UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department – *Updated Summer 2015*

Candidate: Amy Calley	Mentor/Title: Sandra Lake/Instructional Technology Coach	School/District: Brumby Elementary/Cobb County
Course: ITEC 7305/Data Analysis & School Improvement		Professor/Semester: Dr. Jim Wright/Summer 2019

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

Date(s)	1st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
5/6/19	Met with grade level teachers to assist with Microsoft Sway presentations, including use of various digital tools and resources as part of the Microsoft Innovative Educator (MIE) certification process [1 hour]	PSC 2.1., 2.2, 3.1, 3.2, 3.7, 6.3	ISTE 2a, 2b, 3c, 3f, 3g, 5b, 6c
5/10/19	Met with grade level teachers to provide troubleshooting tips and selection, use of, and evaluation of Teams, OneDrive, OneNote, SharePoint, Class Notebook, and Forms within the Office 365 platform as part of MIE certification [2 hours]	PSC 2.1, 2.2, 3.1, 3.2, 3.7, 5.2, 6.3	ISTE 2a, 2b, 3c, 3f, 3g, 5b, 6c
5/13/19	Collaborated with Core Extension teachers to create a PowerPoint presentation reflecting aspects of Office 365 that were used for instruction and assessment for students, and specific to communication and collaboration with colleagues [2 hours]	PSC 3.7, 6.3	ISTE 3g

First Name/Last Name/Title of an individual who can verify this experience:	Signature of the individual who can verify this experience:
Sandra Lake/Instructional Technology Coach	*Sandra Lake*

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	X	X						
Hispanic	X	X						
Native American/Alaskan Native								
White	X	X						
Multiracial	X	X						
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? This field experience expanded upon my knowledge and understanding of Microsoft tools and programs within the Office 365 platform. As part of Microsoft Innovative Educator (MIE) certification, we were required to participate in modules concerning components of Office 365, including OneDrive, OneNote, Class Notebook, Sway, Forms, SharePoint, and Teams. The homework from the modules included not only using these components for instruction, assessment, and collaboration, but to implement what we learned as part of professional learning shared with others. By completing this field experience, I was able to participate in my own personal learning experience while sharing what I learned with colleagues as part of MIE certification. The sessions took place after school and were available to all staff school wide.

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 – Knowledge was gained in use of technology for enhanced learning experiences that align with student content and technology standards. Understanding of how to use of components of Office 365 for classroom management and collaborative learning experiences was gained through sharing of digital tools and resources.

Skills – Skills pertaining to learner-centered strategies were developed, including management of tools and resources within the student learning experience (students being teachers). Skills were acquired using components of Office 365 to collaborate and communicate with colleagues, students, and parents.

Dispositions – Professional learning experience was gained through conducting after school sessions for colleagues, as I was able to collaboratively

implement technology-based learning that aligned to state and national standards. Use of face-to-face components not only provided this experience for myself, but also made my colleagues more open to using me as a resource for troubleshooting or further assistance. Surveys administered following the sessions (through Forms) were used to determine overall effectiveness of this professional learning experience, showing that it deepened knowledge and skills that will positively affect student learning as well. I am now much more eager to share what I know to promote best practices in teaching and learning.

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 school improvement and faculty development as it supported staff in completing MIE certification, which was a school wide initiative. As staff completed modules as part of the certification process, I was able to be part of a support group that held after-school sessions for those who needed further assistance. Not only did this help with my own understanding of components of Office 365, but also gave me a chance to coach others in use of technology for instruction, assessment, collaboration, and communication. Many of those teachers who attended the after school sessions were also able to share what they learned with their respective teams during common planning time. This impact can be assessed through surveys and questionnaires pertaining to MIE certification and after school sessions, as well as through classrooms observations by administration and the academic/ instructional technology coaches.