

# STRUCTURED

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Miranda Jacobs	<b>Mentor/Title:</b> Mr. Herrin/Lead Teacher	<b>School/District:</b> Ware County Learning Center/Ware County
<b>Field Experience/Assignment:</b> Lesson Plan Project (Integers Task)	<b>Course:</b> ITEC 7430 Internet Tools in the Classroom	<b>Professor/Semester:</b> Dr. Dias/Spring 2019

### Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
4/1/19	Researched/decided on what the lesson plan project would be over [2 hours]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 6.3	2a, 2b, 2d, 2e, 2f, 2g 3a, 3b, 3c, 3d
4/5/2019	Developed lesson plan and created student documents for lesson [5 hours]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 6.3	2a, 2b, 2d, 2e, 2f, 2g 3a, 3b, 3c, 3d
4/11/19	Students worked on integers assignment [1 hour & 30 minutes]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 6.3	2a, 2b, 2d, 2e, 2f, 2g 3a, 3b, 3c, 3d
4/16/19	Students worked on integers assignment [1 hour & 30 minutes]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 6.3	2a, 2b, 2d, 2e, 2f, 2g 3a, 3b, 3c, 3d
4/17/19	Students worked on integers assignment [1 hour & 30 minutes]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 6.3	2a, 2b, 2d, 2e, 2f, 2g 3a, 3b, 3c, 3d
4/18/19	Students worked on integers assignment [1 hour & 30 minutes]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 6.3	2a, 2b, 2d, 2e, 2f, 2g 3a, 3b, 3c, 3d
4/19/19	Students completed integers assignment [1 hour & 30 minutes]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 6.3	2a, 2b, 2d, 2e, 2f, 2g 3a, 3b, 3c, 3d
4/23/19	Created Screencast for project [30 minutes]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 6.3	2a, 2b, 2d, 2e, 2f, 2g 3a, 3b, 3c, 3d
Total Hours: [15 hours]			

<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		
Hispanic						x		
Native American/Alaskan Native								
White						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 learned how to implement Web 2.0 tools into learning to provide students with an authentic, meaningful learning experience that is engaging to them. I took a learning task and adapted it, creating an internet-enhanced learning experience, while still providing students with differentiation to address their learning needs. The task prompted students to use real-life applications to help develop an algorithm of adding and subtracting positive and negative rational numbers using a checkbook register as a ledger to balance their beginning and ending balance after each transaction, whether a deposit or payment/credit. Instead of an actual checkbook register, students were to create a checkbook ledger using Google Sheets to show the transactions and balances. The learning activity was extended by prompting students to research an affordable apartment within the area, that is within a monthly budget of \$1,500.00 and include utilities, grocery bill, and miscellaneous items. Students had to create a ledger showing the beginning \$1,500.00 balance and each transaction made and the ending balance. Students were allowed to use assistive technology, which included calculators and headphones.*

**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.)**

*This learning experience related to the knowledge of what I must know about the content area I teach, which is math. I have to be knowledgeable of the math (integers) standards and develop and implement internet-enhanced learning tasks that will help students master the learning objectives and skills needed to meet each standard. With this task, I had to be able to integrate an authentic and meaningful technology-enhanced learning experience that is engaging to students and help them accomplish demonstrating adding and subtracting positive and negative rational numbers using real-life scenarios. Also, I had to use my knowledge of the Web 2.0 tools and internet safety that I learned during this course to create a technology-enhanced integrated task that promotes the safe and appropriate use of technology for students to communicate and collaborate with their peers. I am excited to continue to make improvements with implementing technology and internet-enhanced learning experiences in my classes regularly to provide my students with authentic, meaningful, and engaging experiences to obtain a deeper level of understanding of their math standards and skills needed to show mastery and be successful academically.*

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

*This field experience impacts my students learning positively because this project is a technology integrated learning experience that is challenging but engaging. Students learn and demonstrate mastery over skills that correlate to the math GSE. This field experience helped me develop skills and pushed me out of my comfort zone to take an ordinary lesson and make it a technology integrated and internet-enhance learning experience that meet the needs of each student. The impact of this learning experience can be assessed by creating a student reflection survey for students to reflect on their learning experience and also from student data after completing the learning experience. Also, observing students as they work on this task and how they are responding are other forms of assessment on the impact this experience has on students learning.*