**Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:  Leah Kurtz** | **Mentor/Title:  Keith Brown, Ed.S./Social Studies Teacher** | **School/District:  Kell High School/Cobb County** |
| **Field Experience/Assignment:** ISTE Lesson Plan – International Trade and Personal Finance | **Course:** ITEC 7430 Internet Tools in the Classroom | **Professor/Semester:** James Wright, Ed.D./ Fall 2013 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 10/23/2013 | EverFi training at the Federal Reserve [8 hours] | PSC 5.2/ISTE 4b  PSC 6.1/ISTE 6a, 6b |
| 10/24/2013 | Meeting with Economics collaborative group to restructure unit for international trade and personal finance [2 hours] | PSC 1.2/ISTE 1b |
| 10/25/2013 | Pre-test, international trade, and mid-unit benchmark quizzes entered into Socrative [1.5 hours] | PSC 2.6/ISTE 2f  PSC 2.7/ISTE 2g |
| 10/28/2013 | Pre-test on unit in class utilizing Socrative then international trade activity in class [1 hour] | PSC 2.1/ISTE 2a  PSC 2.2/ISTE 2b |
| 10/29/2013 | PowerPoint and guided notes in class on international trade [1 hour] | PSC 2.5/ISTE 2e |
| 10/29/2013 | Open lab time after school for two students with no home internet access. [1 hour] | PSC 4.1/ISTE 5a  PSC 4.2/ISTE 5b |
| 10/30/2013 | PowerPoint and guided notes in class on international trade [1 hour] | PSC 2.5/ISTE 2e |
| 10/31/2013 | Socrative quiz in class on international trade then introduction to international trade project [1 hour] | PSC 2.4/ISTE 2d  PSC 2.5/ISTE 2e |
| 11/4/2013 | Socrative mid-unit benchmark in class [.5 hour] | PSC 2.1/ISTE 2a  PSC 2.2/ISTE 2b |
| 11/5/2013 | Open lab time after school for two students with no home internet access. [1 hour] | PSC 4.1/ISTE 5a  PSC 4.2/ISTE 5b |
| 11/7/2013 | Open lab time after school for two students with no home internet access. [1 hour] | PSC 4.1/ISTE 5a  PSC 4.2/ISTE 5b |
| 11/8/2013 | Students viewed a documentary on minimum wage in class as an introduction to personal finance [1 hour] | PSC 2.1/ISTE 2a  PSC 2.3/ISTE 2c |
| 11/8/2013 | Set up EverFi teacher account and entered class information. Set up blog entry with EverFi how-to information for use next week. [1 hour] | PSC 3.5/ISTE 3e |
| 11/11/2013 | Students worked in the computer lab to set up EverFi account and begin work on modules. [1 hour] | PSC 3.1/ISTE 3a  PSC 3.2/ISTE 3b  PSC 3.3/ISTE 3c  PSC 3.5/ISTE 3e |
| 11/11/2013 | Collaborative review with other Economics teachers to evaluate student progress and success with EverFi thus far. [2 hours] | PSC 6.2/ISTE 6c |
| 11/12/2013 | Open lab time after school for one student with no home internet access. [1 hour] | PSC 4.1/ISTE 5a  PSC 4.2/ISTE 5b |
| 11/13/2013 | Students worked in the computer lab on EverFi modules. [1 hour] | PSC 3.1/ISTE 3a  PSC 3.2/ISTE 3b  PSC 3.3/ISTE 3c  PSC 3.5/ISTE 3e |
| 11/13/2013 | Discussion with other Economics teachers about glitch in credit score module within EverFi. Evaluation of teacher dashboard and ability to override. [1 hour] | PSC 6.2/ISTE 6c  PSC 3.5/ISTE 3e |
| 11/14/2013 | Students worked in the computer lab on EverFi modules. [1 hour] | PSC 3.1/ISTE 3a  PSC 3.2/ISTE 3b  PSC 3.3/ISTE 3c  PSC 3.5/ISTE 3e |
| 11/14/2013 | Open lab time after school for three students with no home internet access. [1 hour] | PSC 4.1/ISTE 5a  PSC 4.2/ISTE 5b |
| 11/14/2013 | Collaborative review with other Economics teachers on progress of students thus far with EverFi. Most students seem to be enjoying the process. [2 hours] | PSC 6.2/ISTE 6c |
| 11/19/2013 | Open lab time after school for two students with no home internet access. [1 hour] | PSC 4.1/ISTE 5a  PSC 4.2/ISTE 5b |
| 11/21/2013 | Open lab time after school for two students with no home internet access. [1 hour] | PSC 4.1/ISTE 5a  PSC 4.2/ISTE 5b |
| 11/22/2013 | Final evaluation with Economics teachers. EverFi success. International trade project needs a stricter rubric in place. [1 hour] | PSC 6.2/ISTE 6c |
| 11/29/2013 | Write up completed of lesson plan with reflection. [3 hours] | PSC 6.2/ISTE 6c |
| 11/30/2013 | Script done for screencast and initial practice completed. Final reflection drafted. [2 hours] | PSC 6.2/ISTE 6c |
| 12/1/2013 | Lesson plan revised and field experience log with standards and reflection finalized. [2 hours] | PSC 6.2/ISTE 6c |
| 12/1/2013 | Screencast completed. [1 hour] | PSC 6.2/ISTE 6c |
|  | **Total Hours: [42 hours ]** | PSC 6.3 |

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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 |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  | X |
| 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?**  For this field experience, I developed and implemented a unit in Economics on international trade and personal finance with two other Economics teachers. For the unit, students were engaged in various activities including an international trade project researched and developed by each student and an online financial literacy course through EverFi. I was primarily responsible for leading the collaborative in the technology implementation and troubleshooting. This was a challenge for me as an instructional technologist and enabled me to do some basic troubleshooting utilizing the EverFi teacher dashboard and making determinations about what modules were having issues and how to resolve those. Sometimes those resolutions involved contacting more technological support and sometimes they involved simply exploring the dashboard and overriding student grades. Overall, I learned that my ability to facilitate technology and lead my collaborative in that direction is improving. I would like to explore more computer programming courses after my Ed.S. is over. |
| **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.)**  Throughout this experience, I participated in strategic and collaborative planning with the other Economics teachers. Additionally, the EverFi portion of this experience sprung from an in-depth training at the Federal Reserve, an important part of my continuous professional learning. Students were provided with a model of safe, healthy, legal, and ethical use of the internet before they were allowed time in the lab, and digital equity was achieved by providing additional time after school several times to allow students with no home internet access to complete their assignments. I was able to do some basic troubleshooting with my students and with the other teachers involved in this unit. Through the development of a blended learning environment, my students better gained content standard knowledge, and many were excited about what they learned in the EverFi course. The unit was in and of itself highly differentiated with students able to pick their product for the international trade project and able to work at their own pace and repeat modules within the EverFi course. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  As EOCT scores for Economics are targets for school improvement this year, this unit will have a positive impact on school improvement. Students have already made improvement in international trade and personal finance practice questions in class, and this improvement should translate to improved EOCT performance. As far as faculty development, the EverFi program has been shared within the department as they also offer civics courses. Additionally, our use of Socrative to quiz students is being highlighted at an upcoming faculty meeting. Teachers who have heard about our use of Socrative have stopped by to see demonstrations and are excited about the possibilities of this technology. Impact will most clearly be assessed when we receive EOCT scores in late December. |