STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Caitlin Tucker	Mentor/Title: Mrs. Andrews/Media Specialist	School/District: Whitehead Road Elementary/Clarke County
Field Experience/Assignment: Advertising Lesson Plan / 3 Web Tools	Course: ITEC 7430 / WO6/Internet Tools in the Classroom	Professor/Semester: Dr. Grove/Fall 2017

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
10/9/17 - 10/10/17	Initial ideas and Research about Lesson Plan initiatives. (1 hour)	1.2 Strategic Planning	1. Visionary Leadership. a, b, and d
10/12/17 - 10/13/17	Finalized idea on Advertising, standards that will be addressed, overview of project and decided on assessment tools. (1 hours)	2.1 Content Standards & Student Technology Standards	1. Visionary Leadership. a, b, and d
10/14/17	Tentative rubrics for both products and designed student survey for the project. (0.5 hours)	1.2 Strategic Planning 2.7 Assessment	1. Visionary Leadership. a, b, and d
10/15/17	Researched and decided on resources to use during the duration of the project. Wrote this into the lesson plan and made corrections to lesson with these resources in mind; specifically the rubrics and student survey. (2 hours)	1.2 Strategic Planning 2.7 Assessment 3. Digital Learning Environments 3.6 Selecting and Evaluating Digital Tools & Resources	4. Professional Development & Program Evaluation. a & c 5. Digital Citizenship. a
10/16/17	Designed the instructional plan, write in management criteria, strategies, and differentiation possibilities for the project. (1.5 hours)	2.2 Research-Based Learner-Centered Strategies 2.5 Differentiation 3.4 Adaptive and Assistive Technology	1. Visionary Leadership. a, b, and d 4. Professional Development & Program Evaluation. a & c
10/17/17	Discussed the project with the class and updated the rubric criteria with students. (0.5 hour)	3.7 Communication & Collaboration	6. Content Knowledge and Professional Growth. a-d
10/20/17	Shared Project with students and resources through google classroom for students to ponder over the weekend. (0.5 hour)	3.7 Communication & Collaboration	4. Professional Development & Program Evaluation. a & c 6. Content Knowledge and Professional Growth. a-d
10/24/17 – 11/17/17	Implemented Project with students. Thirty minutes every week day for three weeks and four days. Student products were due before Thanksgiving Break. (10.5 hours)	6.3 Field Experiences 6.2 Reflection	6. Content Knowledge and Professional Growth. a-d
11/22-23/17	Wrote reflection and closure, finalized, added resources and made grammatical corrections to the implemented lesson plan. (2.5 hours)	6.1 Continuous Learning 6.2 Reflection	6. Content Knowledge and Professional Growth. a-d
	Total Hours: [20 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						x		
Hispanic						x		
Native American/Alaskan Native								
White						x		
Multiracial						x		
Subgroups:								
Students with Disabilities								
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?
This field experience focused on strategic planning, content and technology standards, research based learning strategies, authentic tasks higher order thinking, differentiation, assessment strategies, and reflection. As a candidate, I was expected to design and implement a lesson that utilized technology effectively. This comprehensive experience was beneficial to my students and my commitment to becoming a technology coach. It took a total of about 8 weeks to design and implement.

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.)**
The experience provided concrete evidence of how technology supports the learning process. There were times where we had to take a step back and go over a skill in order to move forward with our project. I enjoyed learning from my students and providing an environment that promotes collaboration, technology and students led learning tasks. This lesson took lots of planning time, students helped design components and they also took part in evaluating the lesson overall. I was also flexible to move around the room and direct certain students, extend learning opportunities and be available to my students through meaningful feedback. I had a lot of fun with this field experience.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?
Student learning was the most critical factor here. Students shined as they created advertisements for their persuasive writing. It provided real life scenarios of how critical the writing process, collaboration and structuring your time is when you are trying to accomplish a task. I enjoyed watching my students use technology to develop their writing in meaningful ways. They're excitement for the project proved a great learning opportunity for all students.