Field Experience Log & Reflection
Instructional Technology Department

Candidate: Shanna Irving	Mentor/Title: Melissa (Lisa) Wheeler	School/District: North Cobb High School / Cobb County School District
Field Experience/Assignment: Lesson Plan Project	**Course:** ITEC 7430: Internet Tools in the Classroom	**Professor/Semester:** Tim Clark, Ed.D. / Fall 2014

Part I: Log

Date(s)	Activity/Time	PSC Standard
11/08/2014	1:00 – 4:00 pm • Designing conceptual map of lesson applicable to any course. Design is based on reflection and improvement upon ELL lesson plan implementation. • Gaining principal approval and teacher collaboration for implementation.	1.1, 1.2 2.1, 2.2, 2.4 3.6, 3.7 6.1, 6.2, 6.3
11/10/2014	2:00 – 6:00 pm • Meeting with and interview of teacher collaborator, Michael Vacca, to determine course emphasis and students' individual needs. • Demonstrating conceptual lesson plan and gathering data for implementing math course specifics. • Demonstrating method of collecting and analyzing student content mastery data.	1.1, 1.2 2.1, 2.7, 2.8 3.4, 3.6, 3.7 4.1 6.1, 6.2, 6.3
11/11/2011	8:00 – 11:00 pm • Entering course-specific data into Google Doc with digital collaboration via cloud sharing with teacher collaborator, Michael Vacca. • Creating example/model with resource hyperlinks • Creating screencasts	1.1, 1.2 2.1, 2.2, 2.3, 2.7 3.1, 3.6 4.1, 4.2 6.1, 6.2, 6.3
12/2/2014	11:30 am – 3:30 pm • Implementing lesson plan in Michael Vacca's Advanced Algebra classes, 3rd & 4th blocks	1.1, 1.2 2.1, 2.2, 2.3, 2.5, 2.7 3.1, 3.2, 3.4, 3.7 4.1, 4.2
12/4/2014	11:30 am – 5:30 pm • Follow-up to help facilitate lesson completion in Michael Vacca's Advanced Algebra classes, 3rd & 4th blocks	1.1, 1.2 2.1, 2.2, 2.3, 2.5, 2.7, 2.8 3.1, 3.2, 3.4, 3.7 4.1, 4.2 6.1, 6.2, 6.3
12/5/2014	8:00 pm – 2:00 am • Completed analysis, screencast, and reflection log	6.1, 6.2, 6.3
	Total Hours: 26	

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				X
Black				X				X
Hispanic								X
Native American/Alaskan Native								
White				X				X
Multiracial								X
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
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?

In this field experience, I implemented a lesson plan for a class-generated higher-order thinking math study guide that integrates engaging tools such as Memrise.com and Google Docs. I learned that integrating technology tools should be gradual and deliberate, and that students, despite being digital natives, cannot be expected to navigate *educational* technology tools without considerable guidance and support. I also learned that, for some students, the level of thinking required to generate a mnemonic connection to a concept requires extensive brain training in critical thinking, and this lesson, integrated throughout the year and across the curriculum by manipulating column titles and concept terms, has the potential to train willing minds to think critically. I also learned that technology tools and development of critical thinking skills are not enough motivation for some students. I will need to dig deeper into the literature to find better engagement methods for the obstinately disengaged.

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 lesson plan relates to my understanding of how to ensure that students are working with the higher-order thinking skills. It also demonstrates my understanding of and ability to differentiate and to prepare for integral and individualized assistive technology usage that benefits students with disabilities. My knowledge of research supporting collaborative, engaging, self-directed, game-integrated, educational technology improved during the course of this lesson's development.

Skills
The use of research-based learner-centered strategies—content and process differentiation, collaborative creation of mnemonic associations with math content, reciprocal teaching of reworded concept explanations, hyperlinking to real-world applicability, and presenting models of the content in action—demonstrates my ability to weave social learning and the power of technology together such that students explore the content in engaging and multifaceted ways, encouraging critical thinking and depth of knowledge. The use of Memrise.com, a website with an associated mobile application, and Google Docs demonstrates my ability to integrate tools for blended learning that extends beyond the classroom. The hyperlinking tutorial demonstrates my ability to smoothly integrate tools that ensure legal and ethical use of sources.

Dispositions

I collaborated both digitally and in person with the class's teacher, Michael Vacca, to develop this lesson based on a specific gap in understanding that his students demonstrated to him through their previous formative and summative assessments. Our lesson planning emphasized engagement of students with math content using positive approaches like games and answering

the age-old question of why math concepts matter outside of math class. Our lesson integration planning emphasized the division of facilitation during instruction and the development of on-the-spot scaffolding plans for students who might struggle attaining the critical thinking level required for this project and want to quit.

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

The students presented mixed feedback that I am convinced would be more positive had I planned for more time to complete the project. My original thought was that an advanced algebra course would house students ready for critical thinking about math concepts, but the implementation of the lesson demonstrated development of critical thinking skills. Still, despite students' inability to complete the assignment beyond the mem creation and definition entry, Mr. Vacca reports that students' performance on the Unit 3: Polynomials & Asymptotes assessment demonstrated increased understanding of the concepts in the section relevant to writing about math, a section that has previously been a struggle for students.

For the remainder of this semester, Mr. Vacca will use Memrise to provide students who need extra assistance more instruction in the math concepts relevant to the course. He plans to implement Memrise and Google Doc collaboration into each of his units next semester and, with my assistance and facilitation, to present the overall lesson and tech tools to his colleagues in the math department.

Ultimately, this impact can be assessed through assessment data, collected and analyzed each year, by comparing the students' performance last year with this year and this year with the next.