

# STRUCTURED

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Amy Calley	<b>Mentor/Title:</b> Sandra Lake/ITS	<b>School/District:</b> Brumby Elementary School/Cobb County
<b>Field Experience/Assignment:</b> Coaching Journal	<b>Course:</b> ITEC 7460 – PL & Tech Innovation	<b>Professor/Semester:</b> Anissa Vega/Fall 2018

### Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
10/3/18	Initial coaching session. Scheduling explained and partnership coaching described. Goals set so that a plan can be developed. [1 hour]	PSC 2.1, 2.5, 2.6, 3.6	ISTE 2a, 2e, 2f, 3f
10/24/18	Second coaching session. Discussed and demonstrated use of Recordex device and Simplicity tv for instruction. Review of goals and feedback. [1.5 hours]	PSC 2.1, 2.2, 2.4, 2.6, 3.6	ISTE 2a, 2b, 2d, 2f, 3f
10/29/18	Classroom visit to assist in use of Recordex and Simplicity tv, as well as observation of implementation. [45 minutes]	PSC 2.1, 2.2, 2.3 2.6, 3.1, 3.2	ISTE 2a, 2b, 2c, 2f, 3a, 3b
11/14/18	Third coaching session. Evaluation of implementation of Recordex and Simplicity tv. Review of goals and feedback from prior sessions. Implementation of digital journals discussed. [1.5 hours]	PSC 3.2, 3.4, 3.5, 3.6, 6.1, 6.2, 6.3	ISTE 3b, 3d, 3e, 3f, 6a, 6b, 6c
11/26/18	Classroom visit to assist in implementation of digital journals within OneNote, including observation. [45 minutes]	PSC 2.1, 2.2, 2.3 2.6, 3.3, 3.5	ISTE 2a, 2b, 2c, 2f, 3c, 3e
	Total Hours: [5.5 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				x		
Multiracial						x		
<b>Subgroups:</b>								
Students with Disabilities						x		

Limited English Proficiency						x		
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 coaching a student teacher/colleague in developing and implementing goals for the use of technology for instruction, to increase teacher effectiveness and student engagement. I conducted three coaching sessions and two classroom visits that involved goal-setting, assistance in meeting goals, observation of technology implementation, and analyzation of feedback. Through this experience, I learned how to use the partnership approach to support the goals of another teacher, as well as how feedback forms can assist in evaluating goals and actual implementation of technology, so that myself as the coach, as well as the teacher being coached can continue to reflect and improve upon our teaching and coaching.**

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:** In order to complete this coaching experience, it was necessary for me to understand the technology chosen for implementation (Recordex, Simplicity tv, OneNote), as well as an understanding of the partnership approach.

**Skills:** In supporting my student teacher/colleague through use of digital tools and resources, I expanded upon my skills using specific programs and devices, through initial development of a plan of use, as well as through assistance in actual implementation.

**Dispositions:** Through the experience of coaching a colleague, I continued growing in my knowledge and skills regarding the partnership approach, as well as the specific technology implemented. In doing so, I not only feel more confident in coaching someone in my same field of art education, but am also eager to share more of what I learned and practiced with teachers of varying grade level/subject matter.

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

**In coaching a colleague/student teacher in art education at my same school, I was able to support a faculty member in her personal goals for technology implementation. In doing so, I was also able to support the students that we both teach. Her goals involved using technology for instruction, and for students to use online learning along with traditional art instruction. These goals also support our school improvement plan, as well as a school initiative of moving from STEM to STEAM – incorporating the arts and technology. The impact can be assessed through evaluation of student digital journals, as well as through the After-Action and Observation/Feedback forms that we completed during and after each coaching session/classroom visit. In continuing my coaching, as my colleague begins to use digital journals and further instructional technology with more classes, even more of an impact will be evident.**