

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Sherry Graham	Mentor/Title: Cindy Winter/Assistant Principal	School/District: Powder Springs Elementary/Cobb County
Field Experience/Assignment: Lesson Plan Project	Course: ITEC 7430	Professor/Semester: T.Fraizer/Fall 2012

1,2,3,5,6

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
11/7/12	Completed the Pre-Plan for Lesson Plan Project (2 hours)	PSC 2.1,2.2, 2.3, 2.5, 2.7	ISTE2a, 2b, 2c, 2e, 2g
11/10/12	Designed the activities for the Lesson Plan Project (2 hours)	PSC2.1,2.2, 2.3, 2.4,2.5, 2.7,,3.2,3.6	ISTE2a,2b,2c, 2d,2e, 2g,3b,3f
11/15/12	Completed the template for the Lesson Plan Project (3 hours)	PSC2.1,2.2, 2.3, 2.4,2.5, 2.6, 2.7,,3.2,3.6	ISTE2a,2b,2c, 2d,2e, 2f, 2g,3b,3f
11/16/12	Developed the assessments and rubrics for the Lesson Plan Project (4 hours)	PSC 2.7	ISTE 2g
11/26/30/12 11/30/12	Implemented the Lesson Plan Project with students (3 hours)	PSC2.1,2.3,2.4,2.5, 2.6,3.1,3.2,6.2,6.3	ISTE 2a,2c,2d, 2e, 2f,3a,3b,6.c
12/1/12	Evaluated the Lesson Plan Project (2 hours)	PSC 3.1, 3.2, 6.2	ISTE 3a, 3b, 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								
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 focused on social studies, reading, writing, and technology. Students brought minimal prior knowledge about the explorers Lewis and Clark as well as Sacagawea to the unit. I exposed students to multiple informational texts about Lewis and Clark as well as Sacagawea. To activate knowledge, I presented a www.BrainPopJr.com learning focused video on Lewis and Clark to the class, which prompted students to reflect on their knowledge

Throughout the unit, students learned to infer, generate questions on informational text, cite evidence to prove and justify their reasons about characters and events in Reading. In Social Studies, they specifically looked at the American Historical figures to give them the tools to describe their lives. In Writing, students participated in shared research projects by utilizing www.pebblego.com and reported on their knowledge by producing informational text. The students completed a graphic organizer after they gained concrete knowledge on Lewis and Clark. They transferred the new learning that focused on the main topic and key details of informational text to into a concept map, located at www.bubbl.us. Students were expected to print these for assessment.

Finally, students demonstrated their knowledge through an activity utilizing www.voicethread.com. Within Voicethread, students had pictures available of various images of Lewis and Clark as well as Sacagawea. They worked in groups of 2-3 to comment on an image of choice of Lewis and Clark/ Sacagawea to answer questions about key details in a text. The question they were expected to answer depended on their ability level and need, which was assigned as a written prompt. Students were exposed to the prompts in small groups. Students chose which prompt they wanted to respond to and I created pairs that chose the same prompts. The pairs participated in collaborative conversations with diverse partners with in the classroom setting to discuss contributions of Lewis and Clark using Voicethread.

I learned a lot about technology facilitation and leadership from the experience. Students in first grade have limited technology skills. They take a lot of individual support to get started and trouble shoot. They are capable of performing, but need frequent assistance. If they are not closely monitored, the learning objectives will not be met and the standards will not be effectively taught. Students in first grade have difficulty getting out of the “recall” mode of Bloom’s Taxonomy, so whenever they are asked to critically think, support is needed to scaffold their learning. As they grow older, this will hopefully become an independent process.

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 experience dealt with a series of lessons that were used with first grade students. The PSC standards as well as the Common Core standards were addressed throughout this experience. The projects promote higher order thinking skills and required a deep depth of knowledge of content. Students were expected to have a deep understanding of Lewis, Clark, and Sacagawea and be able to apply that knowledge to use technology skills. It promoted collaborative learning strategies to maximize teacher and student use of digital tools and resources. During this series of lessons, I effectively managed digital tools and resources within the context of student learning experiences, because students were actively being taught, with enthusiasm, to use new tools. Activities were reflected on, and those reflections were shared with other first grade educators as I collaborated with my colleagues. Students were able to learn academic content through the use of technology in a manner that was engaging, appropriate, and accessible. Through this experience, my students facilitated their knowledge through the use of technology as they guide their learning.

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 absolutely impacted school improvement, in a manner that was more meaningful than I could have imagined. I shared this project with educators in my own grade level, both at my school and at other schools. They were impressed at the combination of learning activities that supported technology and the Common Core standards. My Academic Coach was very impressed, because it really showed the higher level thinking required of students, as well as the depth of knowledge. She asked if she could use the unit/artifacts to share with others, because it was a visual example of what is beginning to be expected in the Common Core. Many teachers have a difficult time seeing the “Common Core” in action, and this resource could help them with that. Therefore it relates to faculty development and student learning. The impact can be assessed through student learning over time. This hopefully inspired other teachers and students to critically analyze Social Studies and relate it to all curriculum areas.