

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

Candidate: Sharon Amonett	Mentor/Title: Kit Carpenter/Math Coach	School/District: Dalton Middle School/Dalton Public Schools
Course: ITEC 7410 – Instructional Technology Leadership		Professor/Semester: Dr. Campbell/Summer 2015

Date(s)	1st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
6/22/15	Discuss with administration and Canvas Support Team Leader the goals and implementation plan for Canvas Gradebook during the 2015-2016 school year. [1 hour]	5.1	4a
6/27-7/6/15	Development of screenshots and how-to guides for teachers to use with Canvas Gradebook. [4 hours]	5.1, 5.2, 6.1	4a, 4b, 6a, 6b
7/13/15	Developed Canvas course as a resource to teachers when looking for screencasts, how-to guides, and screenshots modeling how to properly use the tools within Canvas Gradebook. [3 hours]	5.1, 5.2, 6.1	4a, 4b, 6a, 6b
	Total [8 hours]		

First Name/Last Name/Title of an individual who can verify this experience:
 Kit Carpenter/Math Coach (Canvas Support Team Lead)

Signature of the individual who can verify this experience:

Kit Carpenter

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					
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?

To encourage use and force teachers to utilize more features of the Learning Management System (LMS) Canvas, my school is requiring all teachers to enter grades and maintain assignments within this program instead of using Infinite Campus as they have in the past. As a member of the Canvas Support Team for my school and district, I was asked to develop the screenshots and PDF step-by-step guides to instruct teachers within the middle school how to properly create assignments, enter grades, and communicate with students and parents about the grades. Through this work, I formed a stronger idea of the ideas and implementation plans for my school and district involving the LMS. The implementation plan for the LMS district-wide has been crafted in a way to encourage everyone to use it, but also utilize those within the classrooms to train others around them to gradually build until all teacher feel comfortable integrating the LMS in their classes for more than just a gradebook. The differentiation required by a technology coach or leader is equivocal to that of a classroom teacher because all users of the LMS are at different learning stages with the program. Creating these guides and materials I had to create a variety of levels for the same process or action so that the teacher understood what to do, but was not bored or overwhelmed.

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 -

I used my knowledge of current weaknesses and strengths of teachers within my building as I developed the instructional guides and course so that each teacher would gain the professional development they required to advance their skills in using the Canvas Gradebook. As an effective technology leader it is

important to communicate with all levels of stakeholders so that they feel their opinion is heard and matters in the planning and implementation process. I gained knowledge of proper planning and development of professional development resources to be used face-to-face as well as online components.

Skills -

During this field experience, I worked to develop and implement technology-based professional learning that aligns to state and national professional learning standards so that each staff member would feel supported at their level to learn and utilize the LMS gradebook and assignment features. I integrated technology to support face-to-face and online components of that model and promote best practices in teaching, learning, and assessment.

Dispositions –

In the spirit of being a continuous learner, I was able to not only guide my peers in learning how to effectively and correctly use the LMS, but also learn about new features and updates that the LMS has incorporated since the end of the last school year. My goal was to create a positive learning environment where teachers enjoy learning to use the Canvas Gradebook and become intrigued to learn more about the LMS and what it has to offer for them as teachers and for their classes of students.

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

During this field experience I created online and face-to-face training tools to better equip the teachers of my school as they prepare to embrace using Canvas Gradebook for all of their grades. While there may still be questions or teachers who prefer to have someone sit with them and explain the process verbally, I have developed and organized resource materials that will be beneficial regardless of their prior knowledge or use of the LMS. By using this gradebook, parents will have a more direct line to see not only how their child has scored on an assignment or quiz, but also view any feedback given by the teacher. The resources created will guide teachers to use these features in a way that makes their grading and communication about grade simpler and more stream-lined. The goal is to see each teacher organizing and maintaining their Canvas Gradebook throughout the year and be able to refer back to these resources when questions do arise.