**Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Julia Hotchkiss | **Mentor/Title:** Mrs. Craven/ 5th Grade | **School/District:** TCMS/Thomas County |
| **Field Experience/Assignment:** Lesson Plan Experience | **Course:** ITEC 7430 | **Professor/Semester:** Dr. Vanderbilt/Spring 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 4/4/16 | Planned Lesson Plan (4 hours) | PSC 2.6 | ISTE 2f |
| 4/11/16 | Designed Lesson Plan (8 hours) | PSC 2.5, 2.6, 3.4 | ISTE 2a, 2e, 2f, 3d, 5c |
| 4/12/16 | Used Lesson Plan in classroom (4 hours) | PSC 2.1, 2.3, 2.6, 3.6, 4.2 | ISTE 2a, 2c, 2f, 3f, 5b, 5c |
| 5/4/16 | Reflected/Evaluated Lesson Plan (4 hours) | PSC 2.6, 2.7, 6.2 | 2f, 2g |
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|  | Total Hours: (20 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 |  |  |  |  |  | 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**

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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?**  In this lesson, I will incorporate collaboration between students and students as investigators. My students will create a new video per group and explain how to solve multi-step problems. They will work together and analyze what worked for them when solving the problem and how they can help others not to make the same mistakes. They will also use their creativity when making the video and their podcasts. My role in the classroom is a facilitator. I will provide resources for the students and be available when needed, but I will not guide the entire class through the steps to make each of the products. |
| **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.)**  As a teacher or a technology coach, I learned that planning a multi-step Lesson Plan such as this it can be easy to be bogged down in the steps. However, when my students got excited and tried their hardest, I made sure to make expectations clear so that they could understand what to do. I was able to easily show them how to use programs by using the SmartBoard as an example. Being able to adapt and overcome is a skill and disposition important for technology facilitators and leaders alike. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This experience affected the student learning by allowing them to utilize new methods to show and share their work. I am also planning on using a student’s video as an instructional video for my webpage, therefore also helping with faculty development. The students’ learning can be assessed easily by looking at how they solved the problems and if they followed instructions when making their videos. |