**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Nkenze Jones | **Mentor/Title:** Mr. Logan Evans/ITS | **School/District:** Westside Elementary/Coffee County Schools |
| **Field Experience/Assignment:** Summative Lesson Plan Project | **Course:** ITEC 7430 Internet Tools in Classroom | **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** |
| 3/28/16 | Researched and located standards for lesson plan [3 hours] | PSC 2.6 | ISTE 2f |
| 3/29/16 | Developing instructions for lesson plan [3 hours] | PSC 2.6 | ISTE 2f |
| 4/4 – 4/8/16  4/11 – 4/14/16 | Implementation of lesson plan – computer lab-teaching students Google Apps [6 hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.5, 3.7 | ISTE 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3e, 3g |
| 4/19 – 4/22/16 | Implementation of lesson plan – writing and science standards [3 hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.5, 3.7 | ISTE 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3e, 3g |
| 4/25-26/16 | Implementation of lesson plan – using digital tools to produce and publish writing. [2 hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.5, 3.7 | ISTE 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3e, 3g |
| 4/28/16 | Reflection of lesson plan implementation [1 hour] | PSC 6.2, 6.3 | ISTE 6c |
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|  | Total Hours: [18 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 |  |  |  |  |  |  |  |  |
| **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 field experience, I designed an Internet lesson plan. The students used digital tools to produce and publish writings.  I learned how to make a student-centered lesson that integrates the use of technology. I also learned how to use the Web 2.0 tools to engage my students in an authentic learning assignment. I was able to share the lesson plan with my colleagues for implementation.  I also learned to have high expectation for myself and my students and never underestimate the capabilities of others. |
| **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 modeled the design of technology-enhanced learning experiences aligned with student content standards and student technology standards. I modeled the effective use of research-based best practices in instructional design when designing my learning plan. I demonstrated continual growth in knowledge and skills of current and emerging technologies (Google Apps for Education) and applied them to improve personal productivity and professional practices. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  The Internet lesson plan will help influence the school to improve student engagement through the use of Web 2.0 tools. They can take a more constructivism learning approach by helping students become engaged learners use critical thinking skills.  The impact can be assessed by the improvement in the academic achievement of the students. The impact on the teachers can also be assessed when they receive an evaluation score of a Level 3 or 4 on the TKES (teacher evaluation system) platform in the following standards: Performance Standard 1: Professional Knowledge, Performance Standard 2: Instructional Planning, Performance Standard 3: Instructional Strategies, Performance Standard 7: Positive Learning Environment, Performance Standard 8: Academically Challenging Environment, and Performance Standard 10: Communication. |