STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Sarah Barnett	Mentor/Title: Kathy Thompson, Media Specialist	School/District: Woodland High School/Henry County
Field Experience/Assignment: Lesson Plan Project	Course: ITEC 7430—Internet Tools in the Classroom	Professor/Semester: Dr. Frazier/Fall 2013

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
October 5, October 6	Designed unit plan for AP English (*Fences* and *A Lesson Before Dying*) with Internet Tools Lesson Plan project [5 hours]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.6	**2a, 2b, 2c, 2d, 2e, 2f, 2g, 3b, 3f**
October 11, October 12	Created instruction sheets for each Internet tool; completed troubleshooting by completing the assignment as if I were the student [5 hours]	2.2, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4, 3.5, 3.6	2b, 2d, 2e, 2f, 3a, 3b, 3d, 3e, 3f
October 13	Created rubrics/checklists for each assignment/technology tool (Padlet Brainstorming, Thesis Statement blogging, Google Docs typing and peer editing) [3 hours]	2.5, 2.6, 2.7, 3.2, 3.5, 3.6	2e, 2f, 2g, 3b, 3e, 3f
October 15	Practiced using Padlet with students on a practice assignment (Students were already familiar with blogging and Google Drive, the two other tools used in this project) (4th, 6th, 7th period) [3 hours X 1 days = 3 hours]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, 3.6, 3.7, 4.1, 4.2	2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3e, 3f, 3g, 5a, 5b
October 28, November 4, November 11	Implemented Padlet in the classroom (4th, 6th, 7th period) [3 hours X 3 days = 9 hours]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.5, 3.6, 3.7, 4.1, 4.2	2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3e, 3f, 3g, 5a, 5b
November 11	Evaluated student's use of Padlet [2 hours]	2.7, 2.8, 3.6, 3.7, 6.2	2g, 2h, 3f, 3g, 6c
November 12, November 13	Implemented student blogging in the classroom (4th, 6th, 7th period) [3 hours X 2 days = 6 hours]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.5, 3.6, 3.7, 4.1, 4.2	2a, 2b 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3e, 3f, 3g, 5a, 5b
November 14	Evaluated and responded to each student's blog [3 hours]	2.5, 2.7, 2.8, 3.6, 3.7, 6.2	2e, 2g, 2h, 3f, 3g, 6c
November 19, November 20, November 21	Implemented student use of Google Drive in the classroom (4th, 6th, 7th period) [3 hours X 3 days = 9 hours]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.5, 3.6, 3.7, 4.1, 4.2	2a, 2b, 2c, 2d, 2e 2f, 2g, 3a, 3b, 3e, 3f, 3g, 5a, 5b
November 23	Evaluated each student's rough draft submission and peer editing (highlighted sentences with wordy constructions or jargon that needed revision) [2 hours]	2.5, 2.7, 2.8, 3.6, 3.7, 6.2	2e, 2g, 2h, 3f, 3g, 6c
	Total Hours: [47]		

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								X
Limited English Proficiency								X
Eligible for Free/Reduced Meals								X

Part II: Reflection

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1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?

During this field experience, my students used 3 internet tools (Padlet, blogging, and Google Docs/Drive) to help them complete the writing process necessary to compose a comparison/contrast paper on *Fences* and *A Lesson Before Dying*. Students worked in a small group and used Padlet as a tool for recording ideas and quotations for their essay while reading each text. They could then refer back to the Padlet page of their group and the Padlet pages of other groups while composing the rough drafts of their paper. Students used the blog feature on my school website to post their introduction paragraphs with thesis statements. We have been working with a specific template for introduction paragraphs so students were to follow this template. Students then critiqued and evaluated the introduction paragraphs of their classmates for content and grammar/mechanics, and offered suggestions for examples that students should consider including in the body paragraphs of their essays; I also commented on each student's blog. Finally, students composed their rough drafts in Google Drive (Google Docs). They shared the rough draft with the peers in their groups; these peers then used the highlighting and commenting features to identify wordy or unclear sentences that needed revision (the focus of writing workshop for this particular essay). Students then revised their rough drafts and submitted final drafts to the teacher using Google Drive.

I definitely learned the importance of troubleshooting during this experience; Padlet was a new tool for me and while I had troubleshot on my own, I am glad I built in a "practice" day during which my students used Padlet for another classroom assignment. This allowed students to quickly learn the tool but also introduced for me some other issues with the tool that I hadn't yet realized; these various levels of troubleshooting made implementation in the field experience run smoothly. I also appreciated how simple tools could be easily integrated into a lesson that I had previously used. The tools were first easy substitutes for other activities students in previous years have completed (brainstorming, peer editing, etc.), but they added additional components of collaboration and communication that were not possible using the more traditional methods of instruction. The tools certainly made the experience more authentic and organic for students as they could more easily see the ideal process for writing an essay—not cramming the night before, but rather exploring and brainstorming the topic for several weeks, crafting a quality thesis statement, and revising with peers and oneself. I was also able to differentiate for some of my lower level students since they could use the brainstorming Padlets of not only their group, but also other groups, and receive feedback from high-level peers in their class, as well as me, the teacher.

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 field experience helped me to gain knowledge in managing and selecting Internet tools that are not simply used for technology's sake, but that serve a real purpose in the classroom and expand learning to involve more communication and collaboration. I also developed skills for troubleshooting—both at a planned time and on the spot in the classroom. Managing student behavior in the classroom was also an important skill developed since students were not involved in direct instruction while using the Internet tools. They were responsible for self-pacing and ensuring that they completed the necessary assignments with their group. I also realized how Internet tools can aid in differentiation by not only giving students various means of demonstrating their understanding, but also scaffolding complex processes, such as writing an essay. Many of my students commented that this assignment was one of the easiest essays for them to write, and I realize that this was probably the case because the final product was scaffolded using Internet tools throughout the entire process.

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 definitely set a precedence for me in terms of how I can move students through the essay writing process in a way that is differentiated and promotes communication and collaboration. Though I have not yet read and evaluated students' final drafts, their thesis statements are already some of the strongest that I have seen in any of their essays thus far, and the ease with which they composed rough drafts using textual evidence leads me to believe that the writing process supplemented with Internet tools definitely aided in their writing.

I have already shared Padlet in a professional learning session at my school and several teachers have noted that their students have responded well to the real-time collaboration it promotes. I'm also mentoring many of the teachers in my department (English) who are interested in learning how to have students use Google Docs/Drive to submit assignments. While I certainly like Google Drive, since it has reduced paper clutter and eliminated the problem of printers that always break the night before an assignment is due, I also love the collaborative features and the fact that the teacher can easily check the revision history to see what each student has contributed. I think that as more teachers use Google Drive, we will definitely find students receptive to its features.