

# STRUCTURED

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Tiffany Gibson	<b>Mentor/Title:</b> Laurah Fannin/ Instructional Technology Specialist	<b>School/District:</b> Westside Elementary/Polk School District
<b>Field Experience/Assignment:</b> Lesson Plan Development	<b>Course:</b> ITEC 7430 Internet Tools in the Classroom	<b>Professor/Semester:</b> Dr. Frazier Spring 2015

### Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
3/16/15	Lesson Plan Project/ 1:15-2:05 Daily	PSC 1.4, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, and 6.3	ISTE 1d, 2a, 2b, 2c, 2e, 2f, 2g, 3a, and 3b
3/18/15	Lesson Plan Project/ 1:15-2:05 Daily	PSC 1.4, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, and 6.3	ISTE 1d, 2a, 2b, 2c, 2e, 2f, 2g, 3a, and 3b
3/21/15	Lesson Plan Project/ 1:15-2:05 Daily	PSC 1.4, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, and 6.3	ISTE 1d, 2a, 2b, 2c, 2e, 2f, 2g, 3a, and 3b
3/26/15	Lesson Plan Project/ 1:15-2:05 Daily	PSC 1.4, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, and 6.3	ISTE 1d, 2a, 2b, 2c, 2e, 2f, 2g, 3a, and 3b
4/1/15	Lesson Plan Project/ 1:15-2:05 Daily	PSC 1.4, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, and 6.3	ISTE 1d, 2a, 2b, 2c, 2e, 2f, 2g, 3a, and 3b
4/3/15	Lesson Plan Project/ 1:15-2:05 Daily	PSC 1.4, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, and 6.3	ISTE 1d, 2a, 2b, 2c, 2e, 2f, 2g, 3a, and 3b
4/9/15	Lesson Plan Project/ 1:15-2:05 Daily	PSC 1.4, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, and 6.3	ISTE 1d, 2a, 2b, 2c, 2e, 2f, 2g, 3a, and 3b
4/13/15-4/17/15	Lesson Plan Project / 10:05-10:55 Daily	PSC 1.4, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, and 6.3	ISTE 1d, 2a, 2b, 2c, 2e, 2f, 2g, 3a, and 3b
4/20/15-4/23/15	Lesson Plan Project / 1:15-2:05 Daily	PSC 1.4, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, and 6.3	ISTE 1d, 2a, 2b, 2c, 2e, 2f, 2g, 3a, and 3b
	Total Hours:		13 Hours, 20 Minutes

<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						X		

Black		X				X		
Hispanic						X		
Native American/Alaskan Native								
White		X				X		
Multiracial						X		
<b>Subgroups:</b>								
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 experience helped me better develop skills that I already had that were not very strong. I learned that if I let kids take more control of their learning they will surprise you. I expected students to want to use the technology for entertainment purposes. To my surprise, many of them were ready to use the technology in an educational capacity. This experience helped me to step up and help lead some of my colleagues in technology integration. I find that now I am the person that they seek out when they need a suggestion about what technology to use or how to integrate a particular technology.

**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 find that I now have the necessary skills and knowledge that I did not have before. Many teachers are amazed at what they can do once I have shown them how to integrate new technology into their classrooms. I used the standards under visionary leadership almost daily. During this experience I researched, recommended, and helped implement strategies for helping teachers use or continue using technology on a daily basis (PSC 1.4/ISTE 1.d). This experience also helped further develop standard 2, Teaching, Learning and Assessing, especially in PSC 2.5/ISTE 2e Differentiation. I used many techniques learned in class during this field experience that helped my students and colleagues. This experience also gave me the confidence to step up and be the technology leader that my school and district are looking for. My school district has made great advances toward making digital-age learning environments. I feel that I am exceeding the expectations of my district because I have the ability to manage technology rich environments and show others how to do the same (PSC 3.1, 3.2/ISTE 3a, 3b). In being enthusiastic about technology and how it can be used in education, others seek me out to ask advice or learn how to improve their skills related to technology.

**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 impacted the particular group of students I worked with more than any others. Students feel more fluent and comfortable using technology for things they had not in the past. By allowing the students more freedom with the technology, I saw different results than I typically see. Students were excited because I have relinquished some control to them and they took the project and ran with it. I believe this could be assessed by having students answer a survey about the learning that took place during the project and reflect on how things have changed in the classroom since completing this lesson.