**STRUCTURED
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Brandy Stapleton | **Mentor/Title:** Natalie Smith/ Technology Integration Specialist | **School/District:** Gainesville High School |
| **Field Experience/Assignment:**ELL Lesson Plan | **Course:**ITEC 7430 Internet Tools in the Classroom | **Professor/Semester:**Dr. Grove/Spring 2020 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE StandardsPSC** | **NATIONAL StandardsISTE NETS-C** |
| 3/12/2020 | Completed Initial-Thoughts and ELL Module. [4 hours] | 2.1, 2.3, 3.3, 3.4, 6.3 | 2a, 3c, 3d |
| 3/16/2020 | Designed activities for the Lesson Plan; decided to use Choice Board; chose a variety of Internet tools [2 hours] | 2.1, 2.3, 3.3, 3.4, 6.3 | 2a, 3c, 3d |
| 3/16/2020 | Created differentiation strategies, instructional strategies, & troubleshooting for Lesson Plan [2 hours] | 2.1, 2.3, 3.3, 3.4, 6.3 | 2a, 3c, 3d |
| 3/20/2020 | Organized Content Learning Resources (Websites, Textbook, EdPuzzles, Khan Academy activities. [2 hours] | 2.1, 2.3, 3.3, 3.4, 6.3 | 2a, 3c, 3d |
| 3/20/2020 | Organized Practice Resources (Created/modified Desmos Activity, Slides Hyperdocs, Quizizz, Tech-break Sheets, and Delta Math. [2 hours] | 2.1, 2.3, 3.3, 3.4, 6.3 | 2a, 3c, 3d |
| 3/26/2020 | Identified Assessment and Higher Order Thinking Activities ( Desmos Activity, Slides Hyperdocs, Quizizz, Create it Assignment). [2 hours] | 2.1, 2.3, 3.3, 3.4, 6.3 | 2a, 3c, 3d |
| 3/16/2020-4/18/2020 | Implemented Lesson Plan with students. [1.5 hours each, 4.5 total hours] | 2.1, 2.3, 3.3, 3.4, 6.3 | 2a, 3c, 3d |
| 4/20/2020 | Evaluated the Lesson Plan and wrote ELL Report, Reflection and Closure [1 hour] | 2.1, 2.3, 3.3, 3.4, 6.3 | 2a, 3c, 3d |
| 4/27/2020 | Created screencast for Lesson Plan. [.5 hours] | 2.1, 2.3, 3.3, 3.4, 6.3 | 2a, 3c, 3d |
|  | Total Hours: [19 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 |  |  |  |  |  |  |  | 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**

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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?**This field experience included the creation and (attempted) implementation of an ELL lesson plan. First, I brainstormed ideas that would allow me to create personalized and differentiated opportunities for EL students to learn content and language while utilizing technology. I decided to create a choice board to empower students in their learning process. During the initial creation of the lesson plan, the Covid-19 pandemic initiated the closing of schools statewide. Luckily, my lesson plan could still be completed as it was enhanced with technology opportunities for students that would provide learning, practice, and assessments, regardless of environmental setting.  |
| **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.)**A technology leader must know about various Web 2.0 Internet tools and to implement them so as to enhance student learning. They should be able to offer advice regarding the tools, as well as ideas to incorporate their use in the classroom. This experience allowed me to create a lesson plan in which I chose appropriate tools for student learning experiences. I also feel more confident trying out new tools and feel as if I would be able to make valuable suggestions to teachers in the future. The lesson plan also gave me the opportunity for metacognition, a skill important for all technology leaders in order to reflect on experiences to make them better for others in the future. |
| **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 positively impacted, as students realized that they would still receive supports from their teachers even in a temporary change of classroom environment. The lesson plan itself was created to enhance student learning by presenting an authentic, meaningful ways for each student to experience new content and create their own learning path. The lesson will also serve as a exemplar lesson for future school closures, thereby providing teachers with a template for personalized learning opportunities and supporting student choice, which is a strategic goal for the school. |