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

Candidate: Amy Calley	Mentor/Title: Sandra Lake/ITS	School/District: Brumby Elementary School/Cobb County
Course: ITEC 7410 – Instructional Technology Leadership		Professor/Semester: Chester Fuller

(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)	1st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
1/22/19	Attended Microsoft Innovative Educator (MIE) professional development (PD) on Microsoft Forms [1 hour]	3.2, 3.3, 3.6, 3.7, 6.1, 6.2, 6.3	3b, 3c, 3f, 3g, 6a, 6b, 6c
2/26/19	Attended MIE PD on Microsoft Sway [1 hour]		
3/5/19	Attended MIE PD on Microsoft Sharepoint [1 hour]		
3/19/19	Attended MIE PD on Skype [1 hour]		
4/16/19	Participated in preliminary meeting to discuss updates to school strategic technology plan [1 hour]		

First Name/Last Name/Title of an individual who can verify this experience:	Signature of the individual who can verify this experience:
Sandra Lake/ITS	X _Sandra Lake_ Sandra Lake ITS

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						
Hispanic		X						
Native American/Alaskan Native								
White		X						
Multiracial		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 involved participating in professional learning for Microsoft Innovative Educator (MIE) certification. The trainings were held in one-hour sessions with our school's Instructional Technology Coach, as well as the District Technology Coach. During this experience, I learned how to use components of Office 365, including Forms, Sway, Sharepoint, and Skype, for collaboration and communication, as well as instruction and assessment. As a coach, I could use Forms to create surveys and quizzes to assess teacher needs and knowledge. With Sharepoint, I could make files available that support teacher use of technology, including digital tools, devices, and programs. Skype could be implemented as a form of communication when troubleshooting or giving technical support. By participating in professional learning focused on technology, I am better equipped to train and support colleagues in these same areas.

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 – Through MIE certification professional learning, I learned how to effectively use components of Office 365 for teaching and learning. This enables me to be more productive with lesson planning and accessing content standards from other subject areas, as well as communicating with colleagues concerning technology and content goals. I understand not only how to use Forms, Sway, Sharepoint, and Skype for my own purposes in the classroom, but also how to support and coach other teachers as well.

Skills – I am able to create surveys and questionnaires in Forms for assessment purposes with students and for gaining insight about technology and content with teachers. I can use Sway to create presentations for instruction, and able to teach students how to use Sway as part of project-based learning, as a presentation tool. I can use Sharepoint to save and share pertinent information, with a goal of supporting other teachers through technology and content. I can use Skype to communicate with our Instructional Technology Coach, District Technology Coach, and colleagues as necessary. My students can also use Skype to communicate with classes throughout our building, as well as art classroom throughout the county.

Dispositions – Knowledge of Office 365 has increased my confidence is using tools for communication, collaboration, instruction, and assessment. I am more likely to offer technology to my students as a choice for showing knowledge and understanding, as I feel I am successful in teaching individuals and classes how to use these tools. I am also encouraged to teach others within our school and county how Forms, Sway, Sharepoint, and Skype can benefit student engagement and achievement, as well as teacher collaboration, as I am preparing to present lessons using these technologies during county-wide visual arts meetings.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? Our entire staff was involved in this professional learning for MIE certification, so the impact will be seen throughout the school, specifically for teacher communication and collaboration, and for instruction and assessment with students. Faculty is better equipped to use technology such as Forms to assess student knowledge, Sway to implement project-based learning, and Skype to communicate with other classrooms within our building and within the county (such as 4th and 1st grade technology buddies – classes supporting each other through use of digital tools and resources). In addition, faculty is already using Forms to administer staff surveys concerning various team goals involving technology, school climate, and our Strategic Plan. We are moving current files to Sharepoint with a goal of accessibility across grade levels and subject areas. This impact can be assessed by creating further surveys through Forms for teachers and students, and by observing student engagement through use of technology on a daily basis.