

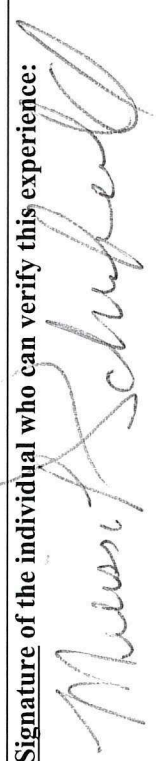
# UNSTRUCTURED Field Experience Log & Reflection

## Instructional Technology Department – Updated Summer 2015

<b>Candidate:</b> Brandy Stapleton	<b>Mentor/Title:</b> Natalie Smith/Instructional Specialist	<b>School/District:</b> Gainesville High School/ Gainesville City Schools
<b>Course:</b> ITEC 7480- Introduction to Online Learning		<b>Professor/Semester:</b> Dr. Katherine Williams, Summer 2020

Date(s)	1 <sup>st</sup> Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
7/1/2020- 7/10/2020	Created video shorts/webinars about virtual tools to further develop the Asynchronous Learning & Web Tools for Virtual Learning presentation conducted in March [6 hours]	2.6, 2.7, 3.2, 3.3, 3.6	2f, 2g, 3b, 3c, 3f

**First Name/Last Name/Title of an individual who can verify this experience:**  
Melissa Schenfield, Teacher, Gainesville High School

**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-2	3-5	6-8	9-12	P-2	3-5
<b>Race/Ethnicity:</b>						
Asian			x			
Black			x			
Hispanic			x			
Native American/Alaskan Native			x			
White			x			
Multiracial			x			
<b>Subgroups:</b>						
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 this field experience, I created resources to share with teachers at Gainesville City School System that would provide ideas for virtual tools to utilize with hybrid/online learning. In March, I hosted a voluntary professional development session for Asynchronous Learning & Web Tools for Virtual Learning that introduced a variety of basic & must-have tools for “going virtual” due to the Covid-19 pandemic. For this field experience, I expanded on that work by creating short videos/webinars to introduce teachers to Edpuzzle, Quizizz, Nearpod, Zoom, Google Suite Apps, Tools for Practice Opportunities & Assessments, Tools to Create Videos, and Other Resources & Opportunities. The idea behind the videos was to provide an overview for the tool, a guided tour of it’s capabilities, and offer support for teachers. I intended to continue creating additional videos to introduce new aspects and offer enrichment/differentiation to meet teacher skill levels. There were a few things I learned during this experience. I learned, and possibly the most valuable lesson about technology, is that technology truly is ever-changing, and therefore, resources guides must be too. This means that a video I created about the features of Quizizz might become obsolete (or at least need to be revised) when Quizizz further develops their platform to include short answer, fill-in-the-blank, and checklist opportunities for questions- which they recently did! Thus, the videos should be short and easy to revise or edit- or a creator should at least not believe it will be relevant always. I learned that technology coaching/leadership requires patience and broad knowledge, and that it helps to organize your goals so that you can complete one small task each day.

### 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.)

This experience helped me to model and facilitate the effective use of researched-based best practices in instructional design (PSC 2.6) and assessments (PSC 2.7) to employ digital tools and resources using technology for learning and assessment. The videos I created were to assist teachers with implementing them in their classroom- especially given the prospect that school would be starting virtually and continuing in a hybrid form for the upcoming year. The project also allowed me to manage digital tools for learning experiences (PSC 3.2, 3.6), and to promote the tools that I believe will best help our teachers with online/blended learning (PSC 3.3), including developing and facilitating the use of those tools to extend student learning and expand opportunities for faculty professional development. The experience required me to actively reflect on my experience and create digital tools and resources to support students in the classroom and teachers as they choose digital tools and resources. My ability to create a bank of video shorts provided a valuable and shareable resource for faculty as some were thrown into a virtual realm due to Covid-19. I believe that my attitude towards integrating technology, developing professional learning opportunities, and collaborating with peers and administrators, being positive and energetic, as well as informative, provides a ray of sunshine for teachers who are otherwise worried and feel overwhelmed with the transition to virtual.

### 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 directly impacted faculty development through the incorporation of best practice strategies and virtual tools and resources by providing teachers with a database of short videos to introduce and enrich ideas for creating online/blended learning opportunities for their students. While some teachers may not need the resource, the opportunity was provided as support for those who did. The information was well-received, and the document was shared with administration and through email to teachers at GHS & GMS. The impact can be assessed through TKFS and administrative observations of virtual tool integrations, possibly through Google Classroom, as well as through student/teacher feedback concerning virtual tools. The experience also offered insight into possible future professional development sessions for faculty as well. I enjoyed these experiences and feel that I have accomplished minor tasks that contribute to the overall growth of faculty and students at GHS.