

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Jonathan Sabo	Mentor/Title: Dustin Tench	School/District: North Hall High School/ Hall County
Field Experience/Assignment: Coaching/ Technology Workshop	Course: ITEC 7460 PL and Tech Innovation	Professor/Semester: Dr. Bacon/Spring 2018

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
2/4/2018	Analyzed the School Improvement plan and found goals within the school that are related to technology. (1 hour)	5.1	4a
2/5/2018	Interviewed school principal and discussed how professional development is planned, conducted, evaluated, and funded during the year. (1 hour)	1.1, 1.2, 1.3, 3.6, 5.1, 5.2, 5.3, 6.3	1a, 1b, 1c, 3d, 4a, 4b, 4c, 6c
2/6/2018	Reflected on Interview and school improvement plan to determine topics to focus on for the semester (2 hours)	1.2, 1.3, 1.4, 5.1	1b, 1c, 1d, 4a
2/19/2018	Coaching session with department. Showed members how a LMS could be used for classroom instruction (1 hour)	1.4, 3.3, 3.5, 4.3, 5.2, 6.3	1d, 3c, 3e, 5c, 4b, 6c
2/28/2018	Individual coaching session. Helped a teacher design their LMS course so that students can efficiently use it. (1 hour)	1.4, 3.3, 3.5, 4.3, 5.2, 6.3	1d, 3c, 3e, 5c, 4b, 6c
3/7/2018	Individual coaching session. Helped a teacher develop online question banks that will allow him to assess students based on certain standards (1 hour)	1.4, 3.3, 3.5, 4.3, 5.2, 6.3	1d, 3c, 3e, 5c, 4b, 6c
4/4/2018	Reflect on data collected from coaching sessions and write coaching journal (3 hours)	5.3	4c
4/5/2018 – 4/16/2018	Prepare Technology workshop. Create flyer, PowerPoint Presentation, handouts, online tool, additional resources, and evaluation tool. (6 hours)	5.2, 6.1, 6.2, 6.3	4b, 6a, 6b, 6c
4/17/2018	Printed handouts, finalized presentation and conducted one hour technology workshop on Canvas for beginners (2 hours)	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.5, 3.7, 4.1	2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3e, 3g, 5a
4/20/2018	Responded to follow up questions from technology workshop and provided additional coaching (1 hour)	1.4, 2.2, 4.1, 5.2, 6.2	1d, 2b, 4b, 5a, 6b
4/25/2018	Reflected on evaluation of technology workshop and made changes for possible future workshops (2 hours)	6.2, 6.3	6b, 6c
	Total Hours: [21 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				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)
<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p> <p>This field experience involved collaborating with a principal to develop a needs assessment, evaluating teacher technical abilities and coaching, and planning and implementing a one hour technology workshop. I learned a great deal about technology facilitation throughout this process. The principal is typically a great resource for determining what needs exist within a school. A partnership is essential while coaching teachers a technology skill. The coach is not necessarily the person with all of the answers, it is important to have an open dialogue between mentor and mentee. Professional development is much more effective when there is follow up. Teachers need additional coaching after the workshop has concluded in order to prevent all knowledge from the workshop from fading away.</p>
<p>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.)</p> <p>A technology facilitator really needs to have an understanding of their own personality type and the personality type of the person they are working with. They need to know how the mentee best comprehends information. Another thing the coach needs to understand is the technical ability of their mentee. In my first coaching session, I had an expectation that my mentee would be at a certain level. Understanding their abilities going in will make the session go much smoother. From this experience I realize that a coach really needs to skill to adapt in many different situations. They need to be able to adapt during a coaching session if things are not going as planned. They also need to be prepared with a variety of resources as questions will arise during</p>

coaching sessions and workshops. The coach needs to have a positive attitude and mentees need to be able to see that what they are learning is worthwhile. They need to have the belief that all teachers could benefit from what they are showing and the understanding if a teacher is not prepared to adopt at the moment. They need to maintain enthusiasm throughout the entire process.

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

This experience impacted faculty development as it promoted the use of technology for several different teachers. Several teachers were able to develop courses in the learning management system and began using the system to share content with their students. The possibilities are endless with what can be done to improve student achievement beyond this point. We are just at the beginning of seeing how this will impact student learning. The impact of this professional development will continue to grow as teachers become more proficient with the learning management system. This is difficult to measure at the moment but eventually could be measured by analyzing student performance throughout the year in future years and End of Course Tests.