STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Sharon Amonett	**Mentor/Title:** Mr. Kit Carpenter/Math Lab Coach	**School/District:** Dalton Middle/Dalton Public Schools
Field Experience/Assignment: Lesson Plan Project	**Course:** ITEC 7430 Internet Tools in the Classroom	**Professor/Semester:** Dr. Frazier/Spring 2015

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
3/21/15	Researched Mill Creek ecosystem and formulated ideas for project with fellow 7th grade science teachers in the school [2 hours]	PSC 1.2, 6.1	ISTE-C 2a, 6a
4/2/15	Created the Food Web Handout, class accounts for Voki, rubric, and presentation guidelines [4 hours]	PSC 1.2, 2.1, 2.6, 2.7, 3.2	ISTE-C 2b, 2c, 2g, 2h, 3d
4/16-23/15	Implemented the Lesson Plan Project using Creative Commons, research skills, digital presentation tool, and Voki. [5 hours for 6 classes]	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3	ISTE 2a, 2c, 2f, 3f, 5b, 5c
4/23-25/15	Completed lesson plan template, planned and created Jing screencast, reflection [5 hours]	PSC 6.2	ISTE-C 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				x	
Multiracial							x	
Subgroups:								
Students with Disabilities								
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 allowed me to take an ongoing project where my student had been collecting data on fish collected in our local creek and use technology to enhance their learning. The students used research skills and Creative Commons to create digital food webs of the Mill Creek ecosystem and then worked with a partner to communicate and collaborate to create digital presentations on the ecosystem. The lesson went smoothly, but only because of my troubleshooting and persistence before implementing the project to ensure that all problem areas were resolved ahead of time.

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.)**

Through this field experience I demonstrated the skills of designing, developing, and implementing a lesson using technology to enhance the learning objectives. I collaborated with peers to bring the content knowledge and technology skills together in an effective lesson using research-based strategies that required higher-order thinking skills for the students to meet the objectives. Through reflective measures for both the students and myself I was able to identify areas of strength and weakness in the project. Using this information I was able to adjust the lesson for future students and provide continuous learning.

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

Two of my colleagues have been working along side me to complete our field research this year for science. They have an interest in technology, but it is not their strength. I was able to use this project as a means to share ways of incorporating the technology while enhancing the current learning. This opened conversations on how we could begin using technology to collect and organize data from our research from the beginning of the process next year. Observing the amount of technology being effectively used in not only my classroom, but other 7th grade life science classrooms as well can assess this.