

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Alyssa Sills	Mentor/Title: Christy Neal/Local School Technology Coordinator	School/District: Taylor Elementary School/Gwinnett county
Field Experience/Assignment: Lesson Plan	Course: Internet Tools in the Classroom ITEC 7430	Professor/Semester: Sherry Grove/Fall 2017

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
11/4/2017 11/5/2017	Completed written Lesson Plan/Planned for implementation. [6 hours]	PSC 1.1, 1.2	ISTE 1a, 1b
11/14/2017 11/15/2017 11/16/2017 11/27/2017 11/28/2017	Implemented the lesson plan with students [5 hours]	PSC 2.1, 2.2, 2.5, 2.6, 4.2	ISTE 3a, 3b, 3e, 3g
11/28/2017	Video and Screencast of lesson. [3 hours]	PSC 3.7, 5.3, 6.2	ISTE 2f, 2g
11/28/2017	Reflection of Lesson- Completion of Lesson Plan [2 Hours]	PSC 6.1, 6.2	ISTE 6a, 6c
	Total Hours: [16 hours]		

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								
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?

This field experience showed me that if students are familiar with the technology, it can shorten time on lessons but if students have never used a specific form of technology, it can take up a lot of class time. For my field experience, I had students do a book review of a book they were reading using multiple forms of technology. First, students chose a book that they liked and that they would like to share with others. Once they picked a book, they used the site Mentimeter.com to post the name of the book and the reason they chose it. Mentimeter is an online presentation tool where students can use a code to post onto a slide so that the rest of the class could see their thoughts. After they posted their book information, they used the LMS for our school called eClass to write their book review. They went to the discussion board and I taught them how to write a book review with a summary, what they liked about the book, why someone should read the book, and have correct Grammar and Spelling. Once finished they had a choice to make a PowerPoint, an iMovie, or a video note (a short video) about their book to make others want to read it. Through doing this field experience, I learned that students need many visuals when working with technology. I had to do a lot of step-by-step instruction with PowerPoint because they were not very familiar with using it. I also learned that having proper classroom management is critical when doing technology lessons. Students need to know what is expected of them and have clear rules for using technology.

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 field experience related to knowledge mostly in the planning phase. To plan a lesson with three forms of technology I had to facilitate the design of a technology-infused lesson plan. It took time to develop regarding making sure students would have enough knowledge of the forms of technology to create something that was quality (PSC 1.2). I also had to know the content standards in relation to technology standards. This lesson not only was a reading/writing lesson it was a lesson about technology and the uses of technology (PSC 2.1).

For the lesson I also had to have skills in troubleshooting, I had to know each form of technology deeply so that if students had any problems, I would be able to help them solve their issue. I also had to be able to differentiate my lesson (PSC 2.5). Students that have trouble typing wrote their book review on paper and then typed it later. I also had to adjust the learning environment for some students that were unable to focus. I have a few students in my class that need a work area away from others, and they used offices (cardboard covers around their desk to help them stay on task). I also have ELL students who need extra support. ELL students were able to use their word book, and they got extra time to finish their Book Review. I also used research-based best practices in my technology lesson (PSC 2.6). I have learned that students should have a choice in their technology so that they are more motivated and feel like they had a say in the lesson. I used this when students chose their book, and I used this when giving students the choice of technology to use for their book project.

This field experience also related to dispositions because it was the first time that my students have used this much technology in one lesson. I had to motivate my students by showing

enthusiasm toward the technology that they were using. I also had to have the right attitude. Sometimes certain parts of the lesson have to be modified from its original plan because it does not work out for the students but I was open-minded and able to stray from my plan when I needed to. Being open-minded is a trait that technology teachers need to have because individual parts are not always going to work.

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 at my school we are pushing students to read more to improve their reading level and in the end improve test scores. This project made my students more motivated to read and find books that they were interested in. Once I told students that we could write more reviews online, they were excited to find more books to read and write about. I also think this lesson helped students with their summarizing skills. We have talked a lot about summarizing books using Somebody, Wanted, But, So, Then and students were able to apply that strategy to their book review. I can assess this impact through my rubric and their reading/test scores. Their test scores and reading levels will show if students have improved and this lesson is part of the reason. The rubric will show how well the students summarized the books and who needs more support. Seeing how well students did on the summary will help me with grouping students in the future.