

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Shari Amonett	Mentor/Title: Kit Carpenter/DHS Math Coach	School/District: Dalton Middle School / Dalton Public Schools
Field Experience/Assignment: Coaching Journal	Course: ITEC 7460 Professional Learning & Technology Innovation	Professor/Semester: Dr. Angela Bacon / Fall 2015

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
10/2/15	Preparation for first coaching session / Analysis of LoTi and Adopter survey results [2 hours]	PSC 2.1 PSC 2.2 PSC 5.2 PSC 6.1	ISTE 2a ISTE 2b ISTE 4b ISTE 6a, 6b
10/9/15	First coaching session [1 hour]	PSC 1.1 PSC 2.1 PSC 2.2 PSC 2.6	ISTE 1a ISTE 2a ISTE 2b ISTE 2f
10/10/15	Preparation for second coaching session [2 hours]	PSC 2.1 PSC 2.2 PSC 5.2 PSC 6.1	ISTE 2a ISTE 2b ISTE 6a, 6b
10/12/15	Second coaching session [1 hour]	PSC 1.1 PSC 2.1 PSC 2.2 PSC 2.6	ISTE 1a ISTE 2a ISTE 2b ISTE 2f
10/12/15	Preparation for third coaching session [1 hour]	PSC 2.1 PSC 2.2 PSC 5.2 PSC 6.1	ISTE 2a ISTE 2b ISTE 6a, 6b
10/13/15	Third coaching session [1 hour]	PSC 1.1 PSC 2.1 PSC 2.2 PSC 2.6	ISTE 1a ISTE 2a ISTE 2b ISTE 2f
10/18/15	Preparation for fourth coaching session [2 hours]	PSC 2.1 PSC 2.2 PSC 5.2 PSC 6.1	ISTE 2a ISTE 2b ISTE 6a, 6b
10/19/15	Fourth coaching session [1 hour]	PSC 1.1 PSC 2.1 PSC 2.2 PSC 2.6	ISTE 1a ISTE 2a ISTE 2b ISTE 2f
10/20/15	Preparation for fifth coaching session [2 hours]	PSC 2.1 PSC 2.2 PSC 5.2 PSC 6.1	ISTE 2a ISTE 2b ISTE 6a, 6b
10/21/15	Fifth coaching session [1 hour]	PSC 1.1 PSC 2.1 PSC 2.2 PSC 2.6	ISTE 1a ISTE 2a ISTE 2b ISTE 2f
	Total Hours: [14 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								
Black								
Hispanic								
Native American/Alaskan Native								
White			X					
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

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 consisted of selecting a teacher within my school to mentor and serve as a technology coach. Five coaching sessions were conducted with the teacher in addition to planning and reflection that took place in between each session. This hands-on coaching experience provided me with an opportunity to work closely with a colleague and implement the coaching strategies that were learned about within this course. A partnership was created between the teacher and I, and I am pleased with the lesson that the teacher was able to walk away with. Considering the fact that the teacher had no real understanding of Canvas and how it operated or what it could do before we started working together, I feel as though she is truly ready to implement her lesson effectively to benefit student learning in her classroom.

I learned as a technology coach that you must be flexible as our coaching schedule had to be adjusted multiple times because of other meetings or circumstances beyond our control. This was a great way of working one-on-one with a teacher to build her confidence and skills in technology in hopes that she might be able to continue and pass along her knowledge to someone else along the way to spread the technology literacy in the building.

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.)

As a technology coach it is important to possess the knowledge to facilitate the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership. In this coaching experience I was able to use the skills to model and facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards to guide this teacher in bettering her instructional practices. As a continuous learner, this was a wonderful opportunity to take the coaching practices of the text and implement them in my school to see the effects and benefits.

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

Although I was only working with one other teacher during this field experience, I feel that a significant impact will be felt in our grade level from this coaching experience. Not only will the person I coached be able to go back to her content area collaboration group and share out the lesson we created to five other teachers, but I was able to hone my skills as a coach so that I can be more effective with each person I work with in the future. The impact will be seen through the use of technology in the teacher's classroom and the work that she is providing for her students as a direct result from the coaching sessions we had.