Field Experience Log & Reflection
Instructional Technology Department

Candidate: Alena Zink	Mentor/Title: Dr. Clark/Coordinator of Instructional Technology	School/District: Shiloh Point Elementary/Forsyth County Schools
Field Experience/Assignment: Lesson Plan and Implementation with integration of various Internet tools/Final Project	Course: Internet Tools in Classroom	Professor/Semester: Dr. Frazier/Fall Semester

Part I: Log

Date(s)	Activity/Time	NATIONAL Standards ISTE NETS-C	PSC Standard
10/7/13	Meet with the classroom teacher to discuss learning objectives for the unit. Plan an initial framework and timeline for the implementation. Brainstorm the final project that will be used as a summative assessment in this unit and determine which academic areas (standards) need to be assessed– 2 hours	2a, 2f, 2g	2.1, 2.6, 2.7 6.3
10/9/13	Develop a summative assessment for the final project (rubric). Publish the assessment in Google Docs and invite the classroom teacher to provide feedback on it - 1 hour	2g	2.7 6.3
10/14/13 – 10/23/13	Evaluating online tools and resources appropriate for the standards addressed in this unit. Develop a list of activities for this unit and write a rough draft of the unit outline. Share the draft with the classroom teacher to receive feedback and suggestions to improve the lesson plan. – 10 hours	2a, 2b, 2c, 2f 3f	2.1, 2.2, 2.3, 2.6 3.6 6.3
10/24/13	Collaborate with the classroom teacher on differentiation options, management of activities (how to set it up in the itsLearning course), digital equity, and finalize the plan for the activities and their sequencing. – 1 hour	1d 2a, 2b, 2e 3d 5a, 5c	1.4 2.1, 2.2, 2.5 3.4 4.1, 4.3 6.3
10/29/13- 10/31/13	Set up activities, dropboxes, resources, and assignments in the itsLearning course – 4 hours	2f 3a, 3b, 3c	2.6 3.1, 3.2, 3.3 6.3
11/11/13- 11/21/13	Implementation of the lesson: taught the unit alongside the classroom teacher during social studies and writing blocks. – 1.5 hours a day/4 days a week. Total of 12 hours.	2b, 2c, 2d, 2e, 2g 3a, 3c, 3e 5b	2.2, 2.3, 2.4, 2.5, 2.7 3.1, 3.3, 3.5 4.2 6.3
12/2/13 – 12/5/13	Assist students in completion of the final project (4 days for 30 minutes) and invite administrative team and parents to provide feedback to students – 2 hours	2c 3e, 3g	2.3 3.5, 3.7 6.3
11/25/13- 11/27/13	Reflections: Prepare an online survey for the classroom teacher and students to provide feedback to improve the unit. Fill out the lesson plan template and create a screen cast to reflect on the field experience. – 6 hours	6c	6.2
	Total Hours: [38 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								
Hispanic						x		
Native American/Alaskan Native								
White		x				x		
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency						x		
Eligible for Free/Reduced Meals								

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 had an opportunity to collaborate on planning and implementation of a lesson with a 5th grade classroom teacher. From identifying learning objectives to publishing stages, we worked side by side and challenged each other to be best we can be to provide engaging and relevant learning experiences for students. The set up and management of digital tools allowed me to show the teacher how itsLearning (an online management system) can be implemented on a daily basis. This platform was adopted by the county this year, and this experience was a great opportunity for me to model how it can be utilized in an elementary classroom.

In planning this unit, I modeled how multiple disciplines can be integrated into one unit and how the 4 Cs (communication, collaboration, communication, and critical thinking) can be woven into planned activities. As a technology coach, I challenged the classroom teacher to step out of her comfort zone by allowing students to show their knowledge in diverse and creative ways, utilizing digital tools of their choice.

This field experience also helped the classroom teacher and her students to see how BYOT can be seamlessly integrated into daily activities, without making specific plans for its integration.

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.)**

In addition to enjoying the process of planning and implementing this lesson, I felt I've grown as an instructional technology coach. A close collaboration with the classroom teacher helped me facilitate the design and implementation of technology-enhanced learning experiences that were closely aligned to Social Studies, ELA, and technology standards. Based on student readiness and academic levels, we chose best-fitting research-based strategies to help make learning student-centered and provide support as needed.

To make learning authentic, the final project was open-ended. Students were able to choose the content, presentation mode, and digital tools to show their understanding of learning objectives. Throughout the unit, students were working in pairs and constantly communicating their ideas by utilizing online digital tools (discussion boards, Voice Thread, peer and self evaluations, etc.) Questions posted in every activity were open-ended and required higher order thinking skills from students.

Activities in the unit were differentiated by abilities and learning styles. To support ELL students (Spanish speaking), the same video and online simulation were provided in Spanish. Both teachers (the classroom teacher and I) were leading research projects with students who needed academic support and guidance. In addition, students who could complete tasks independently were challenged with new questions posted by teachers.

I recommended and modeled implementation of strategies to initiate the use of itsLearning, a new tool adopted by our county this year. This choice was a perfect opportunity to show how teachers can manage the change process in elementary schools. I developed, modeled, and facilitated the use of online learning and digital content to support student learning and encouraged the classroom teacher to do the same in her future lessons.

I collaborated with the teacher when selecting digital tools for each activity. We discussed and agreed upon their suitability and compatibility with the school technology and BYOT options. We also made sure students had equitable access to digital tools and resources. We facilitated and modeled appropriate behavior in online conversations (discussion boards and Voice Thread).

I set up an online survey for the classroom teacher and her students to evaluate planned activities and provide me with feedback upon which I can reflect and improve my ability to effectively model and facilitate technology-enhanced learning experiences.

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

I think this field experience was an effective way to demonstrate how the newly-adopted online management tool can be used in an elementary classroom and support our BYOT initiative. The entire unit was set up and managed in itsLearning. Every activity in this platform was shared with all elementary ITS in our county who were able to copy the files and share them with teachers in their schools. I know many of 5th grade teachers in other schools chose to implement at least some parts of this unit.

I will be able to monitor how active the classroom teacher will be in her itsLearning course from now on. I am planning to provide ongoing support for her and the 5th grade team in designing and implementing new units.