**STRUCTURED
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chris Carlisle | **Mentor/Title:** Tom Burks/ITS | **School/District:** Lakeside Middle School/Forsyth  |
| **Field Experience/Assignment:**Internet Tools In The ClassroomLesson Plan | **Course:**ITEC 7430/Lesson Plan | **Professor/Semester:**Dr. Frasier/Spring 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE StandardsPSC** | **NATIONAL StandardsISTE NETS-C** |
| 4/2/14 | Formulated Web based activities for the Lesson Plan (8) | PSC 2.6 | ISTE 2f |
| 4/3/14 | Created web based tools for the Lesson Plan (10) | PSC 2.1, 2.5, 2.6, 3.4, 4.3 | ISTE 2a, 2e, 2f, 3d, 5c |
| 4/14-18/14 | Implemented the Lesson Plan in my classroom (20) | PSC 2.1, 2.3, 2.6, 3.6, 4.2, 4.3 | ISTE 2a, 2c, 2f, 3f, 5b, 5c |
| 4/25/14 | Lesson Plan Screencast (4) | PSC 3.3, 3.5, 6.1 | ISTE 3c, 3e, 6a, 6b |
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|  | Total Hours: [42 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 |  |  |  |  |  |  | X |  |
|  Black |  |  |  |  |  |  | X |  |
|  Hispanic |  |  |  |  |  |  | X |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  |  |  |  |  |  | X |  |
|  Multiracial |  |  |  |  |  |  | X |  |
| **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 created a lesson plan incorporating a variety of digital tools incorporating the content standards and the NETS S standards. I advanced my learning about using wikis, google, docs, and other Web 2.0 tools to advance student learning. I was very proud of my creation and implementation of this lesson. I will definitely use it going forward and share my learning with colleagues.  |
| **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.)**Tech coaches need to Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments. As such, my students and I developed knowledge, skills and dispositions as we completed this comprehensive lesson on minimum wage laws and all the controversy surrounding this issue. Higher order thinking was at the heart of this lesson.  |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**The common core state standards have changed the focus of the classroom in K12 education. Students are now required to apply critical thinking and analysis to more complex non-fiction texts. This was a key component to this lesson plan. Students who participated in this lesson learned valuable higher order skills as well as exposure and application to digital tools and apps that are becoming the norm in the 21st Century Classroom. When faced with similar tasks at higher grade levels, these students will hit the ground running. They will be able to coach their peers in the process too. The impact can be assessed as teachers and administrators learn more about the tools being used in this lesson, and gain an appreciation for their students’ prior knowledge.  |