**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Tabitha Edmondson-Goodman | **Mentor/Title:** Ms. Carla Wallace | **School/District:** A L Burruss Elem/Marietta City |
| **Field Experience/Assignment:** ITEC 7430 Lesson Plan | **Course:** ITEC 7430 Internet for the Classroom | **Professor/Semester:** Dr. Gagnon/ Spring 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 3/30/16 | Pre-planning and review of rubric for the Lesson Plan assignment - 2hrs. | 2.6, 2.7 | 2f, 2g |
| 4/6/16 | Review current gifted units and begin designing ideas and activities – 3hrs. | 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 | 2b, 2c, 2d, 2e, 2f, 2g |
| 4/10/16 | Incorporate gifted, common core, and NETS-S standards into the Lesson Plan; Review the differentiation and the instructional plan – 3hrs. | 2.6, 2.4, 2.1, 2.2, 2.5 | 2f, 2d, 2a, 2b, 2e |
| 4/12/16 | Review lesson plan ideas and activities and redefine them based on students’ needs and rubric requirements – 2hrs. | 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 6.2 | 2b, 2c, 2d, 2e, 2f, 2g, 6c |
| 4/15/16 | Implement the lesson plan with my current gifted students; Reflect on how the lesson plan is progressing and what changes need to be made – 3hrs. | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3, 6.2 | 2a, 2b, 2c, 2d, 2e, 2f, 2g , 5c, 6c |
| 4/17/16 | Update lesson plan with reflections from students and suggestions from other MCS gifted teachers – 2hrs. | 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 4.3, 6.2 | 2b, 2c, 2d, 2e, 2f, 2g, 2h, 5c, 6c |
| 4/19/16 | Finalize lesson plan assignment – 1hr. | 2.6, 2.4, 2.1, 2.2, 2.5 | 2f, 2d, 2a, 2b,2e |
| 4/22/16 | Create screencast presentation for lesson plan – 1hr. | 3.7 | 3g |
|  | Total Hours: [17 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 |  |  |  | X |  |  |  |
| Hispanic |  |  |  |  | X |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White | X |  |  |  | X |  |  |  |
| Multiracial |  |  |  |  | X |  |  |  |
| **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 is an interdisciplinary unit created for my gifted second grade students. This unit should take approximately six to eight weeks to complete. During this unit the students will be exposed to all of the fifty states, but they will choose one state to really delve into. Students will research their state’s history, famous individuals, physical features, resources, products, tourist attractions, and other vital information. In this lesson plan, students will use three Web 2.0 tools to help them create artifacts to show their learning and understanding. While creating this lesson plan I learned a great deal about choosing the appropriate technology and giving my students a choice when it comes to their learning. There are a variety of technological tools that can be used by our students to help them share their learning. I tried to choose tools that would be exciting, easy to manage, but still encourage my students to think for themselves. I chose Blabberize, TimeToast, and Google Tour Builder. One important thing that I learned while implementing this unit was making sure that my students had plenty of time to explore these tools. Giving my students this opportunity really made all of the difference and it really helped with any trouble shooting problems and it increased their creativity and motivation. |
| **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 lesson plan focused a great deal on the content standards and student technology standards, authentic learning, higher order thinking skills, and instructional design. During the design of this unit I had to fully understand the gifted and state standards before I could begin incorporating the technology standards. I tried to create a lesson plan that was going to be creative, authentic and meaningful, standard based, and encourage my students to use their higher order thinking skills. Also, I had to make sure that this project was going to be challenging and age appropriate for my students. I knew that I wanted to have my students create an artifact that they were going to have implement a variety of technology skills, such as embedding videos, images, and other historical facts to showcase their states. Using these Web 2.0 tools gave me a chance to teach my students a new skill, but as my students started implementing these ideas it started to foster their own growth. I was able to become a co-learner with my students and I was able to watch them grow both academically and creatively. By giving them an opportunity to take control of their learning increased their motivation and it made the project authentic and meaningful to them. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  While implementing this lesson plan I saw that it had a very positive impact on my student’s learning and motivation. Giving my students the opportunity to choose their own state to research really brought out their creativity and increased their motivation. Each week there was a lot of excitement to share what they had learned and what they had created. This turned out to be a great unit to learn about the fifty states of America and how to use technology to design our projects. I can assess my student’s growth based on their personal reflections, teacher observations, and the culminating Google Tour Builder rubric. |