

# STRUCTURED

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Edith Wood	<b>Mentor/Title:</b> N. Schapley/English Teacher	<b>School/District:</b> North Paulding High School / Paulding County
<b>Field Experience/Assignment:</b> Coaching Journal	<b>Course:</b> ITEC 7460: Professional Learning & Design Innovation, Section 2	<b>Professor/Semester:</b> Dr. Luscre/Fall 2013

### Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
09/18/13	Through short conversations with several staff members, I selected a candidate to coach for this assignment and discussed the project with her. [1 hour]	PSC 5.1, 5.2	ISTE 4a, 4b
10/04/13	Met with coaching candidate to discuss her needs in the classroom. Developed a partnership approach to integrating technology in the classroom. [.5 hour]	PSC 2.1, 2.3, 2.6, 3.2, 3.6, 4.1, 5.1	ISTE 2a, 2c, 2f, 3b, 4a, 5a
10/05-09/13	Spent time familiarizing myself with the target technology and planning our co-taught lesson [4 hours]	PSC 2.1, 2.6, 3.1, 4.2, 5.2, 6.1, 6.2	ISTE 2a, 2f, 3a, 4b, 5b, 6a, 6b
10/10-11/13	Delivered the co-taught instruction we had planned. [7 hours]	PSC 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.6, 4.1, 5.1, 6.3	ISTE 2a, 2b, 2c, 2f, 3a, 3b, 3c, 3f, 4a, 5a, 6c
10/14/13	Evaluated the Google Drive lesson and discussed future innovations[1 hours]	PSC 1.1, 2.7, 2.8, 3.6, 3.7, 4.1, 5.1, 6.1, 6.2, 6.3	ISTE 1a, 2g, 2h, 3f, 3g, 4a, 5a, 6a, 6b, 6c
10/18/13	Designed activities for Coaching Journal (IC Messenger) [4 hours]	PSC 1.4, 3.7	ISTE 1d, 3g
10/30/13	Implemented the Coaching Journal with teacher [1 hour]	PSC 1.4, 3.7	ISTE 1d, 3g
	Total Hours: [18.5 hours ]		

<b>DIVERSITY</b>								
(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
<b>Race/Ethnicity:</b>								
Asian								x
Black								x
Hispanic								x
Native American/Alaskan Native								
White				x				x
Multiracial								
<b>Subgroups:</b>								
Students with Disabilities								x
Limited English Proficiency								
Eligible for Free/Reduced Meals								x

## Part II: Reflection

### 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 involved working with a teacher to improve the integration of technology in her classroom. After considering several candidates I settled on one who is an early innovator with the idea that we could easily form a partnership where we could learn from each other. Using the principles learned from our text and other readings, I applied the partnership approach with great success. We began by planning a co-taught lesson on Google Drive which would address the students' collaboration, storage and productivity needs. I introduced the technology and my teacher followed up with an assignment using the tools in this module. Once that lesson was complete we evaluated it together and planned improvements for next semester. Next, my teacher wanted help with communicating with parents. I found a module in our grade book software which allowed messages to be sent to students with failing grades or missing assignments and ended up delivering this instruction to my entire staff, not just the teacher I was coaching. I learned along the way that the partnership approach is an excellent model for introducing and spreading technology. I felt comfortable with my teacher. I believe we both felt we could make mistakes and learn without judgment. Our success encouraged us both to not only continue to work with each other, but to spread what we had learned to others on our staff.

**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.)**

First, the technology facilitator must have knowledge of the content standards and student technology standards, and of research-based strategies to create authentic learning experiences for all students (PSC 2.1, 2.2, 2.3). I used this knowledge when analyzing with my teacher, the needs of her students as applied to her content standards. The instructional facilitator also need a solid grounding in the digital tools and resources available for students and teachers (PSC 3.6, 4.1). This is something I have a natural interest in and try to keep abreast of new innovations applicable to education. The technology facilitator must have the skills to effectively use their knowledge to create effective instructional design, assessments, and data analysis (PSC 2.6, 2.7, 2.8). They must be skilled communicators and leaders in the diffusion of innovation and change (PSC 1.4, 3.7). I worked with the teacher I coached to build a partnership and when we stumbled onto a new tool that would help all our teachers, I did not hesitate to take it to diffuse it to my entire faculty. Last, technology facilitators need dispositions that value professional development, continuous learning, reflection, and the need to share their vision with their peers (PSC 1.1, 5.2, 6.1, 6.2). My teacher and I enjoyed working together and sharing what we learned not only with each other, but with other teachers who would benefit from the innovation. We plan to keep working together beyond the end of this class.

**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 impacted our students and the teacher I coached, but also lead into a faculty-wide professional learning experience. Student learning objectives require students to work

collaboratively with their peers. The Google Drive my teacher and I taught collaboratively gave them a tool they can use to collaborate online as well as giving them access to web-based productivity tools and storage. Additional coaching led to the discovery and utilization of a communications module in our current gradebook software which enabled teachers to easily send mass emails to parents or guardians of students who are failing or missing assignments. When I related this discovery to my principal he asked that I present it to the whole staff. He also took it to the system level and set our school up as the pilot school for using this tool in our county. If used successfully, the county will go system-wide with this innovation. A new alignment of goals will have been established and communication at all levels will have taken place.