**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Erika Drake | **Mentor/Title:** Mr. Andrew Chapman/MT | **School/District:** Georgia Connections Academy MS/ State Charter School |
| **Field Experience/Assignment:** Coaching Journal | **Course:** ITEC 7460 Professional Learning and Technology Innovation | **Professor/Semester:** Mr. Rotjan/Spring 2018 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 1&2/18 | Collaboration and Completion of Adopter and LoTI survey, Analysis of survey results [2 hours] | PSC 2.1, 2.2, 5.1, 6.1, 6.3 | ISTE 2a, 2b, 4a, 6a, 6b |
| 2/7/18 | First Coaching Session [2 hours] | PSC 2.8, 3.7, 6.3 | ISTE 2h, 3g |
| 2/9/18 | Follow-up on First Coaching Session [.5 hour] | PSC 3.7, 6.2, 6.3 | ISTE 3g, 6c |
| 2/12/18 | Preparation for second coaching session [2 hours] | PSC 5.2, 6.1 | ISTE 4b,6a, 6b |
| 2/13/18 | Second Coaching Session [2 hours] | PSC 2.5, 2.8, 3.7, 6.3 | ISTE 2e, 2h |
| 2/19/18 | Follow-up on Second Coaching Session [.5 hour] | PSC 3.7, 6.2, 6.3 | ISTE 3g, 6c |
| 3/12/18 | Preparation for third coaching session [2 hours] | PSC 5.2, 6.1 | ISTE 4b, 6a, 6b |
| 3/13/18 | Third Coaching Session [1.5 hours] | PSC 2.1, 2.2, 2.5, 2.7, 2.8, 3.3, 3.7, 6.3 | ISTE 2a, 2b, 2e, 2g, 2h, 3c, 3g |
| 3/15/18 | Follow-up on Third Coaching Session [1 hour] | PSC 2.1, 2.2, 2.5, 2.7, 2.8, 3.7, 6.2, 6.3 | ISTE 2a, 2b, 2e, 2g, 2h, 3g, 6c |
| 4/9/18 | Preparation for Fourth coaching session [1 hour] | PSC 5.2, 6.1 | ISTE 4b, 6a, 6b |
| 4/10/18 | Fourth Coaching Session [1 hour] | PSC 2.7, 2.8, 3.7, 6.3 | ISTE 2g, 2h, 3g, |
| 4/12/18 | Follow-up on Fourth coaching session [.5 hour] | PSC 3.7, 6.2, 6.3 | ISTE 2g, 3g, 6c |
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|  | Total Hours: [14 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 |  |  |  |  |  |  |  |  |
| Black |  |  | x |  |  |  |  |  |
| Hispanic |  |  |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |  |
| Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

**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?**  In this field experience I began working with a new employee to my school which is a virtual school. The teacher was new to virtual instruction, but experienced in the brick and mortar setting. The initial coaching session was at our first meeting. After our initial discussion we both realized that there were several deficits with her onboarding and training. As a part of this field experience, I established an emotional connection with the teacher and establish a partner relationship to collaborate on our goals for the coaching sessions. I was able to see immediate benefit and relief of the teacher as I guided her in learning how to use our LMS to complete various required processes at our school. I learned that making the initial emotional connection with a teacher will go a long way towards influencing a teacher to adopt principals and strategies that are different from her norm. I also learned that structuring our sessions so that the teacher was not overwhelmed with the information, modeling the strategies, and providing opportunities for her to show that she understood the concepts helped make the sessions run smoothly. |
| **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.)**  As a coach I learned that I must have a firm understanding of the knowledge and the skills that I am going to teach about. I must also be able to convey the purpose for the acquisition of the knowledge and or skills in a meaningful way to connect with the teacher. As a continuous learner I must be willing to learn, model, facilitate, and reflect on current and emerging technologies to improve the productivity of myself and others. I learned that I must make an emotional connection during my communication and collaboration in order to facilitate interventions that will improve instructional practice. |
| **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 directly impacted student learning at my school. During one of the coaching sessions, I taught the teacher how to create, assign and analyze the GoFar benchmark assessment for her classes. The GoFar assessment contains questions from the GADOE bank of standards aligned questions. Once students take this benchmark the teacher is able to evaluate which weakness her students have on particular standards prior to the students taking the Georgia Milestones. The teacher then had the opportunity to reteach and remediate as needed to maximize student learning of the skills and content they lacked. Hopefully, a positive impact in school improvement on the Georgia Milestones will also be made, because of increased student learning resulting from the instructional changes implemented after the GoFar benchmark assessment was taken. |