

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015

Candidate: Shari Amonett	Mentor/Title: Kit Carpenter/DHS Math Coach	School/District: Dalton Middle School/Dalton Public Schools
Course: ITEC 7460 – Professional Learning and Technology Innovation	Professor/Semester: Dr. Bacon/Fall 2015	

(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)
9/7-11/15	Planning and preparation of materials for Canvas 101 Sessions [5 hours]	PSC 1.1, 1.2, 3.2, 3.3, 3.5, 3.7, 4.2, 5.2, 6.1, 6.2	ISTE 1a, 1b, 3b, 3c, 3e, 3g, 4b, 5b, 6a, 6b, 6c
9/21/15	Presented Canvas 101 Session twice [3 hours]		
9/22/15-10/2/15	Follow-up from sessions through email correspondence with participants [2 hours]		

First Name/Last Name/Title of an individual who can verify this experience:
 Cole Bennett –District Design Team Member & Co-Presenter

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	X				
Black	X	X	X	X				
Hispanic	X	X	X	X				
Native American/Alaskan Native								
White	X	X	X	X				
Multiracial	X	X	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?

On September 21st, Dalton Public Schools held a professional learning day for teachers entitled “Dalton Difference Day.” For this day I was asked to work with three other teachers to present a Canvas 101 session for all teachers to attend since using the learning management system is slowly becoming a requirement within the district. During the day teachers were able to rotate around to different sessions much like a conference, but one of them had to be a Canvas session (there were multiple sessions based on experience and knowledge of Canvas). Working with the three other teachers we created an hour and a half session that we presented twice during the day so that we could also attend other sessions of our choice. At the conclusion of the sessions we encouraged the teachers to contact us if they had further questions. I received various emails for the next two weeks asking for helping moving through Canvas issues.

Through this field experience I was able to work with other like-minded technology leaders throughout the district to create a workshop session for our teachers. This was a positive experience because I was able to think about the teachers in our district, not just within my school or grade level as I worked to plan and implement the learning experiences. The session allowed opportunities for me to grow in both my whole group instructional techniques, as well as my one-on-one communication skills because we scheduled time for both types of activities.

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 -

As a technology leader you must have the knowledge to evaluate programs and determine what is best in terms of strategic design for the school and system. Through this field experience I was able to use my knowledge of Canvas to design and implement an introductory level professional learning session that would benefit the teachers in attendance.

Skills -

Communication skills are necessary for a technology leader or coach to lead and implement professional learning experiences. This opportunity provided me with a chance to collaborate with others to build a learning experience similar to what I would do as a technology coach. I used technology to create handouts for teachers to use within the session as well as on their own and worked to help create the presentation used to guide the actual session.

Dispositions -

As a continuous learner, this opportunity allowed me to explore uses of technology in the school setting and see how important it is for all teachers to have capacity to understand and create within the program. Reflection was important as the session was designed to ensure that all

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

One of the primary goals for technology in Dalton Public Schools currently is to build capacity within each of our teachers to utilize and create content within our learning management system, Canvas. The Canvas 101 session that I worked to create and implement affected the teachers who are just starting out with Canvas and still need guidance in the basic navigation and creation aspects of the program. The goal of our session was for each teacher to leave with a published course that they felt comfortable adding content to as they progress. The impact of our session will be felt by any teacher and student that has the opportunity to work with Canvas in the classroom. The teachers will have the capacity to add material and the students will reap the benefit of having an online location to locate class assignments and resources outside of the classroom.