**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Birgitta Johnson | **Mentor/Title:** Imogene Chatman-Mackey/Media Specialist | **School/District:** Adamsville Elementary/APS |
| **Field Experience/Assignment:** Coaching Journal  One Hour Workshop | **Course:** ITEC 7460 P&L Innovation | **Professor/Semester:** Dr. Grove/Fall 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| **9/12** | Initial interview with teacher to be coached and basic concerns. Decided to work with Promethean board strategies. 1.5 hours | 5.1, 5.2, 2.6, 3.2, 3.5 | 1a,1b,1d  2a, 2b, 2d, 2g |
| **9/14** | Session on working with basics of Promethean board with teacher. 2 hrs | 5.1, 5.2, 2.6, 3.2, 3.5 | 1a,1b,1d |
| **9/16-9/19** | Research on Promethean tips and tricks to help with next session. Shared promethean assignments from personal lessons. 8 hours | 5.1, 5.2, 2.6, 3.2, 3.5 | 2a, 2b, 2d, 2g |
| **9/20** | Check up with teacher on how working Promethean is working 30 min | 5.1, 5.2, 2.6, 3.2, 3.5 | 1a,1b,1d |
| **9/28** | Lesson planning session on Promethean board  1.5 hours | 5.1, 5.2, 2.6, 3.2, 3.5 | 2a, 2b, 2d, 2g |
| **10/5** | Model of a lesson using the Promethean board  30 minutes | 5.1, 5.2, 2.6, 3.2, 3.5 | 1a,1b,1d |
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|  | Total Hours: [14 hours ] |  |  |

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| **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 |  |  |  |
| Hispanic |  |  |  |  | X |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |  |
| Multiracial | X |  |  |  | X |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  | X |  |  |  |
| Limited English Proficiency |  |  |  |  | X |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  | X |  |  |  |

**Part II: Reflection**

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| **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?**  **I learned how important it is to build relationships with others in order to be a successful coach. It also takes a lot of research for coaches to make sure they are well prepared for any content delivery in anything.** |
| **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.)**  **I had to have knowledge in picking the appropriate technology after determining the strengths and weaknesses of the person I would be coaching. I had to make sure that I had research based technologies that aligned to the state and national professional learning standards. I had to make sure I showed enthusiasm at all times for the technology, even if there was a need for basic troubleshooting that the technology would require.** |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  **Completing this field assignment helps with faculty development and school improvement. I think that the impact could be assessed by informal walkthroughs and talking with the teacher on whether or not they are more comfortable with the technology.** |