

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Heather Brown	Mentor/Title: Cindy Walsh/ Instructional Technology Specialist	School/District: Williams Middle School/ Colquitt County
Field Experience/Assignment: Technology Lesson Plan	Course: ITEC 7430	Professor/Semester: Dr. T. Frazier/ Fall 2013

Part I: Log

Date(s)	Activity/Time	PSC Standard
10/28/2013- 11/15/2013	Planning for Technology Lesson Plan [10 hours]	PSC 1.2
11/11/2013 – 12/03/2013	Writing Technology Lesson Plan [8 hours]	PSC 2.1, 2.3, 2.6, 2.7, 3.6, 4.2, 4.3
11/18/2013- 11/22/2013	Implementing Technology Lesson Plan [15 hours]	PSC 2.1, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.5, 3.7, 4.1
	Total Hours: [33 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							X	
Black							X	
Hispanic							X	
Native American/Alaskan Native							X	
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?

In this field experience, I developed a technology lesson plan to use in three of my math classes. This lesson plan can be adapted to all other subject content areas for other teacher to use. From this field experience, I learned that technology facilitation and leadership are key aspects when developing and implementing a lesson plan using different forms of technology. For technology lessons to be successful, teachers support and guidance of their technology coaches and department teachers. With the support of these colleagues, teachers can insure they are using the appropriate technology tools and content.

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.)

To be a leader in technology, teachers must be able to provide and promote the knowledge of the learning and technology standards. Teachers must align each lesson plan to the correct content standards for that grade. Leaders in technology must act as the coach and provide digital tools that create an authentic environment for learning. Leaders must also be able to facilitate the effective use of instructional design in digital tools. To implement and promote the knowledge of the standards, the technology leader should design technology tools to measure and analyze for the effectiveness of the tools. To assist teachers effectively, a leader must be able to support student's learning with the use of online and technological tools. Leaders in technology must be knowledgeable in solving software issues and know what tools are needed for the classroom. They must also know the safe and ethical uses of technology and how to support the understanding of the diversity and culture of all students and teachers.

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's learning at my school by allowing the students to create and produce an authentic song that relates to the content standards taught during the Proportions unit. The students also learned to use a variety of technology tools to record and produce their authentic song. During the completion of the activity, the students learned how to navigate the

technological tools and the students learning will be assessed through the use of a rubric. The rubric is used to determine if the students used the correct terms needed for the creation of the song. To check for understanding the students will complete a quiz that includes vocabulary and solving proportions.