

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Ariel Flinn	Mentor/Title: Heather Rogers/Teacher	School/District: Findley Oaks Elementary/Fulton County
Field Experience/Assignment: Coaching Journal	Course: ITEC 7460	Professor/Semester: Dr. Chiavacci/Fall 2014

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
10/14/2014	Coaching Session #1 [1 hour]	2.1, 2.2, 2.4, 2.6, 3.1, 3.6, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	2a, 2b, 2d, 2f, 3a, 3f, 4a, 4b, 4c, 6a, 6b, 6c
10/20/2014	Coaching Session #2 [1 hours]	2.1, 2.2, 2.4, 2.6, 3.1, 3.6, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	2a, 2b, 2d, 2f, 3a, 3f, 4a, 4b, 4c, 6a, 6b, 6c
10/27/2014	Coaching Session #3 [1 hour]	2.1, 2.2, 2.4, 2.6, 3.1, 3.6, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	2a, 2b, 2d, 2f, 3a, 3f, 4a, 4b, 4c, 6a, 6b, 6c
11/3/2014	Coaching Session #4 [1 hour]	2.1, 2.2, 2.4, 2.6, 3.1, 3.6, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	2a, 2b, 2d, 2f, 3a, 3f, 4a, 4b, 4c, 6a, 6b, 6c
11/13/2014	Coaching Session #5 [1 hour]	2.1, 2.2, 2.4, 2.6, 3.1, 3.6, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	2a, 2b, 2d, 2f, 3a, 3f, 4a, 4b, 4c, 6a, 6b, 6c
	Total Hours: [5 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								
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?

In this field experience, I got to work with an individual teacher to assess her personal strengths and weaknesses with technology and coach her through the process of learning and implementing new technology tools. Through the experience, I got an opportunity to learn more about technology facilitation in other content areas, as this teacher was a first-grade classroom teacher. I also learned valuable skills about the instructional coaching process, which are skills that are very important for a technology leader to have in order to coach other teachers in technology use.

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 field experience gave me an opportunity to learn more about student content standards in other content areas as well as giving knowledge about the principles of adult learning in the context of implementing technology-based professional learning, specifically the partnership approach to instructional coaching, which is valuable knowledge to use when coaching other teachers with technology in the future. I was able to practice my skills of developing and implementing technology-based professional learning that aligns to state and national learning standards, specifically Learning Forward's Standards for Professional Development, which will help me in developing and implementing professional development for more teachers for technology. Finally, this field experience let me reflect on my professional practice, specifically using the partnership approach to instructional coaching, to discover that it is an extremely effective approach for professional learning and one that I hope to use again as a technology leader.

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

The field experience directly impacted faculty development of the teacher I worked with, and also impacted student learning from the implementation of the tools and classroom management strategies we discussed. I was able to assess the impact of this coaching on my colleague throughout the coaching experience, as we regularly reflected on our progress. The impact on student learning can be assessed through data that compares student achievement before the implementation of these technology tools with data from after those learning experiences took place.