

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Hillary Johnson	Mentor/Title: Kathy Vinyard/Media Specialist	School/District: Lassiter High School/Cobb County
Field Experience/Assignment: Lesson Plan	Course: ITEC 7430 – Internet Tools in the Classroom	Professor/Semester: Dr. Vanderbilt/Winter 2016

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
2/17/16	Explored, planned, and evaluated resources for lesson plan activities [5 hrs]	PSC 2.4, 2.6, 3.6	ISTE 2a, 2f
2/18/16	Created resources for the lesson plan, lecture videos, sample websites, how-to videos [5 hrs]	PSC 2.1, 2.2, 2.3, 2.5, 3.2, 3.3	ISTE 2a, 2b, 2d, 2e
3/2/16 – 3/4/16	Implemented the lesson plan with students during 3 days of class [18 hrs]	PSC 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.2	ISTE 3a, 3b, 3c, 3e, 3g, 5b
3/7/16 – 3/8/16	Evaluated student projects [5 hours]	PSC 2.7, 2.8, 6.2	ISTE 2g, 2h, 6a
3/9/16	Student review of best projects [6 hours]	PSC 2.2, 2.3, 2.5, 2.7	ISTE 2b, 2c, 2d, 3a
Total Hours: [39 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								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?

This field experience required the completion and implementation of a technology-based lesson plan. My particular lesson required my students to create websites, blogs, or videos outlining the important information for a chosen biome. From this experience, I learned how to effectively troubleshoot a multitude of student issues that were common during implementation (PSC 3.5). In addition, my lesson was so successful even after the first day that my fellow biology teachers decided to implement the same lesson. I was able to coach them and their students through this process and communicate my experiences with them prior to their implementation since they were a couple days behind me on the lesson.

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.)

Knowledge – For this lesson, I had to know what the content standards and technology standards were for my students (PSC 2.1) and use these standards while implementing a meaningful assignment. I also had to know the programs students were planning on using so I would be able to troubleshoot any issues that may arise (PSC 3.5).

Skills – For this lesson, I first had to be able to create a final product that was engaging but also authentic to the students (PSC 2.3). In addition, I had to be sure to recommend tools for student use that would effectively support and enhance higher order thinking skills (PSC 2.4).

Dispositions – I had to be excited and encouraging for my students so they would also buy in to this lesson. As a result, I used best practices in instructional design to ensure a proper technology-enhanced learning experience (PSC 2.6) In addition, my beliefs about safe and ethical use of technology had to be communicated to my students and I had to ensure that I was also modeling safe, healthy, legal, and ethical use (PSC 4.2).

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 greatly impacted student learning at my school, specifically in my department. By having the students create unique and individual final projects that could be shared with their peers, the learning experience was authentic and meaningful to them. In addition, the students were so excited about their project after the first day that other students with other biology teachers were asking their biology teachers to do it too! As a result, I was able to practice my leadership skills by helping these two teachers also implement the lesson in their classrooms. This impact can be assessed by the student scores at the end of the unit on the summative assessment as well as their EOC scores at the end of the year on the ecology questions of the test.