STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Regina Hicks	Mentor/Title: Amber Bunce Instructional Technology Coach	School/District: Bartow County School System
Field Experience/Assignment: Coaching /Coaching journal	Course: ITEC 7460 Professional Learning & Technology Innovation	Professor/Semester: Dr. Fuller/Spring 2015

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
SAMPLE 4/18/12	SAMPLE Completed the Pre-Plan for the WebQuest. [5 hours]	SAMPLE PSC 2.6	SAMPLE ISTE 2f
04/23/2015	Coaching and coaching journal write up (1 ½ hours)	PSC 1.3, 1.4, 2.7	ISTE 1C, 1D, 2G
04/24/2015	Coaching and coaching journal write up (1 ½ hours)	PSC 1.3, 1.4,2.7	ISTE 1C, 1D, 2G
04/25/2015	Coaching and coaching journal write up (1 ½ hours)	PSC 1.3, 1.4,2.7	ISTE 1C, 1D, 2G
04/26/2015	Coaching and coaching journal write up (1 ½ hours)	PSC 1.3, 1.4, 2.7	ISTE 1C, 1D, 2G
04/27/2015	Coaching and coaching journal write up (1 ½ hours)	PSC 1.3, 1.4, 2.7, 5.3	ISTE 1C, 1D, 2G, 4C
04/28/2015	Finish coaching journal write up and reflection (2 hours)	PSC 6.2	ISTE 6C
	Total Hours: [9 ½ 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	X						
Multiracial								
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?

During this field experience I coached and then recorded coaching sessions with another teacher. The coaching included assessment of teacher technology knowledge, determination of skills or areas that needed to be addressed, and training for implementation of programs. I worked with a parapro who is teaching computers to all students in the school. Throughout this experience I learned that coaching is harder to do than a person might think. You need to begin by assessing needs, deciding the best course of action to, and then implementing the plan. I found that building a working relationship, listening to the teachers needs and sometimes wants is vital to the success of the coaching.

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 experience relates to the policies and programs that are taught, change that is implemented, and assessment of how well things are presented. The policies and programs establish what and how things need to be done. The programs need to be researched based and relative to school improvement. Reading for information is an area of improvement from the school improvement plan. A technology that is helping this is MobyMax. This technology is research based and being utilized to fill the gaps. The ability to use this program is essential in being able to teach it to others.

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 has helped with faculty development. The computer teacher is a parapro who has limited knowledge of the technology skills she is required to teach. She is now more knowledgeable about Mobymax and what its abilities are. She knows that I am next door and can quickly answer any questions that she may have. This has impacted the school because she teaches all students and now she is more confident in her ability to successfully teach students this program. Administration is using this as an additional way to prepare students for standardized testing so that along with reports that can be pulled will be used to assess the success of this program.