**STRUCTURED
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Hillary Johnson | **Mentor/Title:** Kathy Vinyard/Media Specialist | **School/District:** Lassiter High School/Cobb County |
| **Field Experience/Assignment:**Coaching Journal & One Hour Workshop | **Course:**ITEC 7460 – Professional Learning and Technology Innovation | **Professor/Semester:**Dr. Grove/Fall 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 10/13/16, 10/19/16, 10/31/16 | Completed coaching sessions as well as reflections with the teacher after the coaching session. Also planned each coaching session between each of the major coaching sessions. [16 hrs] | PSC 2.1, 2.2, 2.3, 2.6, 3.2, 3.6, 6.2 |
| 9/26/16 | Made initial plans for the one-hour workshop and created a shell for the workshop. [4 hrs] | PSC 2.6, 3.2, 3.6, 5.2 |
| 10/24/16 | Completed the foundation for the workshop, made an outline for the time of the workshop and started advertising to my colleagues. [6 hrs] | PSC 3.3, 3.6, 3.7, 5.2 |
| 10/30/16 | Made the handouts, flyers, and other supplemental activities for the workshop. Continued the overall planning of the workshop. [8 hrs] | PSC 3.3, 3.6, 3.7, 5.2 |
| 11/8/16 | Led the workshop for my fellow colleagues. [3 hrs] | PSC 3.3, 3.5, 5.2 |
| 11/14/16 | Administered the evaluation and examined the results to make a conclusion. [ 2 hrs] | PSC 5.2, 5.3, 6.2 |
|  | Total Hours: [32 hours ] |  |

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| **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 |  |  |  |  |  |  |  | X |
|  Limited English Proficiency |  |  |  |  |  |  |  | X |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  |  | x |

**Part II: Reflection**

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| **CANDIDATE REFLECTIONS:**(Minimum of 3-4 sentences per question) |
| **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?***This field experience had two major components. The first part of the field experience was the individual coaching journal with a fellow colleague. This part of the experience involved completing three coaching sessions with the same teacher to coach her on technology integration in the classroom. I learned both the negatives and positives of coaching but also gained more confidence in my coaching abilities for future use. The second part of the field experience was the one-hour technology workshop, which for me personally turned into a two hour workshop. For this workshop, I had to create a presentation and interactive session for fellow teachers on how to use Schoology in their classroom. This presentation further built my knowledge as a technology facilitator within the school and also helped me gain confidence as a technology leader within the school.*  |
| **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.)***Knowledge – To do the coaching journal, I had to know the content standards and student technology standards that I wanted to address through these coaching sessions (PSC 2.1) In addition, for the one-hour workshop, I had to know how to manage the digital resources of Schoology and how to incorporate this into the workshop (PSC 3.2).* *Skills – To do these coaching sessions, I had to be able to select and evaluate digital tools and devices that would help enhance the classroom experience for the teacher being coaching (PSC 3.6). In addition, for the one-hour workshop, I had to be able to do basic troubleshooting for the teachers as they started learning and working through the Schoology platform (PSC 3.5).**Dispositions – To do this coaching journal, my attitude toward trying new technology was the first step in creating beneficial coaching sessions that would help the teacher and then I had to be able to manage the tools I was showing her in class for proper student use (PSC 3.2). In addition, for the one-hour workshop, I had to have an attitude of reflection and be comfortable with others reviewing my work in the workshop and use that information to guide my performance in future workshops or professional development (PSC 6.2).* |
| **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 impact both faculty development and student learning at my school. Through the coaching journal I was able to help one individual faculty member with her development but she spoke so highly of the coaching and benefitted from it so much, that she recommended coaching to other teachers as well which further developed other faculty members. Faculty development was also enhanced from the one-hour workshop as teachers that attended the workshop further development their classroom website skills by learning a new technology to implement with their students. Student learning at the school was also impacted as the teacher being coached implemented new strategies in her classroom to further engage her students. Student learning was also impacted as the students of teachers using Schoology will benefit by having more of an interaction in the classroom environment through a platform like Schoology instead of TypePad. The impact can be assessed by examining teacher development and how many teachers truly transition to the use of Schoology. Student learning can also be assessed by examining student engagement in the classroom and out of the classroom based on interaction with the Schoology platform.*  |