

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015


Candidate: Alyssa Sills	Mentor/Title: Christy Neal	School/District: Taylor Elementary School/Gwinnett County
Course: ITEC 7400	Professor/Semester: Kathi Vanderbilt/Fall 2017	

(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!)

Date(s)	1 st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
10/5/2017	7:45-8:20 (35 Minutes): eClass team meeting coming up with a plan for digital learning days	1.1 Shared Vision Candidates facilitate the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership.	1a. Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students
10/8/2017	1:15-5:30 (4 Hours 15 Minutes)- Creating two how to videos for eClass to teach parents and students how to access the discussion board and eClass.	1.2 Strategic Planning Candidates facilitate the design, development, implementation, communication, and evaluation of technology-infused strategic plans.	1b. Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels
10/9/2017	1:00-3:00 (2 Hours) - Teaching the third grade team how to create digital learning days on eClass. Total hours: 6 hours and 50 Minutes	5.2 Professional Learning Candidates develop and	4b. Design, develop, and implement technology rich professional learning programs that model principles of adult learning and promote digital age best

	<p>implement technology-based professional learning that aligns to state and national professional learning standards, integrates technology to support face-to-face and online components, models principles of adult learning, and promotes best practices in teaching, learning, and assessment.</p>	<p>practices in teaching, learning, and assessment</p>
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First Name/Last Name/Title of an individual who can verify this experience:
 Christy Neal/Local School Technology Coordinator

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	X		
Black		X			X	X		
Hispanic		X			X	X		
Native American/Alaskan Native		X			X	X		
White		X			X	X		
Multiracial		X			X	X		
Subgroups:								
Students with Disabilities					X	X		
Limited English Proficiency					X	X		
Eligible for Free/Reduced Meals					X	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?

This field experience taught me a lot about technology coaching and leadership. I am on a technology leadership team at my school, and we needed to come up with a plan for Digital Learning days in the case of another inclement weather day this year. During the meeting, we came up with an idea to create three days of digital learning for the students to complete and put them in a draft so that all teachers could post them on the weather day. We also made the decision that we needed to create videos that showed how to access student eClass pages and how to navigate eClass for parents. I was asked to make the videos for parents. Working with other teachers to come up with a plan during this meeting was the first time I have been in a leadership role with other teachers that have worked with a lot of technology. It was eye-opening to see how collaboration and leadership skills can make significant outcomes.

After the meeting, I used Powtoon to create the videos that would be showcased on the elementary school webpage and the teacher's eClass pages for the whole school. I worked with the other teachers in the meeting to come up with a plan to create videos that were comprehensive. I decided to use the tool Powtoon because the product looks high quality and I was able to incorporate all of the ideas from the meeting. Now that I created the videos that others have seen teachers have asked me to show them on how to create videos for their class. Making the videos created a lot more coaching opportunities for the future. The videos are now posted on the elementary school website to help teachers, parents, and students with eClass and where to access Digital Learning Days.

I also taught my grade level during our professional learning day how to create Digital Learning Lessons on our eClass pages. Teaching my grade level showed me a lot about being a technology leader and a technology coach. Teachers had to learn where to post the lessons and how to use restrictions on our LMS system. It was a great way to collaborate with other teachers and show teachers how technology can change the dynamic of a classroom; It also taught me how technology could create a motivating and easy way for students to collaborate even on days when we are off for inclement weather.

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.)

Knowledge – This field experience related to what I must know or knowledge because it focused on creating technology, collaborating with others, and coaching other teachers to develop their technology. I used best practices to teach the other third grade teachers the aspects of eClass that they would need to create digital learning assignments. I was able to model where to find discussions, assessments, news items, content areas, calendar, and how to use restrictions using eClass. I also used what I have learned to create the videos that would be posted on the website, which was a shared vision for how technology would be used at my school. I also was able to collaborate with other teachers, which created an opportunity to coach more in the future.

Skills – Collaborating, creating, and coaching for digital learning days also showcase what I must be able to do as a technology coach. Being a technology coach and a leader means that I should be able to teach technology not only to students in my class but also to other teachers and adults. This field experience created many opportunities to do just that. To be a technology coach means to work alongside other technology leaders to create products together. This field experience taught me to work together for a common purpose.

Dispositions – To be a technology coach you also have to exude a good attitude and enthusiasm toward the use of technology and prove to others that technology can create an excellent environment for students. Some teachers at my school are hesitant to start using technology and building digital learning lessons because it is something they are not comfortable with. I was able to help those teachers create quality lessons and show them that technology can help students. Supporting the teachers that are more hesitant is done by having the right attitude and having a plan to show the teachers that technology can be easy to use.

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 impacted school improvement, faculty development and student learning at my school in many ways. The school has never done digital learning days so creating the initial lessons and videos was a step forward in the use of technology. Since posting the videos, we have done various practices for digital learning days where students go to eClass at home and write a post on the discussion board. We had most students at the school do the discussion online, and the videos were provided to show them how to access the page. As we do more practice sessions, we will be able to assess the impact of the digital learning lessons better. This field experience also contributed to faculty development. Since my school is pushing for teachers to use eClass more in the class, we will be able to check and see if more teachers are using eClass and the tools that I taught them during the planning day. The students are also learning to use technology to collaborate with other students and create products. Student learning can be assessed by looking at statistics of students that have completed the online activities.