

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Tiffany Gibson	Mentor/Title: Laurah Fannin/ ITS	School/District: Westside Elementary School/Polk School District
Field Experience/Assignment: Coaching Journal and Technology Workshop	Course: ITEC 7460 PL & Tech Innovation	Professor/Semester: Cameron /Summer 2016

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
6/28/16	Individual Teacher Technology Assessment to prepare for coaching: 4 hours	1.4, 3.3, 3.5, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3,	1d, 3c, 3e, 4a, 5c, 6b, 6c
7/1/16	Met with teacher to discuss survey and coaching plan: 1 hour	1.4, 3.3, 3.5, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3,	1d, 3c, 3e, 4a, 5c, 6b, 6c
7/5/16	Coaching session/ wrote in journal: 2 hours	1.4, 3.3, 3.5, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3,	1d, 3c, 3e, 4a, 5c, 6b, 6c
7/8/16	Planned for next session with teacher: 3 hours	1.4, 3.3, 3.5, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3,	1d, 3c, 3e, 4a, 5c, 6b, 6c
7/11/16	Coaching session/ wrote in journal: 2 hours	1.4, 3.3, 3.5, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3,	1d, 3c, 3e, 4a, 5c, 6b, 6c
7/13/16	Coaching session/ wrote in journal: 2 hours	1.4, 3.3, 3.5, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3,	1d, 3c, 3e, 4a, 5c, 6b, 6c
7/13/16	Created website for technology workshop: 3 hours	1.4, 3.3, 3.5, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3,	1d, 3c, 3e, 4a, 5c, 6b, 6c
7/14/16	Created materials for technology workshop:3 hours	1.4, 3.3, 3.5, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3,	1d, 3c, 3e, 4a, 5c, 6b, 6c
7/15/16	Completed one hour technology workshop: 1.5 hours	1.4, 3.3, 3.5, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3,	1d, 3c, 3e, 4a, 5c, 6b, 6c
7/16/16	Completed implementation and evaluation narratives and added to workshop website: 2.5 hours	1.4, 3.3, 3.5, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3,	1d, 3c, 3e, 4a, 5c, 6b, 6c
Total Hours: [24 hours]			

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				x		
Multiracial						x		
Subgroups:								
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 gave me the opportunity to see what is like to be a coach in the classroom. I learned how to communicate with teachers as a coach. I gained valuable leadership skills that I could not have otherwise gained. I was able to effectively show someone else how to be a more effective teacher by using the technology that she has available to her. She was able to teach a student-centered lesson and see that she is capable of engaging students in ways she had not been able to do in the past. I was able to lead by example and complete a model lesson for her and then see her take my coaching and apply it in her 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.)

The learning during this experience is crucial to what being a technology coach entails. I must know how to effectively communicate with teachers is the role of technology coach. I must know how to observe a teacher without adding in personal judgement and I must know how to get a teacher from where they are to where they need to be and this experience helped me learn how to do each of those things.

I must be able to communicate effectively, make observations of teachers technology use, and show teachers ways to reach higher student achievement levels through technology use in their classrooms. This experience allowed me to do each of these. I effectively communicated with a teacher as a technology coach. I observed and modeled lessons with technology. I also coached a teacher who was able to reach higher student achievement levels through the use of technology.

Technology leaders must have positive attitudes toward technology and its use in classrooms. They must be able to remain positive and calm under pressure. This experience gave me those opportunities. I was able to keep my attitude positive which in-turn helped the teacher I was coaching become more positive toward technology and student-centered learning. Even when we ran into technical difficulties, I was enthusiastic and open to suggestions. This enthusiasm helped me deal with issues that arose.

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

This experience impacted faculty development and student learning. By effectively coaching a teacher, she now has a better understanding of student-centered learning and how to effectively use iPads for student-centered learning. The students were thoroughly engaged and interested in the information being learned when they got to have more control and exploration toward the learning process. The students and teacher that participated in my coaching experience learned from each other as well as from me during this experience. The impact of this experience can be assessed through student achievement levels and faculty skills that were gained.