**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Birgitta Johnson | **Mentor/Title:**  **Imogene Chatman-Mackey** | **School/District:** Gideons Elementary/APS |
| **Field Experience/Assignment:** Lesson Plan Template | **Course:** ITEC 7430 | **Professor/Semester:** Kathi Vanderbilt/Spring 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 4/2 | Completed the Pre-Plan for lesson plan (skill, lesson, final project idea) [2hours] | 2.1, 2.3, 3.3, 3.4, 3.1, 3.2 | ISTE 2a , 3c 3d |
| 4/9 | Research of various potential websites to use for lesson plan [2 hours] | 3.4, 3.6 | ISTE 2b-f |
| 4/16 | Research of various potential websites to use for lesson plan [1 hours] | 2.2, 2.4, 2.5, 2.6 | ISTE 2b-2f |
| 4/23 | Work on lesson plan template begins. [2 hours] | 2.1, 2.3, 3.3 | ISTE 2a, 3c, 3d |
| 4/24 | Continued work on lesson plan template [3 hours} | 2.1, 2.3, 3.3 | ISTE 2a, 3c, 3d |
| 4/30-5/1 | Completed work on lesson plan template [4 hours] | 2.1, 2.3, 3.3, 3.4 | ISTE 2a, 3c, 3d |
| 5/1 | Plan Screencast presentation for Lesson plan [2 hours] | 2.1, 2.3, 3.3 | ISTE 2g |
| 5/2 | Created Screencast for Lesson Plan [1 hour] | 2.7 | ISTE 2g |
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|  | Total Hours: [16 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 |  |  |  |  |  |  |  |  |
| Black |  |  |  |  |  | X |  |  |
| Hispanic |  |  |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |  |
| Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  | X |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| 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 was the lesson plan template for presenting digital tools to enhance student learning and I learned that it takes a strong technology teacher in order to create strong technology students. You have to as a coach be able to anticipate everything when it comes to presenting these tools for students to use and use effectively.** |
| **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.)**  **I think this requires that a coach has all of the skills not just for knowing how to work the technology but how to present it effectively to students, how to make time in the school day to use it and to assess students use of it. Leaders need to be able to know right away what technology is effective for student learning or what technology is not a good fit and it will change not just from school to school but class to class and that the leader or facilitator needs to be ready for the next steps when it doesn’t work.** |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  **I believe that the students who have strong leaders who can manage learning amongst various technology tools will have more time using technology for educational reasons than just looking up funny videos on the internet. Students will be able to maximize educational time which in turn could cause less disruption in school environments. Coaches need to work with faculty in staff development in the school to show how they can be technology leaders in their classroom. The impact could be so positive when teachers realize how technology in the classroom is not only helpful for students but teachers when it comes to assessment, immediate feedback and other benefits. The faculty and staff will notice a climate change to learning when there is collaboration with the coaches and the schools to create a stronger 21st century learning environment.** |