**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Julia Hotchkiss | **Mentor/Title:** Kathie Craven/Media Specialist | **School/District:** Thomas County Middle School/ Thomas County Schools |
| **Field Experience/Assignment:** Coaching Journal | **Course:** ITEC 7460 | **Professor/Semester:** Dr. Grove/ Fall 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 10/8/16 | Compiling LoTi Questionnaire [2 hours] | 5.1, 5.2 | 4a, 4b |
| 10/10/16 | LoTi Questionnaire & Needs Assessment of Teacher [3 hours] | 5.1, 5.2 | 4a, 4b |
| 10/11/16 | Dialogue with Teacher to Plan Coaching Sessions- Coaching Session #1[1 hour] | 1.1, 2.1, 5.1, 5.2 | 2a, 2d, 4a, 4b |
| 10/28/16 | Planning Coaching Session #2 [2 hours] | 5.1, 5.2 | 4a, 4b |
| 10/31/16 | Coaching Session #2 [1 hour] | 1.1, 2.1 | 2a, 2d |
| 11/4/16 | Planning Coaching Session #3 [2 hours] | 1.1, 2.1, 5.2 | 2a, 2d, 4b |
| 11/8/16 | Coaching Session #3 [1 hour] | 1.1, 2.1 | 2a, 2d |
| 11/13/16 | Compiling Notes and Writing Coaching Journal [3 hours] | 1.1, 2.1, 5.1, 5.2 | 2a, 2d, 4a, 4b |
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|  | Total Hours: [15 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 |  |  |  |  |  |  |  |  |
| Black |  |  |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  | x |  |  |  |  |  |  |
| Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

**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 involved coaching a peer teacher who needed extra help with technology. Together we brainstormed ideas for the content of our sessions, and decided to start with Google Classroom. We planned out our 2nd and 3rd sessions as well. I learned that even with the best plans, technology coaches and leaders have to be flexible with their planning. I was ambitious with my planning and the 2nd session really turned into an extension of the first session. Even though it did not go as planned, I know that it was valuable. The teacher was able to use the information I taught immediately in the classroom. |
| **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.)**  This experience related to the knowledge, skills, and dispositions required of a technology facilitator by understanding that after giving a needs assessment and understanding the results, a technology facilitator must be able to plan a program or workshop to help facilitate technology learning. It also requires a disposition of confidence and perseverance, both with the technology coach and the teacher. Finally, a technology facilitator or technology leader must know how to model and design the implementation of technology-enhanced learning experiences. |
| **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 effected faculty development. My peer teacher was participating in technology professional learning to use in her classroom. The impact of this experience can be assessed by observations or a survey of how the teacher is currently using the technology for her students. |