**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Brandy Stapleton | **Mentor/Title:** Natalie Smith/ Technology Integration Specialist | **School/District:**  Gainesville City/Gainesville High |
| **Field Experience/Assignment:** Development of an Online Learning Experience | **Course:** ITEC 7481 – Designing and Developing Online Learning | **Professor/Semester:** Dr. Kathryn Williams/ Fall 2020 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC – Online Learning** | **NATIONAL Standards ISTE Standards for Coaches** |
| Sept. | Development of course materials within the LMS: Welcome statement, site navigation instructions, basic support and guidance materials, and community building activities (sections A-C). [7 hours] | 1.i.I, 1.i.II, 1.i.III, 1.i.IV, 2.i.II, 2.i.III, 2.i.VIII, 2.i.IX, 2.i.X, 3.i.I, 3.i.VI, 5.i.I, 6.i.III | ISTE 3c, 5c |
| Oct. | Development of learning modules within the LMS (section E). [15 hours] | 1.i.I, 1.i.II, 1.i.III, 2.i.IV, 2.i.V, 2.i.VI, 2.i.IX, 2.i.X, 3.i.III, 3.i.IV, 5.i.I, 5.i.II, 5.i.III, 6.i.I, 6.i.II, 6.i.III, 6.i.IV, 6.i.V | ISTE 3c, 5c |
| Nov. | Development of materials for the assessment of student learning (section F). [6 hours] | 1.i.I, 1.i.II, 1.i.III, 2.i.II, 2.i.IV, 2.i.V, 2.i.VI, 2.i.IX, 3.i.II, 3.i.III, 3.i.IV, 3.i.VII, 3.i.VIII, 4.i.I, 4.i.III, 5.i.II, 6.i.I, 6.i.II, 6.i.III, 6.i.IV, 6.i.V | ISTE 3c, 5c |
| Nov. | Post syllabus within the LMS and development of an evaluation of course materials and instructional practice (sections D & G). [5 hours] | 1.i.III, 2.i.I, 2.i.II, 2.i.VII, 2.i.X, 3.i.IV, 3.i.VII, 4.i.I, 4.i.IV, 4.i.VI 5.i.I, 5.i.III | ISTE 3c, 5c |
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|  | Total Hours: [33+ hours] |  |  |

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| **DIVERSITY** Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.(ie. for whom you developed your unit – teachers you will share it with and students who will participate in the learning.) | | | | | | | | |
| **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 |  |  |  | X |
| Hispanic |  |  |  |  |  |  |  | X |
| Native American/Alaskan Native |  |  |  |  |  |  |  | X |
| White |  |  |  | X |  |  |  | X |
| Multiracial |  |  |  | X |  |  |  | X |
| **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 created a learning management system using Google Sites and Google Classroom to better prepare my peer teachers and our Algebra 1 students for an online learning experience. There was a lot of work involved in this, but I believe that the end result will be worth it. I would like to expand the site over time to include modules for all of the units for the entire course. |
| **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.)**  In order to create an online learning experience, a designer must be well ahead of the actual experience. We must carefully plan supportive and guiding materials, learning processes, tasks/activities, synchronous and asynchronous learning opportunities, discussions and collaborations, assessments and evaluations. I am proud of my accomplishment and hope to be able to enable my peers in creating more. As a technology leader, an LMS/course designer must be able to create effective online learning experiences and have a positive mindset in order to follow through. |
| **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 serves as a model or exemplar unit to help peer teachers see what is needed to create effective online experiences. Through collaboration and teamwork, this site (and others) can be fully developed and implemented in hopes of improving student participation in a school with a high chronic absenteeism rate. |