

# STRUCTURED

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Morgan Green	<b>Mentor/Title:</b> Chuck Wilson/ Assistant Principal	<b>School/District:</b> Creekview High School/ Cherokee County
<b>Field Experience/Assignment:</b> ISTE Lesson Plan	<b>Course:</b> ITEC 7430	<b>Professor/Semester:</b> Dr. Tricia Frazier

### Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
10.24.2016	(1 hour) Plan and determine when the lesson plan will be implemented and with which topic.	PSC 1.2, 1.4	ISTE 1B, 1D
11.01.2016	(1 hour) Choose the tools that will be used to complete the assignment.	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	ISTE 2A, 2B, 5A,
11.05.2016	(5 hours) Design the OneNote Notebook and embed links, articles, and resources.	PSC 1.2, 2.6, 2.7, 3.6, 5.1, 5.2, 5.3, 6.1	ISTE 2A, 2B, 3B, , 6A, 6B
11.06.2016	(4 hours) Create evaluation survey, ensure all of the links work, and review the tools that the students will be asked to use.	PSC 3.4, 3.5	ISTE 1D, 3E
11.11.2016	(1 hour) Introduce and implement lesson plan. Overview and Task 1- due at end of class period.	PSC 2.1-2.8, 3.1-3.7, 4.1-4.3	ISTE 2A-H, 3A-G, 5A, 5B, 5C
11.14.2016	(1 hour) Introduce Task 2 and 3 in class and turn in.	PSC 2.1-2.8, 3.1-3.7, 4.1-4.3	ISTE 2A-H, 3A-G, 5A, 5B, 5C
11.15.2016	(1 hour) Implement Task 4 in class.	PSC 2.1-2.8, 3.1-3.7, 4.1-4.3	ISTE 2A-H, 3A-G, 5A, 5B, 5C
11.16.2016	(1 hour) Work on Task 4 in class.	PSC 2.1-2.8, 3.1-3.7, 4.1-4.3	ISTE 2A-H, 3A-G, 5A, 5B, 5C
11.17.2016	(1 hour) Work on Task 4 in class	PSC 2.1-2.8, 3.1-3.7, 4.1-4.3	ISTE 2A-H, 3A-G, 5A, 5B, 5C
11.18.2016	(1 hour) Work on Task 4 and turn in	PSC 2.1-2.8, 3.1-3.7, 4.1-4.3	ISTE 2A-H, 3A-G, 5A, 5B, 5C
11.19.2016	(2 hours) Review and reflect student evaluation of the lesson plan and tasks.	PSC 2.8, 6.1, 6.2, 6.3	ISTE 2H, 6A, 6B, 6C
Total Hours: [19 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								
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?**

I was extremely proud of the students when completing this assignment. I have not designed a lesson like this before, but it is something that I had envisioned, but did not have the tools to be able to accomplish it in this way. I learned that when implementing new technology into a classroom, it is important to troubleshoot, find alternatives should the student not be able to log in to the network or not be able to connect to the internet. It is important to be able to guide and instruct students on how to use the tools that you want them to use in the workshop and walk them through the steps. A teacher cannot expect for the students to have any knowledge of these tools, and need to be sure that when they have questions the teacher can answer them.

**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.)**

By having working knowledge of the tools I was expecting my students to use in the classroom, I was able to use these tools to promote student engagement, collaboration and reach higher order thinking skills. I used the technology tools to enhance and enrich the learning experience by scaffolding and chunking the assignments into manageable parts the allowed the students to obtain, reinforce, and produce a final product. As a technology facilitator, it is important to scaffold the tasks you are asking teachers to do so they are able to manage the new information. Technology coaches also need to help facilitate and model the new information for teachers. When teaching tools, it is vital to know the tools you are working with and be able to helps teachers understand how this tool can work for them in the classroom.

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

Through this field experience, I was able to increase and revamp student learning in my classroom. The students were more engaged in the lesson, it was a hands-on assignment that allowed for collaboration, and pushed students to uses higher order thinking skills. The impact can be assessed by seeing the final products the students created in the choice board and by their formative assessments as the lesson plan unfolded.