

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

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| Candidate: Miranda Jacobs | Mentor/Title: Mr. Levi Herrin | School/District: Ware County Learning Center/Ware County Schools |
| Field Experience/Assignment: Coaching Journal | Course: ITEC 7460 PL & Tech Innovation | Professor/Semester: Dr. Yi Jin/Fall 2018 |

Part I: Log

| Date(s) | Activity/Time | STATE Standards PSC | NATIONAL Standards ISTE NETS-C |
|------------|---|---|-----------------------------------|
| 10/15/2018 | 1 st Coaching Session (1 hour) | PSC 1.1, 1.2, 2.1, 3.6, 4.1, 6.3 | ISTE 1a, 2b, 5a, 6b |
| 10/15/2018 | Reviewed & Developed a list of websites for high school students to review for EOC (2 hours) | PSC 2.1, 2.4, 3.6, 4.1, 6.3 | ISTE 1a, 2b, 3b, 5a, 6b |
| 10/16/2018 | Follow-up & shared website for high school (1 hour) | PSC 2.1, 2.4, 3.6, 4.1, 6.3 | ISTE 1a, 2b, 3b, 5a, 6b |
| 10/18/2018 | Coaching Session for Study Island & websites for Middle School Students (1 hour) | PSC 2.1, 2.4, 3.6, 4.1, 6.3 | ISTE 1a, 2b, 2h, 3b, 5a, 6b |
| 10/18/2018 | Assisted in inquiring for student and teacher Study Island accounts & reviewed and developed list of websites for middle school students (2 hours) | PSC 2.1, 2.4, 3.6, 4.1, 6.3 | ISTE 1a, 2h, 3b, 5a, 6b |
| 10/22/2018 | Follow-up: helped teacher setup Study Island account, discussed me teaching an online interactive Science lesson with students for next session. (1 hour) | PSC 2.1, 3.6, 4.1, 6.3 | ISTE 1a, 2b, 2h, 3b, 5a, 6b |
| 10/24/2018 | Planned & research topics & materials to use for online Interactive Science Lesson. (3 hours) | PSC 2.1, 2.3, 2.4, 2.6, 3.6, 4.1, 6.3 | ISTE 1a, 2b, 2d, 3b, 5a, 6b |
| 10/25/2018 | Created lesson plan & developed online Interactive Science Lesson (3 hours) | PSC 2.1, 2.3, 2.4, 2.6, 3.6, 4.1, 6.3 | ISTE 1a, 2b, 2d, 3b, 5a, 6b |
| 10/26/2018 | Presented online Interactive Science Lesson (1 hour & 30 minutes) | PSC 2.1, 2.3, 2.4, 2.5, 2.6, 3.2, 3.6, 4.1, 6.3 | ISTE 1a, 2b, 2d, 3a, 3b, 5a, 6b |
| | Total Hours: [15 hours & 30 minutes] | | |

| 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 | | | X | X | | | X | X |
| Hispanic | | | | | | | X | X |
| Native American/Alaskan Native | | | | | | | | |
| White | | | | | | | X | X |
| Multiracial | | | | | | | X | X |
| Subgroups: | | | | | | | | |
| Students with Disabilities | | | | | | | X | X |
| Limited English Proficiency | | | | | | | | |
| Eligible for Free/Reduced Meals | | | | | | | X | 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 coaching field experience was an assignment that I completed by conducting a series of coaching sessions with a veteran teacher in my school that was willing and accepting for me to assist her with finding online resources to help students improve their learning and study for their state assessments, and also integrate online projects and activities for student engagement. I learned that to be a successful technology coach that the best coaching approach for me to take with my colleagues is the peer coaching approach. I believe that the peer coaching approach helps the colleague become comfortable and willing to work with the coach because it sets a tone as collaborating teachers, instead of someone that will come in and tell them how to do their jobs. Overall, I learned to be successful and provide effective technology facilitation and leadership, I must first develop a trusting relationship with the teacher, and I achieved that by using the peer coaching approach.

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: This field experience related to the knowledge of me understanding peer coaching strategy and using that method to successfully and effectively communicate and collaborate with my colleague during our coaching sessions to select and evaluate digital tools and resources for the increase in student learning and continual growth.

Skills: The skills related to the coaching journal learning experience required me being able to collaborate with teachers to develop and implement a shared vision for the use of technology in teaching and learning. Also, I need to have the skills to model and facilitate the use of digital tools and resources to help the collaborating teacher find effective digital resources that will engage, support, and enhance students learning.

Dispositions: The beliefs, attitudes, and enthusiasm that I must have that related to this experience is to first, have the knowledge, skills, and attitude to inspire and lead the development and implement a plan of a shared vision with a collaborating teacher to use technology effectively in the classroom to engage and enhance student learning.

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 the school improvement, faculty development, and student learning positively after completing a series of coaching sessions with the collaborative teacher being willing to learn and implement digital tools in the classroom to promote and enhance student learning. The coaching sessions also built a level of trust with the collaborating teacher that has helped improve content knowledge and professional growth by engaging in continual learning to

deepen content and pedagogical knowledge in integrating technology resources to implement resources that will meet learning standards for students effectively. The impact can be assessed by continuing to have coaching sessions and discussions during professional learning communities by using student data to evaluate the effectiveness of the digital tools and resources being used to enhance student learning.