

**STRUCTURED**  
**Field Experience Log & Reflection**  
**Instructional Technology Department**

<b>Candidate:</b> Jennifer Burke	<b>Mentor/Title:</b> Karin Searls, 5 <sup>th</sup> grade teacher	<b>School/District:</b> Atlanta Public Schools
<b>Field Experience/Assignment:</b> Structured experience – Lesson Plan	<b>Course:</b> ITEC 7430 Internet tools in classroom (W03)	<b>Professor/Semester:</b> Dr. Tricia Frazier, Fall 2013

**Part I: Log**

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
10-30-13	Met with 2 <sup>nd</sup> grade teachers and ESOL teacher to plan lesson concept (1 hour)	PSC 2.6	ISTE 2f
10-31-13	Completed the Analysis for the lesson plan (2 hours)	PSC 2.1, 2.5, 2.6, 3.4, 4.3	ISTE 2a, 2e, 2f, 3d, 5c
11-10-13	Developed lesson plan framework and general concept, identified learning goals. Identified Web2.0 tools to use: Flickr.com, Google Presentation (and Drive tools) , Scribblemap.com (3.5 hours)	PSC 3.3, 3.5, 6.1	ISTE 3c, 3e, 6a, 6b
11-11-13	Developed assessment rubric (1 hour)	PSC 2.7	ISTE 2g
11-12-13	Set up Google drive 2 <sup>nd</sup> Grade account and folders (3.5 hours)	PSC 2.1, 2.3, 2.6, 3.6, 4.2, 4.3	ISTE 2a, 2c, 2f, 3f, 5b, 5c
11-12-13	Set up Presentation format in Google Drive (1.75 hours) and shared it. Created shortcuts to presentation on 8 media center PCs	PSC 2.1, 2.3, 2.6, 3.6, 4.2, 4.3	ISTE 2a, 2c, 2f, 3f, 5b, 5c
11-16-13	Searched, selected and downloaded to Google folders copyright-free photos representative of 5 regions of Georgia. Requested (and received) permission to use select photos taken by Walter Fooshee. (4.5 hours)	PSC 2.1, 2.3, 2.6, 3.6, 4.2, 4.3	ISTE 2a, 2c, 2f, 3f, 5b, 5c
11-17-13	Worked with Scribblemap to develop familiarity with features. (3.5 hours)	PSC 2.1, 2.3, 2.6, 3.6, 4.2, 4.3	ISTE 2a, 2c, 2f, 3f, 5b, 5c
11-20-13	Delivered initial lesson with 18 2 <sup>nd</sup> grade students – focused on developing original artwork and completing (print) flipbook, starting presentation pages. (1 hour)	PSC 3.1, 3.2, 3.5, 3.7, 4.1, 6.3	ISTE 3a, 3b, 3e, 3g, 5a
11-21-13	Revised and delivered 2 <sup>nd</sup> and 3rd lesson with 42 2 <sup>nd</sup> grade students; focused on developing original artwork, revising presentation pages, started using Scribblemap to outline Georgia, identify regions and trace rivers (3 hours)	PSC 3.1, 3.2, 3.5, 3.7, 4.1, 6.3	ISTE 3a, 3b, 3e, 3g, 5a
11-21-13	Revised and delivered 4th lesson with 19 2 <sup>nd</sup> grade students; focused on revising and adding labels to Scribblemap (1.5 hour)	PSC 3.1, 3.2, 3.5, 3.7, 4.1, 6.3	ISTE 3a, 3b, 3e, 3g, 5a
12-2-13	Evaluated lesson plan experience (1.25 hours)	PSC 2.6, 2.7	2f, 2g
12-3-13	Discussed lesson and assessment with 2 <sup>nd</sup> grade classroom teachers (.5 hours)	PSC 6.1, 6.2	ISTE 6A, 6B, 6C
	Total Hours: [28 hours ]		

**DIVERSITY**

(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)

<b>Ethnicity</b>	<b>P-12 Faculty/Staff</b>				<b>P-12 Students</b>			
	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?**

During this field experience I developed a lesson plan to focus on technology instruction for 2<sup>nd</sup> graders. Because classroom teachers have been focusing on Georgia's physical regions, I wanted to expand that so students could create a shared, electronic version of Flip Books describing Georgia that they had been making in the classroom. Because 2<sup>nd</sup> grade students at my school include students with wide variety of learning styles and abilities, as well as several students who speak and read almost no English, this lesson required a great deal of preparation as well as constant monitoring and one-on-one instruction and interaction with students during the classroom delivery. This contrasted with my earlier experiences with students using technology, because these students did not have the attention or technical skills to work independently as older students do. Classroom teachers in 2<sup>nd</sup> grade at my school are experienced technology users, and we have been able to collaborate in greater depth as I share new tools with them and we experiment with trying new technology strategies. I believe my best role as a technology facilitator and leader will be to suggest new tools and ways to use them, and then assist with preparation and set-up and facilitate student technology use.

#### **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.)**

One strategy that I will use in future with all grade levels is use of a storyboard graphic organizer any time students will be creating a presentation of any kind. It helps them focus their ideas, and makes it easier to transfer their work to digital format, especially for younger students. Focusing on practical aspects of the design and implementation of technology-enhanced learning experiences will help students reach proficiency in student content standards applying student technology standards that are appropriated and adapted for their skill levels.

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

Developing this lesson plan forced me to experiment with a variety of web tools and become an advocate for using different tools in our school environment. Since starting this project I have assisted several teachers in using *Edmodo*, and we are planning to implement its use schoolwide in a coordinated manner beginning in January 2014. I have also expanded use of Google Drive in the library and collaborated with 4<sup>th</sup> grade teachers in using Drive to manage students' written assignments. Students are already more engaged and attentive when they know their work is being reviewed and commented on in real time.