**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Nkenze Jones | **Mentor/Title:** Logan Evens/ITS | **School/District:** Westside Elementary/Coffee County |
| **Field Experience/Assignment:** Coaching Journal | **Course:** ITEC 7460 PL & Technology Innovation | **Professor/Semester:** Dr. Vega/Fall 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 9/12/16 | Created a LoTi type questionnaire in Google Forms with my PLC Group [1 hour] | PSC 3.7, 5.1 | ISTE 3g, 4a |
| 9/26/16 | Created an Adopter Level survey in Google Forms with my PLC Group [1 hour] | PSC 3.7, 5.1 | ISTE 3g, 4a |
| 10/03/16 | Completed 1st Coaching Session (one-on-one interview) [2 hours] | PSC 5.1, 5.2 | ISTE 4a, 4b |
| 10/10/16 | Completed 2nd Coaching Session – model implementing technology to assess students using Illuminate [2 hours] | PSC 5.1, 5.2 | ISTE 4a, 4b |
| 10/19/16 | Completed 3rd Coaching Session – using technology and blending learning environment [2 hours] | PSC 5.1, 5.2 | ISTE 4a, 4b |
| 10/24/16 | Completed 4th Coaching Session – observing and assessing how technology is used. [2 hours] | PSC 5.1, 5.2 | ISTE 4a, 4b |
| 11/13/14 | Completed Coaching Journal [5 hours] | PSC 6.2, 6.3 | ISTE 62, 6b, 6c |
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|  | Total Hours: [15 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 |  |  |  |  |  |  |  | X |
| Black |  |  |  | X |  |  |  | X |
| Hispanic |  |  |  |  |  |  |  | X |
| Native American/Alaskan Native |  |  |  |  |  |  |  | X |
| White |  |  |  |  |  |  |  | X |
| Multiracial |  |  |  |  |  |  |  | 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?**  The field experience is a series of coaching sessions with a new math teacher. I learned that coaching can be challenging. As a coach, I wanted the teacher to implement the technology with fidelity, but it did not happen the way I would have liked it to have went. I loved the coaching experience and I am looking forward to having many more. |
| **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.)**  The learning relates to the knowledge coaches need to be effective in helping others implement new technology innovations. Coaches have to be able to reach and connect with the teachers by modeling and facilitating new and emerging technologies IC need to help all stakeholders see the how the new innovation and vision could improve teaching and learning. A technology leader needs to have a positive attitude about helping others through professional development. I want adult learner to feel comfortable approaching me for help with any technology needs. |
| **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 impacts faculty development and student learning. The impact can be assessed for teachers through observations and evaluations. The impact can be assessed for students through the increase of technology usages and increase in student achievement on district and state assessments. |