

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – *Updated Summer 2015*

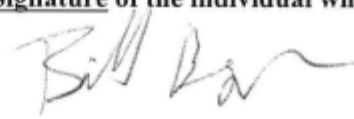
Candidate: Brandy Stapleton	Mentor/Title: Natalie Smith/ Technology Integration Specialist	School/District: Gainesville City/Gainesville High
Course: 7410: Instructional Technology Leadership		Professor/Semester: Dr. Erin Davis/ Spring 2020

Date(s)	1 st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
3/11/2020	Introduced EdPuzzle to a small group of peer teachers. Demonstrated uploading videos, editing, and embedding questions, notes, etc. Also demonstrated connecting and posting to Google Classroom. [1 hour]	PSC 2.2, 3.2, 3.3, 3.5 3.6, 5.2	ISTE 2a, 2f, 2g, 2h, 3b, 3e, 3f, 4b
3/14/2020	Updated a virtual resource bank for Tech Tools to distribute to GHS staff members. Created a Google Slides in preparation for Professional Learning Session on Virtual Resources. [2 hours]	PSC 2.2, 3.2, 3.3, 3.5, 3.6, 5.2	ISTE 2a, 2f, 2g, 2h, 3b, 3e, 3f, 4b
3/16/2020	Hosted an in-depth Professional Learning session for (novice technology) GHS staff members to suggest and model effective and efficient tools to support asynchronous virtual learning. Tools included Edpuzzle, Quizizz, Kahoot, Google Classroom, FlipGrid, video creation & editing (Screencastify) and Zoom. [3 hours]	PSC 2.2, 3.2, 3.3, 3.5, 3.6, 5.2	ISTE 2a, 2f, 2g, 2h, 3b, 3e, 3f, 4b
	Total Hours: 6		

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

William Bryan, Math Teacher

Signature of the individual who can verify this experience:



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								
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?

This field experience was one positive outcome in the midst of uncertainty, resulting from the Covid-19 global pandemic. As the virus spread to the United States in late February, it became present in Georgia in early March. Our district & school administrators alerted our staff to begin preparing for a virtual learning scenario on March 10th. We were told to identify resources to assist with learning and to prepare 1-2 weeks of virtual lessons in anticipation of possible school closure. Our district had a planned professional development day scheduled for March 16th. In department discussions, ideas were brainstormed for tools to use during a short-term closure. I proposed EdPuzzle, Quizizz, and Google Suite as possible tools of focus. Most teachers were familiar with these, except for EdPuzzle. Several Math teachers approached me for help with EdPuzzle and I guided 5 peer teachers through a detailed demonstration during our planning period on Tuesday, March 11th. By Thursday, the state had announced that districts could choose to close, and our district opted to close immediately (with Friday being optional for students and Monday's professional learning being the last day for teachers at school). At the same time, our administration realized that many of our teachers did not have experience with Google Classroom or Suite products, much less virtual tools and resources. I volunteered to present a professional development session on Virtual Tools & resources. I also supported a session on Google Classroom Basics. Saturday, I prepared a Google Slides and hyperdoc resources for teachers and on Monday I presented the information to approximately 20 novice teachers and pushed out my products to staff as well. During the presentation, I was able to assist several teachers with troubleshooting software and issues to help better prepare them for the upcoming virtual shift.

Through this experience, I learned that I am able to provide solutions to technology problems or concerns in a timely manner. I was able to assist peer teachers and coach them to use resources, which led to a reduction in stress and anxiety among teachers who are not technology-proficient. I was able to suggest resources that would assist students regardless of low-socio economic status, language acquisition, or disabilities. My presentation was well received and helpful to several teachers. I learned that technology leadership is malleable and must be able to quickly adjust in times of change.

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.)

Technology Leaders must be able to solve technology problems and meet technology needs in a timely manner. Technology leaders must be able to propose effective solutions, model efficient methods, and help teachers/staff with learning tools and resources. Technology leaders must believe in the capabilities of all stakeholders, even teachers who are nearing retirement and have not embraced technology in any way, and the Special Education teachers for some of our students with severe disabilities. Helping to find ways to continue learning for all students is a must for any leader.

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 definitely impacted school improvement, faculty development, and student learning at our school. The resources I demonstrated and provided became a backbone for virtual learning for the rest of the semester. At our last department meeting, one teacher (Roys) shared his appreciation for Edpuzzle and said it had been a life-saver. He had not used it prior to March 16th. The students that I teach said that Edpuzzle was easy to use and they liked that it logged their progress to prove participation. They also said they did not mind the embedded questions, cited that it could help them if they misunderstood. The impact of this field experience can be measured through the continued and increased use of Edpuzzle, Quizizz, and Google Suite, but it will be truly measured next year when we see if the virtual trends continue beyond this necessary adjustment.