students’ engagement. The student-created product, the collaborative process of the project, and final assessment were all enhanced by technology. It excited me to create a project that would enable to me address the curriculum standards in a more authentic way through the integration of technology. Having used the digital tools first-hand in the creation of this lesson, I am now more prepared to help my students and colleague as they use these tools in the future.  |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** Due to the constructivist nature of the lesson plan, my students’ learning was increased. They were given the chance to choose a topic and research it for themselves. Then the creation of the wiki gave the students ownership of the material. During classroom discussions on culture, each student had an area of expertise and could teach their peers about the topic, instead of just us reading from the book. Additionally, the students created screencast tutorials to be viewed by their peers as a review before assessments. The students felt great pride that they were helping their peers prepare for exams. Due to this lesson plan, the students were more motivated to learn about Roman culture, and our classroom discussions went more in depth.  I created my lesson plan in collaboration with one of our media center specialist, which enabled me to talk through my ideas and receive feedback. After I had finished the final product, I shared it with the media center specialists and our instructional technology team. They were excited to see the integral way technology was incorporated into the project. Each department created similar projects to share with teachers in order to encourage other teachers to create more engaging lessons. These department created lessons will be shared during staff development. Hopefully in the next few months, other teachers will use these projects in their classroom, which will result in an increase in student learning and engagement throughout the school.  |