

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Ana Hale	Mentor/Title: Mrs. Stephanie Stephens	School/District: Lake Forest ES/Fulton County
Field Experience/Assignment: Coaching Log Project Workshop Design Project	Course: ITEC 7460	Professor/Semester: Dr. Frazier/ SP18

Part I: Log



5/1/2017

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
3/17/17	Meeting with Principle and Leadership to determine workshop topic [1 Hour]	1.1, 1.2, 1.4	5a,5b, 5c, 5d,
3/20/17	Meeting with grade level chairs to gather info [2 hours]	1.1, 1.2, 2.1, 2.2	5a,5b, 5c, 5d, 3a, 3b,
3/21/17	Preparation Completed [6 Hours]	2.2, 2.4, 2.5, 2.6, 2.7, 3.2, 3.3, 3.6, 3.7, 4.1	1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 3d, 4a,4b, 5b,
3/28/17	Delivery of Workshop [5 Hour]	1.1, 1.2, 2.5, 2.6, 3.2, 3.6, 3.7, 5.1, 5.2,	1a, 2a, 2b, 2c, 3a, 4b,
2/28/17	Coaching Session [1 hour]	1.1, 1.2, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.6	1a, 2a, 2b, 2c, 3a, 4b,
3/1/17	Coaching Session [1 hour]	1.1, 1.2, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.6	1a, 2a, 2b, 2c, 3a, 4b,
3/10/17	Coaching Session [1 hour]	1.1, 1.2, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.6	1a, 2a, 2b, 2c, 3a, 4b,
3/13/17	Coaching Session [1 hour]	1.1, 1.2, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.6	1a, 2a, 2b, 2c, 3a, 4b,
3/20/17	Coaching session [1 hour]	1.1, 1.2, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.6	1a, 2a, 2b, 2c, 3a, 4b,
2/23/17	Total Hours: [19 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				x		
Black		X				x		
Hispanic		X				x		
Native American/Alaskan Native		X				x		
White		Xx				x		
Multiracial		X				x		
Subgroups:								
Students with Disabilities		X				x		
Limited English Proficiency		X				x		
Eligible for Free/Reduced Meals		X				x		

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?

Coaching Project- Coaching is an empowering experience because I was able to help a teacher reach new goals in her teaching. Showing a teacher how to use technology is something I've done for many years, but empowering a teacher to increase her capacity as an educator and enrich her abilities to impact student learning was incredible. Through this coaching experience I was able to help the teacher learn new technology so that her students could learn in new ways and engage with the material in meaningful ways.

Workshop Project- In preparing and delivering the workshop, I learned that teachers need help in taking on new roles in the classroom. They fear that if they are not in front of the class presenting/teaching they are seen as not teaching. Therefore, letting technology assist them in teaching causes them stress. A large part of my learning in this project was learning how to help teachers see themselves as facilitators in the classrooms instead of directors.

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.)

Workshop Project:

Knowledge- In order to create and conduct this workshop, I needed to know the vision for technology use in my school. I had to know the strategic plan and the design, development, and implementation of technology as it applied to personalized learning for the school and for the district. I also had to have a good knowledge of digital tools and resources that would create engaging learning experiences for all learners. My knowledge of instructional design allowed for the effective use of digital tools and resources for learners with diverse learning characteristics.

Skills – The most important skill I had to have to complete this workshop effectively was the ability to deliver professional development that was effective for adult learners and increased the effectiveness of educators by deepening their content knowledge and pedagogical skills to engage learners. I also needed the skills to build out collaborative learning resources such as OneNote Notebooks with resources and tools for teachers to access and use as a resource.

Dispositions- Enthusiasm is contagious; it is critical for a coach or anyone delivering professional development to have a positive attitude. Providing teachers a voice in developing a workshop is critical to having teacher buy-in and guaranteeing that the professional development is important to them. Also, by consulting with teacher leaders while developing workshops, the PD provider builds goodwill and trust with faculty that allows for constructive criticism that is invaluable to

effective reflection and iteration of future PD. Additionally, this type of dialogue models the continual growth of knowledge and skills to improve personal productivity and professional practice.

Coaching

Knowledge- Embedded coaching is a new part of the vision for technology use in this district. I had to know the strategic plan for the school in order to coach the teacher in the design, development, and implementation of technology as it applied to personalized learning. I also had to have a good knowledge of digital tools and resources that would build on my teacher's current level of tech knowledge. I had to rely on my knowledge of instructional design to allow for the design of lessons that would use digital tools and resources for learners with diverse learning characteristics.

Skills – Using my skills in professional learning, I was able to conduct a needs analysis to be sure I was designing and implementing a program that would positively impact the teacher's personal productivity and professional practice. I had to use my skill of working effectively with an adult learner. The teacher and I worked together to increase her knowledge of digital tools and design learning activities combined with pedagogical skills to engage learners.

Dispositions- Working with an individual 1:1 to engage in building on professional practice can be challenging. One must be professional and positive and reflect frequently to ensure effective practice. Also, by providing choices and inviting input from the teacher being coached, face-to-face/1:1 professional becomes a fluid dialogue.

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

Workshop – After the workshop, all of the 4th grade and 5th grade elected to do Genius Hour with their students in the final month of the school year. Additionally, individual teachers requested 1:1 coaching on specific presentation tools. Genius Hour directly relates back to personalized learning which is a critical element in the district and the school's strategic plan. The impact of this workshop can be assessed by student evaluation of their engagement and by teacher evaluation of student learning.

Coaching – The teacher being coached for this project was able to present at a conference some of the tools and strategies she learned in her coaching session. The students in her class performed better than they had on previous common assessments after we had created a unit plan together on magnets.