**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 High School/ Gainesville City School District |
| **Field Experience/Assignment:** Syllabus & Blended/Online Module | **Course:** ITEC 7480- Introduction to Online Learning | **Professor/Semester:** Dr. Katherine Williams, Summer 2020 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 6/24/2020-6/28/2020 | Designed a syllabus for an online/blended Algebra 1 course. [5 hours] | PSC 2.1, 2.2, 2.3, 2.6, 3.3, 4.3 | ISTE 2a, 2b, 2c, 2f, 3c, 5c |
| 7/3/2020 –  7/5/2020 | Designed an online/blended unit of instruction, chose learning objects, and developed authentic assessments. [3 hours] | PSC 2.1, 2.2, 2.3, 2.6, 3.3, 4.3 | ISTE 2a, 2b, 2c, 2f, 3c, 5c |
| 7/4/2020 | Created the assessments for the learning module, including formative checkpoints and an Interactive Slides Activity. [4 hour] | PSC 2.1, 2.2, 2.3, 2.6, 3.3, 4.3 | ISTE 2a, 2b, 2c, 2f, 3c, 5c |
| 7/5/2020 | Designed the rubrics for the assessments and learning tasks. [.5 hours] | PSC 2.1, 2.2, 2.3, 2.6, 3.3, 4.3 | ISTE 2a, 2b, 2c, 2f, 3c, 5c |
| 7/6/2020- 7/9/2020 | Developed the online blended learning module. [12 hours] | PSC 2.1, 2.2, 2.3, 2.6, 3.3, 4.3 | ISTE 2a, 2b, 2c, 2f, 3c, 5c |
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|  | Total Hours: [24.5 hours ] |  |  |

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| **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 |  |  |  | X |
| Multiracial |  |  |  |  |  |  |  | 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?**   This field experience has been an awesome experience! For this structured field experience, I created an online course syllabus, unit plan, and created an online module based off that plan. I learned about and used the iNACOL standards for Quality Online Learning and Teaching, along with the iNACOL Rubrics/Checklists to guide the creation of an authentic online learning module. I also learned about the necessary components needed in the online learning environment to provide students with a meaningful learning experience –with attention to the choice of learning objects and selection or development of assessments. The activities I selected for students were aligned with the Georgia Standards of Excellence for Algebra 1 and included reviewing prerequisite skills, learning and practicing the content with formative assessments, discussions and synchronous sessions for collaboration, and summative assessments. This was an informative experience that strengthened my skills in creating quality learning experiences in an online forum. |
| 1. **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.)**   This learning related to what I must know and what I must be able to do because I had to consider how I would facilitate the development and implementation of an online course and module for student learning. I am now able to take current mathematics state standards and not only design a syllabus for online course instruction, but also develop an online module that differentiates content and uses online tools to engage students in learning. I used Google Slides to create the online module that students will learn content through. I also took the time to develop the site as an ongoing project to include multiple modules for future use. My unit plan clearly outlined the learning targets and topics used for the online module while considering diverse talents and learning modalities of students. The module/site I created is [here](https://sites.google.com/d/1pJ8AryqFlgQ0OLxBOQshctTVQMFCGev2/p/1sK6ZJBSkAaeXLfe-unCJgYQVd1_VSi8E/edit). |
| 1. **Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**   This experience will immediately help Gainesville High School (GHS) by providing opportunity and flexibility for students. Unfortunately, with a global pandemic shaking education systems in America and around the world, students may need alternative options to traditional K-12 courses. This learning experience has provided an avenue for creating this necessary alternative experience at GHS, whether that is for students who choose and entirely virtual setting or for students in the traditional setting who may be forced to learn remotely due to heightened risk. This impact can be assessed through continued satisfactory progression of students through course content and standards, so as to limit down-time during closures. |