

STRUCTURED
Field Experience Log & Reflection
 Instructional Technology Department

Candidate: Daniel Hoeh	Mentor/Title: Tracey Borup/ TTIS	School/District: Wheeler High School/ Cobb County
Field Experience/Assignment: Coaching Journal	Course: ITEC 7460: Professional Learning and Instructional Technology	Professor/Semester: Dr. Sherry Grove/ Spring 2017

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
2/8 & 2/19	Create Early Adopter and LoTi Survey. (2 hours)	PSC 1. 2, 2. 1, 2. 7, 3. 2, 3. 6, 5. 1	ISTE NETS-C 1a, 2a, 2g, 3b, 3f, 5a
2/29	Administer needs Assessment Survey and review data.	PSC 2. 6, 2. 8, 3. 2, 3. 7, 5. 1, 6. 2	ISTE NETS-C 2f, 2h, 3b, 3g, 5a, 6b
3/2	Conduct a Coaching Interview and coaching session. (3hours)	PSC 1. 2, 2. 1, 2. 7, 2. 8, 3. 2, 3. 6, 5. 1	ISTE NETS-C 1b, 2a, 2g, 2h, 3b, 3f, 5a
3/2	Prepare materials and evaluate digital tools for coaching session. (1 hour)	PSC 1. 2, 2. 2, 2. 6	ISTE NETS-C 1b, 2b, 2f
3/7	One-on-one coaching session, OneNote Notebook. (1 hour)	PSC 2. 1, 2. 2, 2. 3, 2. 6,	ISTE NETS-C 2a, 2b, 2c, 2f
3/11	Compiled the first two coaching sessions into the coaching journal. (2 hours)	PSC 5. 3, 6. 1, 6. 2, 6. 3	ISTE NETS-C 5c, 6a, 6b, 6c
3/15	PLC coaching session and modeling coaching experience. (1 ½ hours)	PSC 2. 1, 2. 2, 2. 3, 2. 4, 2. 6, 3. 2, 3. 3, 3. 5, 3. 7, 4. 2, 5. 1	ISTE NETS-C 2a, 2b, 2c, 2d, 2f, 2g, 3b, 3c, 5f, 5h, 4b, 5a
3/16	Compiled all three coaching experiences into the coaching journal. (2 hours)	PSC 5. 3, 6. 1, 6. 2, 6. 3	ISTE NETS-C 5c, 6a, 6b, 6c
3/19	Proofread the coaching journal and critiqued the lessons.	PSC 5. 3, 6. 1, 6. 2, 6. 3	ISTE NETS-C 5c, 6a, 6b, 6c
	Total Hours: [30 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								
Hispanic				X				
Native American/Alaskan Native								
White				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?

The coaching journal field experience took place over course of several weeks. The experience began by distributing a LoTi and Adopter survey out to the staff. I then met with an interested teacher and we began the coaching process. The teacher expressed interest in learning about several technology tools including, OneNote, school network and formative assessment systems. During out coaching sessions we created a OneNote, began planning an instructional technology committee for the school and planned PLC training sessions. The PLC training sessions went well and were a great opportunity to model coaching strategies.

I learned that throughout the coaching sessions, I had to create a great peer relationship with the teacher. Approaching each and every conversation with authentic listening and allowing for teacher choice was critical to making the experience work for the both of us. I learned that these practices help to keep the teacher at ease and see the coach as a peer.

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 - I learned that although you don' t need to know everything, you do need to sound competent. As a coach it is important to have a firm knowledge when presenting and guiding teachers in quality instructional technology tools.

Skills - It is important as a technology facilitator and leader to present other teachers with instructional tools that have been selected and researched for accuracy, suitability and compatibility with the schools infrastructure.

Disposition - Disposition is a crucial aspect of instructional technology facilitator and leaders. It is important to always maintain a positive disposition that is relatable. It is important to develop positive peer relationships created with authentic listening and empathy.

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 helped to improve school improvement, faculty development and student learning by enabling teachers to expand their knowledge of digital tools and resources. The tools were used to organize educational resources and improve teacher best practices through PLC meetings. The coaching sessions included instructional tools that can be used directly in the classroom using instructional technology tools that currently available and compatible with the school's infrastructure. The impact of the field experience can be assessed using the teacher lesson plans, PLC meeting plans and increased student engagement as found in administrative walkthroughs.