UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department – *Updated Summer 2015*

Candidate:	Mentor/Title:	School/District:
Brandy Stapleton	Natalie Smith/ Technology Integration Specialist	Gainesville City/Gainesville High
Course:		**Professor/Semester:**
ITEC 7305 Data Analysis and School Improvement		Dr. Jim Wright/ Fall 2020

Date(s)	1st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
Oct 5, 2020	• Researched methods for easing grading and transition for teachers returning from virtual to in-person instruction [1 hour] • Created a plan for introducing Grade Transferer Chrome Extension to peer teachers [1.5 hours]	PSC 1.2, 1.4, 3.3, 3.6, 5.2, 6.1,	ISTE 1b, 1d, 3c, 3f, 4b, 6b
Oct 9, 2020	• Helped teachers download Grade Transferer Extension and set up weights for their gradebook in Google Classroom. [0.5 hours] • Trained peer teachers to use the Grade Transferer chrome extension to copy grades from Google Classroom easily into Powerschool. [1.5 hours] • Modeled creating a Rubric in Google Classroom for task grading. [0.5 hours]	PSC 2.7, 2.8, 3.2, 3.3, 3.6, 5.2, 6.1,	PSC 2g, 2h, 3b, 3c, 3f, 4b, 6b
	[Total Hours – 5 hours]		

First Name/Last Name/Title of an individual who can verify this experience: Shelly Cornett / Teacher

Signature of the individual who can verify this experience: *Shelly Cornett*

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								
Black				X				

Hispanic
Native American/Alaskan Native
White
Multiracial
Subgroups:
    Students with Disabilities
    Limited English Proficiency
    Eligible for Free/Reduced Meals

Reflection
(Minimum of 3-4 sentences per question)

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

For this unstructured field experience, I wanted to come up with something that would help teachers be more productive and less stressed, given that the semester was beginning in a virtual environment and later would hopefully transition to an online environment. As a Google Suite School, we utilized Google Classroom for organizing and distributing materials to students, but using it for grading was sporadic. I wanted to find a way to make this process easier for teachers. Through a bit of Twitter (my professional learning network) research, I came across a very useful chrome extension, Grade Transferer. I created a hyperdoc, with an embedded video and step-by-step instructions, to organize the steps and guide me in helping peer teacher use the tool.

Later, I gathered a group of interested teachers during our planning period, and assisted them in downloading the extension and using it to easily transfer grades from Google Classroom to PowerSchool Pro. I also helped them to set up weights in Google Classroom, to match our prescribed weights at school, and modeled creating and using a rubric to grade tasks/projects for students. I chose to wait until GHS returned from virtual instruction so that teachers would already have a source of grades/tasks in Google Classroom.

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 above. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

Knowledge – This learning experience allowed me to practice identifying a need at our school and proposing a solution. It is most effective when the strategy is one that teachers will readily adopt and that will make their lives easier. This experience empowered me in helping others to effectively manage digital tools and resources (Google Classroom). To accomplish this, I needed to be knowledgeable about teacher needs, current situations and stressors, and actively research solutions.

Skills – To be a technology leader, one must be able to identify a need, and then research and recommend a strategy and support implementation of the strategy. Through this experience, I exhibited my ability to select and evaluate digital tools and resources, and to create resources for sharing concepts and ideas with peer teachers through professional learning. This experience also modeled my effectiveness in continually expanding my own knowledge of current and emerging technologies.

Dispositions – Technology Leaders should be positive about technology and instill technology as positive, effective change. This experience allowed me to demonstrate the usefulness of a new technology tool to teachers. I was excited to do this, and was able to convince peer teachers that the Grade Transferer tool was worth learning to use, as it allowed us to more effectively use the gradebook features of Google Classroom. The teachers were able to use it effectively and gave great praise about the tool.

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

This experience impacted school improvement and faculty development by helping teachers to relieve some of the stress that comes with virtual teaching. Prior to introducing the Grade Transferer tool, teachers were limited in transferring grades from Google Classroom to PowerSchool. Some grades were never transferred, because the process included writing grades down and then retyping them, and the names were not always in order. With this tool, the work is done for the teacher, after just a few clicks. The impact can be seen in teachers not being as worried about copying grades over from Google Classroom, with students and parents receiving graded feedback through PowerSchool more efficiently, and through the positive praise circulating among the Math and Science teams about the tool.