**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department – *Updated Summer 2015***

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| **Candidate:** Brandy Stapleton | **Mentor/Title:** Natalie Smith/ Technology Integration Specialist | **School/District:**  Gainesville City/Gainesville High |
| **Course:** 7481: Designing Online Learning | | **Professor/Semester:** Dr. Kathryn Williams/ Fall 2020 |

**(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete one field  
experience totaling 5 hours! If you have fewer field experiences, just delete the extra pages. Thank you!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
| 8/14/2020 | Demonstrated the use of Google Sites to build a Course LMS to a group of peer teachers. Provided my own Course Shell as a guide and starting point for their course development for online learning resources. [4 hours] | PSC 2.6, 3.2, 3.6, 5.2 | ISTE 2g, 3b, 3f, 4b |
| 10/23/2020 | Assisted Forensics team in creating resources for their forensics activities. Introduced them to pdfCandy.com as a resource for merging and editing files. [1.5 hours] | PSC 2.2, 3.2, 3.3, 3.6, 5.2 | ISTE 2a, 2f, 2g, 2h, 3b, 3f, 4b |
|  | Total Hours: 5.5 |  |  |
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| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:** | **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 |  |  |  | X | | Black |  |  |  | X |  |  |  | X | | Hispanic |  |  |  | X |  |  |  | X | | Native American/Alaskan Native |  |  |  |  |  |  |  | X | | White |  |  |  | X |  |  |  | X | | Multiracial |  |  |  |  |  |  |  | X | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  | X | | Limited English Proficiency |  |  |  |  |  |  |  | X | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  | X | | | | |
| **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 field experience, I assisted some peer teachers with developing Google sites to help organize learning activities for online/blended learning experiences this semester. This was an important development because Gainesville High School was truly unprepared for the challenged of virtual learning in a campus-wide scenario, such as imposed by the Covid-19 pandemic. I learned that in order to be a good technology coach, one must be patient, helpful, and positive when modeling a new concept for peer teachers. Teachers are like students and want to learn, so we must work together to make it a more efficient process. With the forensics group, I assisted and modeled a new method for converting pdf files to word for editing, and completing simple edits using the pdfCandy website and tools.  **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 be able to model processes and help peer teachers develop confidence in implementing programs for their own personal use. 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 will has become a guide for creating blended and virtual learning resources for courses. The impact of this field experience can be measured through the continued and increased development of online course resources for students, but it will be truly measured in future years as virtual trends continue and we can collect data regarding student achievements. | | | |