

# STRUCTURED

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Edith Wood	<b>Mentor/Title:</b> Ms. Schapley/English	<b>School/District:</b> North Paulding High/Paulding Co.
<b>Field Experience/Assignment:</b> Structured F.E./Lesson Plan Project	<b>Course:</b> ITEC 7430 Internet Tools for the Classroom	<b>Professor/Semester:</b> Dr. Goetzel/Spring 2014

### Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
Feb. 27, 2014	Met with collaborating teacher to discuss options/.5hr	PSC 1.4, 6.3	ISTE 1d, 6c
March 3, 2014	Explored Web 2.0 tools to use in the lesson/3 hours	PSC 1.4, 2.6, 2.8, 3.1, 3.3, 3.6	ISTE 1d, 2f, 2h, 3a, 3c, 3f
March 7, 2014	Met with collaborating teacher to discuss options and set a date to plan the lesson/.5hr	PSC 1.4, 6.3	ISTE 1d, 6c
March 12, 2014	Met after school for 2.5 hours with collaborating teacher to nail down the tools we will be using, the sequence of events, and the delegation of duties.	PSC 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 6.3	ISTE 1b, 1d, 2a, 2b, 2c, 2d, 2g, 3a, 3b, 3d, 3e, 3f, 3g, 6c
March 14, 2014	Spent 2 hours setting up the 2 Wikispaces websites, one for each class.	PSC 1.4, 2.6, 2.8, 3.1, 3.3, 3.6	ISTE 1d, 2f, 2g, 3a, 3c, 3f
March 17, 2014	Spent 2.5 hours after school making final modifications to our class Wiki site, preparing and posting assignments and rubrics, and discussing responsibilities.	PSC 1.4, 2.6, 2.8, 3.1, 3.3, 3.6	ISTE 1d, 2f, 2g, 3a, 3c, 3f
March 18, 2014	Spent 4 hours in two block classes launching the project, helping students create the necessary accounts and complete their first assignment. Reported networking/website access issues to the technology department.	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.5, 3.6, 3.7, 4.1	ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3e, 3f, 3g, 4a
ISTMarch 19, 2014	Spent 2 hours with classes teaching what makes a good Prezi followed by a trip to the media center to finish setting up Wiki accounts and completing the first task.	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.5, 3.6, 3.7, 4.1	ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3e, 3f, 3g, 4a
March 24, 2014	Provided technical assistance to students working on their Prezi presentations/2 hrs.	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.5, 3.6, 3.7, 4.1	ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3e, 3f, 3g, 4a
March 25, 2014	Provided technical assistance to students working on their Prezi presentations and updated Wikispaces with new assignment/2 hrs.	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.5, 3.6, 3.7, 4.1	ISTE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3e, 3f, 3g, 4a
Total Hours: [30 hours ]			

<b>DIVERSITY</b>								
(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
<b>Race/Ethnicity:</b>								
Asian								
Black								X
Hispanic								X

Native American/Alaskan Native								
White				x				X
Multiracial								X
<b>Subgroups:</b>								
Students with Disabilities								x
Limited English Proficiency								
Eligible for Free/Reduced Meals								

## 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?**

For this lesson plan, I collaborated with a 12<sup>th</sup> grade English teacher whom I knew to be willing to try new things. We have collaborated before on small projects, but nothing as ambitious as this lesson plan. Over the course of the lesson we became true partners, able to express our ideas – reservations and enthusiasms alike. Early on, our roles became clear. I researched the websites and presented the ones I thought she would like to try. She was responsible for designing content and assessments. I built two sites on Wikispaces.com, one for Block A and an identical one for Block B. Concerns about student privacy led us to make these sites shared only with members of the class. The students worked in groups to complete assignments which included using 3 additional Web 2.0 tools including Prezi, Timetoast, and Screencast-o-matic. The lesson also incorporated an assessment using a SMART Response System.

This lesson went amazingly well. Working with my partner to determine which tools worked best was a blessing. Planning ahead of time we were able to solve technical problems with some of the tools we used before the students were able to use them which minimized stress and frustration that can be associated with technology issues. The students were engaged and challenged. My partner and I were excited about the lesson and are planning another for next fall. I have already shared some of this experience with other teachers on the staff.

#### **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.)**

A technology coach needs to be an innovator and instigator of change. I feel I did that by collaborating with a teacher who, in the end, was glad to have been pushed outside of her comfort zone and appreciated having a partner to introduce new technology and facilitate the process. I was able to design and facilitate a technology-infused lesson plan aligned with best practices and with the content standards. Students experienced an authentic learning experience which required them to synthesize what they had learned about Shakespeare's life, evaluating the key actions in each chapter, and creating a timeline, handout, Prezi, and screencast, activities at the top of Bloom's Taxonomy. I was a technology facilitator throughout the project, guiding the students in the use of the new Web 2.0 tool, working as needed with each group to help them grasp the concepts of the content and to learn master the new technology. I was an affective troubleshooter and made sure everything worked scheduled class computer lab time. This lesson utilized web tools that make collaboration within classrooms and the outside world easy. All students had equal access to the technology at school, but could also work on assignments at home if they had a computer with an internet connection. This lesson plan was a valuable field experience which built my confidence as a technology coach and challenged me to step outside my media center and into someone else's classroom in a way that instigated positive change.

**3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**

This lesson plan impacted the student learning in both block classes and the teacher and I were also impacted in a very positive way. Students collaborated, and the teacher and I collaborated. The students and the teacher learned to use some new Web 2.0 tools and also to drastically improve their Prezi skills. The students can use their new knowledge to build more technology skills as they continue their education. The teacher and I can continue to challenge new students and ourselves to do the same. The skills practiced in this lesson plan are aligned with our school improvement goals. It has given the teacher and me the confidence to design more lessons of a similar nature. I have plans to share our lesson with teachers during an in-service at the beginning of next school year, so there is the potential for this lesson to affect many more teachers and students in my school.