**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Tabitha Edmondson-Goodman | **Mentor/Title:** Ms. Carla Wallace | **School/District:** A. L. Burruss Elem/ Marietta City Schools |
| **Field Experience/Assignment:** Coaching Journal | **Course:** ITEC 7460: Professional Learning & Technology Innovation | **Professor/Semester:** Dr. Bacon/Fall 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 9/28/16 | Met with Ms. Jones to discuss our coaching sessions (Needs, wants, expectations, and norms) 1 hr. | 1.4 | 1d |
| 10/5/16 | Met with Ms. Jones to discuss our first coaching session and her needs assessment results- 1hr | 1.4 | 1d |
| 10/7/16 | Coaching session #1- Renaissance Learning 50 mins. | 1.4, 2.7, 2.8, 3.2, 6.1, 6.2 | 1d, 2g, 2h, 3b, 6a, 6b, 6c |
| 10/11/16 | Met with Ms. Jones to discuss our second coaching session 1hr. | 1.4, 6.1, 6.2 | 1d, 6a, 6b, 6c |
| 10/14/16 | Coaching session #2 (Discussion and prep)- Discovery Education 1 hr. | 1.4, 2.4, 2.5, 6.1, 6.2 | 1d, 6a, 6b, 6c, 2d, 2e |
| 10/17/16 | Coaching session #2- Modeling and collaboratively teaching 50 mins | 3.1, 3.2 | ,3a, 3b |
| 10/18/16 | Coaching session #3- ItsLearning 1hr | 1.4, 3.2, 3.3, 3.7, 6.1, 6.2 | 1d, 3b, 6a, 6b, 6c, 3c, 3g |
| 10/26/16 | Coaching session #4 (Discussion and prep)- Readworks and Padlet 50 mins | 1.4, 2.4, 3.6, 6.1, 6.2 | 1d, 6a, 6b, 6c, 2d, 3f |
| 11/2/16 | Coaching session #4- Modeling and collaboratively teaching 50 minutes | 3.1, 3.2 | 3a, 3b |
| 11/4/16 | Coaching session #5 (Discussion and prep)- MobyMax 50 mins | 1.4, 3.6, 2.7, 2.8, 3.2, 3.7, 6.1, 6.2 | 1d, 2g, 2h, 6a, 6b, 6c, 3f, 3b, 3g |
| 11/8/16 | Coaching session #4- Modeling and collaboratively teaching 50 minutes | 3.1, 3.2 | 3a, 3b |
| 11/9-13/16 | Reflected on coaching sessions and wrote the coaching journal assignments- 5hrs | 6.1, 6.2 | 6a, 6b, 6c |
|  | Total- 15 hrs. |  |  |

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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 |  |  |  |
| Hispanic |  |  |  |  | X |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White | X |  |  |  | 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?**  For this field experience I met quite frequently with my collaborating teacher Ms. Jones. During our planning times together we would discuss her student’s strengths, weaknesses, her concerns with implementing technology into the first grade curriculum, managing resources, students, and system wide expectations while providing her students with differentiated instruction. After our meetings we developed plans to help alleviate some of her fears, introduce her to new technology, and model how to integrate some of our current resources into her teaching. We completed five coaching sessions together and we both learned a great deal from one another. Some of the resources that I worked with her on were: Renaissance Learning, ItsLearning, MobyMax, Padlet, Readworks, and Discovery Education. Luckily during these sessions I was able to apply many of the strategies and techniques that we learned from our textbook by Jim Knight. |
| **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.)**  After completing my coaching sessions, with my collaborating teacher, I learned a great deal about my ability to become an effective instructional coach. It also helped me promote best teaching practices, researching useful strategies and resources, and differentiation in her classroom. To become an effective instructional coach there are a variety of traits that I need to exhibit with my teachers. For example, having open lines of communication, good listening skills, understanding exactly what is being asked of me, avoiding and stepping back from negative behavior, and building a relationship with my teachers. These sessions also increased our confidence in using technology and engaging our students in authentic and meaningful tasks. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  Both Ms. Jones and I enjoyed our coaching sessions together. Luckily we have collaborative planning each week, so we can still have the opportunity to work and learn together. During these sessions our teaching and learning increased. By choosing the partnership approach that included modeling, co-teaching, and the opportunity to collaborate with her gave us an opportunity to build a relationship, discuss needs, and brainstorm ideas to help meet these needs. This partnership identified us both as equal partners who valued each other’s opinions. This impact can be assessed by reviewing the first grade IB planners and identifying the increase of meaningful technology that is implemented in their planners. Also, you can receive feedback from my collaborative teacher concerning our coaching sessions. |