

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Jessica Reed	<b>Mentor/Title:</b> Stephanie Durham/Media Specialist	<b>School/District:</b> Dade Middle School/Dade County
<b>Field Experience/Assignment:</b> MDP Project	<b>Course:</b> ITEC 7445	<b>Professor/Semester:</b> Cain/Spring 2019

### Part I: Log

Date(s)	Activity/Time	PSC Standard
03/15/19	Planned Activity/ 3 hours	PSC 1.4, 2.2, 2.3 2.7 ISTE 2c, 3c
3/18/19	Created/Updated website for activity- 2 hours	PSC 2.7, 2.8, 3.3 ISTE 5a, 5b, 5c
4/5/19-4/8/2019	Implementation in classroom/Student Review-6 hours	PSC 3.7, 6.3 ISTE 5c, 6c
4/15/19	Review of material/Essays/ Review of Website- 3 hours	PSC 2.2, 2.3 ISTE 5a, 5b
4/16/19	Updated website/activity-2 hours	PSC 3.7, 6.3 ISTE 5c, 6c
	Total Hours: 16 hours	

<b>DIVERSITY</b>								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
<b>Ethnicity</b>	<b>P-12 Faculty/Staff</b>				<b>P-12 Students</b>			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
<b>Race/Ethnicity:</b>								
Asian								
Black								
Hispanic								
Native American/Alaskan Native								
White				x				
Multiracial								
<b>Subgroups:</b>								
Students with Disabilities							x	
Limited English Proficiency								
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?**

The field experience for this activity including using my own resource classroom to be able to have the students' complete an assignment. Based on testing standards, we have been working on comparing and contrasting between two different reading articles. The students used the website to create and follow an example of how the end product will be for the rubric. The biggest lesson I have learned about this lesson is that creating a web quest can be time consuming but it is something that I can use for years to come, just determine the overall actions based on my students. For leadership, I have learned that not many teachers are aware of this really cool lesson idea and it would be something great to share in my professional network.

**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.)**

this learning relates to being apart of being a technology leader because I have to know how to have and use effective reader/learner strategies ( PSC 2.2). The skills that need to be included for this type of activity include (ISTE 2c, 3c, 5a) and (PSC 2.7, 2.8). The skills are creating and figuring out effective technology ideas for students and creative ways for the student to respond, rather than paper and pencil. The attitude of a technology facilitator includes (ISTE 6c, PSC 3.7, 6.3), which means always willing to work and show that these types of assignments are hard, they just take practice and patience to complete on a professional level.

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

This field experience has made a school improvement because I feel that several people can benefit from being able to create such fun and engaging activities for the students. The impact can be assessed through surveys and even when observations have been completed by administrators. Student engagement will be completed thought this activity and could be used for different activities, especially when making cross-curricular activities. This type of activity takes planning, which will include faculty development and even improving during personal expectations.