

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 in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

The field experience was great practice for me to put into practice some of the learning acquired this semester about effective collaboration and partnership. I feel like the one-hour session was a success. Mrs. Bagley is a leader within the kindergarten grade level and will likely share her experiences learning about the blog function of Weebly. This is terrific in that she can help spread this practice, which will ultimately help teachers keep parents better informed.

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

I definitely think this will benefit the school. Mrs. Bagley is a leader. Again she will likely spread the practice of using the embedded Weebly blog function. This will ultimately help teachers' transition from the use of Blogger towards the use of the already embedded blogging features of Weebly. This will ultimately save the teachers time and help them communicate more effectively with parents.

Date(s)	2 nd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
09/12/14	(3 hours) I began work on a professional learning session that was to occur on September 19 th as directed by my Administrators. The focus of the PL session was to be on Gmail basics and tips. I prepared batch scripts to better automate the class and also began work on the presentation materials.	(PSC 1.4/ISTE 1d) (PSC 3.5/ISTE 3e) (PSC 3.6/ISTE 3f) (PSC 5.2/ISTE 4b) (PSC 6.3)	1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? The BCSS Google Apps for Education implementation left many teachers used to the Microsoft Outlook email client confused and uneasy with effectively navigating Gmail. My administration turned to me to create a PL session to be held during a scheduled early release day (September 19 th) addressing this. During the session a lot of topics were included like signatures, email search, dragging and dropping attachments, contact group lists, blind carbon copy, and adding images to a signature. Attendees responded with a lot of positive feedback following the session. The field experience was invaluable in reinforcing good professional learning design processes. I feel like I effectively organized all aspects of this professional learning experience.
09/19/14	(1 hour) I finalized the Gmail PLC instructional materials, handout, and presentation.		

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								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

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 in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

The learning acquired from this field experience definitely relates to what I must know and how I must conduct myself as an ITC. The PL session offered about Gmail addressed a diverse demographic of teachers who each have their own preferred ways of learning. I feel like the

	<p>planning that went into my session directly influenced the success and differentiation of the session. There were multiple skills levels in attendance of this session and I feel like I was able to effectively accommodate each different level of learner. This skill is a necessity for ITCs.</p> <p>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?</p> <p>There is a big push to successfully implement Google Apps for Education within Buford City Schools. I feel like the field experience of planning this PL session will directly impact the speed at which Google Apps and particularly Gmail will be adopted into normal everyday use by the faculty. Overall, I see the PL session as a success. The attendees all had positive things to say about the learning experience and their feedback indicates to me that I made a positive impact and hopefully helped a few teachers change some of their everyday practices in regards to navigating Gmail more effectively.</p>
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