

# STRUCTURED

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Jason Sirard	<b>Mentor/Title:</b> Dr. Garity/Assistant Principal	<b>School/District:</b> Teasley Middle School Cherokee County
<b>Field Experience/Assignment:</b> Lesson Plan and Lesson Plan video	<b>Course:</b> Internet Tools in Classroom ITEC 7430	<b>Professor/Semester:</b> Dr. Wright/Spring 2021

### Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
3/22/21	Attended initial training for ADI labs (1.5 hr)	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4, 3.5, 3.7, 4.1, 4.2	1a, 1c, 2b, 3b, 3c, 4b, 4c, 5a, 5b, 6a, 7b
3/23/21	Began designing ADI lab Lesson Plan (1.5 hr)	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4, 3.5, 3.7, 4.1, 4.2	1a, 1c, 2b, 3b, 3c, 4b, 4c, 5a, 5b, 6a, 7b
3/24/21	Created the Day Nearpod with 2 Internet Tools embedded (1.5 hr)	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4, 3.5, 3.7, 4.1, 4.2	1a, 1c, 2b, 3b, 3c, 4b, 4c, 5a, 5b, 6a, 7b
3/25/21	PLC meeting to discuss the differentiation for the ADI lesson (1.5 hr)	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4, 3.5, 3.7, 4.1, 4.2	1a, 1c, 2b, 3b, 3c, 4b, 4c, 5a, 5b, 6a, 7b
4/14/21	The students did the nearpod and created their Flipgrid videos (2 hr)	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4, 3.5, 3.7, 4.1, 4.2	1a, 1c, 2b, 3b, 3c, 4b, 4c, 5a, 5b, 6a, 7b
4/19/21	Students completed Task 1 of ADI lab – Intro and Plan (1 hr)	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4, 3.5, 3.7, 4.1, 4.2	1a, 1c, 2b, 3b, 3c, 4b, 4c, 5a, 5b, 6a, 7b
4/20/21	Task 2 - Students created the Food Web for the ADI (1 hr)	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4, 3.5, 3.7, 4.1, 4.2	1a, 1c, 2b, 3b, 3c, 4b, 4c, 5a, 5b, 6a, 7b
4/21/21	Task 2 - Continued to work on food web and began collecting data (2 hrs)	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4, 3.5, 3.7, 4.1, 4.2	1a, 1c, 2b, 3b, 3c, 4b, 4c, 5a, 5b, 6a, 7b
4/22/21	Task 3 – Students created their Claims and Justification (1 hr)	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4, 3.5, 3.7, 4.1, 4.2	1a, 1c, 2b, 3b, 3c, 4b, 4c, 5a, 5b, 6a, 7b
4/23/21	Task 4 – Presented and received feedback (.75 Hr) Task 5 – Submitted their Reports and received Peer Reviews, Turned in Final (1.25 hr)	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4, 3.5, 3.7, 4.1, 4.2	1a, 1c, 2b, 3b, 3c, 4b, 4c, 5a, 5b, 6a, 7b
4/28/21	Created my screencast video over my lesson plan (1 hr)	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4, 3.5, 3.7, 4.1, 4.2	1a, 1c, 2b, 3b, 3c, 4b, 4c, 5a, 5b, 6a, 7b
Total Hours: [16 hours]			

<b>DIVERSITY</b>								
(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
<b>Race/Ethnicity:</b>								
Asian								
Black							X	
Hispanic							X	
Native American/Alaskan Native								
White			X				X	
Multiracial							X	
<b>Subgroups:</b>								
Students with Disabilities							X	
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 helped me understand how I can utilize Web 2.0 tools in a lesson. Whether it is new like this one or an existing lesson I have done in the past, I can enhance the overall engagement of the students and bring more resources to the lesson with the 2.0 tools.

**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.)**

I had to know the technologies to know which ones would be the best for what the students needed. I had to be excited about using them and doing this lesson more than normal because this lesson was one of if not the most challenging they had done all year and probably all of middle school. I had to be able to communicate the reason and use of the tools for my students and be able to explain how to use them for them to get the best out of them. I also had to trust the students to create their Flipgrids on the go. This can be nerve racking when you want a specific response. A teacher deciding to do this lesson must be able to facilitate and most importantly allow the students to struggle, stumble, and fail along the way. This is an authentic lesson meant to show them how real science is done. All of that happens to each scientist all the time.

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

Having students do this lab showed many that the students are able to critically think and produce convincing arguments. It led to a grant being made for more materials to expand this lesson being used for different content. We will see huge gains on critically thinking questions and should see Milestone scores increase as those questions are written at higher DOK levels. Based on the performance of the students in my class and the conversations my academic facilitators and principal had they are expanding to 6<sup>th</sup> grade who was not originally going to do it. It was a huge success that is already showing dividends.