**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Miranda Jacobs | **Mentor/Title:** Mrs. Mitchell/Teacher | **School/District:** Ware Co. Learning Center/Ware County |
| **Field Experience/Assignment:** Technology Interactive Lessons | **Course:** ITEC 7500 Capstone Exp & Portfolio | **Professor/Semester:** Dr. Shields/ Fall 2019 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 9/10/19 | Planned and research materials to use for interactive math lesson over rounding & estimation (3 hours) | PSC 2.1, 2.3, 2.4, 2.5, 2.6, 3.6, 6.2, 6.3 | ISTE 1a, 3b, 5b, 6b, 6c |
| 9/13/19 | Presented interactive math lesson (1 hour) | PSC 2.1, 2.3, 2.4, 2.5, 2.6, 3.6, 6.2, 6.3 | ISTE 1a, 3b, 5b, 6b, 6c |
| 9/13/19 | Reviewed student informal assessment data and reflected on lesson (1 hour) | PSC 2.1, 2.3, 2.4, 2.5, 2.6, 3.6, 6.2, 6.3 | ISTE 1a, 3b, 5b, 6b, 6c |
| 9/17/19 | Develop lesson plan and research materials and activities for math lesson over multiplication (3 hours) | PSC 2.1, 2.3, 2.4, 2.5, 2.6, 3.6, 6.2, 6.3 | ISTE 1a, 3b, 5b, 6b, 6c |
| 9/20/19 | Presented interactive math lesson (1 hour) | PSC 2.1, 2.3, 2.4, 2.5, 2.6, 3.6, 6.2, 6.3 | ISTE 1a, 3b, 5b, 6b, 6c |
| 9/20/19 | Reviewed student data and reflected over lesson to make modifications for next lesson (1 hour) | PSC 2.1, 2.3, 2.4, 2.5, 2.6, 3.6, 6.2, 6.3 | ISTE 1a, 3b, 5b, 6b, 6c |
| 9/26/19 | Planned interactive lesson review activity over multiplication, estimation and rounding) (3 hours) | PSC 2.1, 2.3, 2.4, 2.5, 2.6, 3.6, 6.2, 6.3 | ISTE 1a, 3b, 5b, 6b, 6c |
| 9/27/19 | Presented math lesson (1 hour) | PSC 2.1, 2.3, 2.4, 2.5, 2.6, 3.6, 6.2, 6.3 | ISTE 1a, 3b, 5b, 6b, 6c |
| 9/27/19 | Review instructional data from review (1 hours) | PSC 2.1, 2.3, 2.4, 2.5, 2.6, 3.6, 6.2, 6.3 | ISTE 1a, 3b, 5b, 6b, 6c |
|  | Total Hours: [15 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 |  |  |  |  |  |  |  |  |
| Black |  | x |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |  |
| Multiracial |  |  |  |  |  | x |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| 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?**  Throughout this field experience, I worked with a 5th-grade math student that needed remediation with estimation, rounding, and multiplication. I used a few Web 2.0 tools to help the student master the skills and objectives of estimation, rounding, and multiplication to demonstrate mastery. I used IXL as a drill and practice tool to allow the student to practice and use his problem-solving skills to meet his learning objectives. I also used Quzziz with the student to promote student engagement while allowing the student to practice and master the needed skills. I also created informal assessments that allowed me to measure student learning using Google Suites for Education. |
| **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.)**  **Knowledge-** This field experience related to the knowledge of my understanding and knowing Web 2.0 tools that are helpful to use for remediation with students. I needed the knowledge to effectively select and evaluate digital tools and resources for student learning and achievement.  **Skills-** The skills related to this learning experience required me being able to plan and develop technology-enhanced lessons that provided remediation on estimation, rounding, and multiplication. Additionally, I needed the skills to provide the student with an online experience that will promote student engagement but also use critical-thinking and problem-solving skills.  **Dispositions-** The beliefs, attitudes, and enthusiasm that I obtain in which correlates with this learning experience are to have the knowledge and skills of estimation, rounding, and multiplication in math. Also, to use technology effectively to engage and enhance student learning in the classroom. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** This learning experience impacted school improvement, my development, and student learning in a positive way. Through the completion of this field experience, I had the opportunity to work with a 5th-grade student that needed help in math. This field experience impacted school improvement and student learning by working with the student to improve learning and demonstrate mastery over the required skills and objectives. This learning experience influenced my professional development by allowing me to work with a student in a grade level that I do not teach and researching, planning, and developing interactive lessons to help him demonstrate mastery. Although this field experience cannot be formally assessed, it impacted the student learning and provided him with an equal learning opportunity to remediate and master the skills and objectives. |