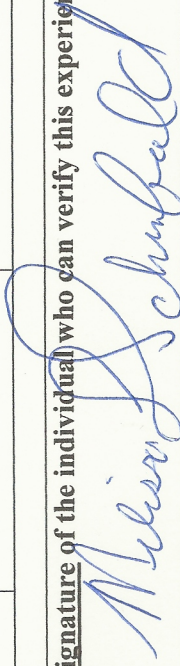


UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015

| | | |
|--|---|---|
| Candidate: Brandy Stapleton | Mentor/Title: Natalie Smith/Instructional Specialist | School/District: Gainesville High School/ Gainesville City Schools |
| Course: 21 st Century Teaching and Learning 7400 | | Professor/Semester: Jane Roberts/Summer 2019 |

| Date(s) | 1 st Field Experience Activity/Time | PSC Standard(s) | ISTE Standard(s) |
|--|--|---|-------------------------------|
| 7/9/2015/ 7/18/2019 | 11:00-1:00/1:00-3:00 – I helped Melissa research assistive technology for downs syndrome children, including researching devices, applications, reviews and costs. We reviewed her upcoming lesson plans for this school year, and I identified weak indicators and offered suggestions for improving LoTi levels. I suggested methods for reviewing assignments and projects for engaged learning indicators and shared index-sized EL descriptions and a revised scoring method for checking Engaged Learning indicators and LoTi levels. I also coached her through using Google Sites to create a webquest. (5 hours) | 2.1, 2.3, 2.6, 3.4, 3.7 | ISTES-C 2.a, 2.b, 2.c, 3.f |
| First Name/Last Name/Title of an individual who can verify this experience: Melissa Schenfield/ Teacher at 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-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 | | | | | | | | |
| Black | | | | | | | | |
| Hispanic | | | | | | | | |
| Native American/Alaskan Native | | | | | | | | |
| White | | | | x | | | | |
| Multiracial | | | | | | | | |
| 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?

I helped Melissa research assistive technology for downs syndrome children, including researching devices, applications, reviews and costs. We reviewed her upcoming lesson plans for this school year, and I identified weak indicators and offered suggestions for improving LoTi levels. I suggested methods for reviewing assignments and projects for engaged learning indicators and shared index-sized EL descriptions and a revised scoring method for checking Engaged Learning indicators and LoTi levels. I also coached her through using Google Sites to create a webquest.

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, enthusiasms) 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 learning experience allowed me to demonstrate knowledge of Engaged Learning practices and peer-tutor a fellow teacher. I was able to share strategies that I created to assist with promoting Engaged Learning. I helped Melissa look at her upcoming unit, revise technology-enhanced learning opportunities within the unit (PSC 2.1, 2.6), and create authentic learning opportunities (2.3). I assisted Melissa with locating assistive technology and researching best practices (3.4) and used Google applications to communicate and discuss and assist Melissa with using Google sites for a webquest (3.7). My disposition has been positive throughout this field as I assisted Melissa with technologies that I am more comfortable with. We worked together to review and revise her units to make them more engaging. It was fun to be able to coach a peer and work with the knowledge I have gained this semester.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

Coaching Melissa on revising her units to integrate technology applications helped me to see the power in becoming an instructional technology coach. I believe that I am more confident with Engaged Learning Indicators and offering solutions for modifying instruction and assessments to make more impactful learning experiences for students. The impact can be assessed with comparison of student scores from the modified unit versus last year's basic unit.