STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Daniel Brown	Mentor/Title: Ms. Huss Instructional Technology Coach	School/District: Roswell High School Fulton County Public Schools
Field Experience/Assignment: Coaching Sessions & Journal One Hours Technology Workshop	**Course:** **ITEC 7460**	**Professor/Semester:** Dr. Bacon/Fall 2016

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
Activity 1: Coaching Sessions & Journal		
11/29/16	Original planning, discussion with department chair on coaching needs/staffs 0.5 hours	5.1	5a
10/01/16 10/02/16	Survey/Assessment Creation 1 hour	2.7, 5.1	2g, 5a
9/26/16	Initial meeting, surveys, informal interview 1 hour	2.8, 2.7, 3.7	2h, 2g, 3g
10/04/16	Follow up coaching, norms set, goals determined 1 hour	5.1, 3.7	5a, 3g
10/11/16	Coaching Session 1 & Journaling 1.5 hours	5.2, 6.2	5b, 6b
10/18/16	Coaching Session 2 & Journaling 1 hour	5.2, 6.2	5b, 6b
10/19/16	Coaching Session 3 & Journaling 1 hour	5.2, 6.2	5b, 6b
11/7/16	Coaching Session 3 with PLC, & Journaling 1.5 hours	5.2, 6.2	5b, 6b
11/7/16 11/8/16	Reflection, & next steps 1.5 hours	6.2, 6.3	6b, 6c
Activity 1 Total Hours: 10 hours			

	Activity 2: One Hour Technology Workshop		
09/29/16	Meeting with instructional technology coach to determine and discuss coaching needs, schedule (initial conversation through email) 1 hour	5.1	5a
10/14/16 10/15/16	Planning of Instructional Technology Workshop – outlining, goals determined 0.5 + 0.5 hours	2.6, 3.6	2f, 3f
10/15/16 11/5/16 (Sat) 11/6/16 (Sun)	Creation of online component, instructional technology workshop materials, handout creation, survey designed (multiple days) 6 hours	2.6, 2.7, 3.1, 3.2	2f, 2g, 3a, 3b
11/01/16	Follow up meeting with instructional coach (email) and PLC lead 0.5 hours	5.1	5a
11/8/16	Preparation, implementation of workshop 1 hour + 0.5 hours	5.2	5b
11/9/16	Reflection, data analysis, next steps 1 hour	2.8, 5.3, 6.2	2h, 5c, 6b
	Activity 2 Total Hours: 11 hours		
	Total Structured Hours Field Experience: 20 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
Black				x				x
Hispanic				x				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

CANDIDATE REFLECTIONS:
(Minimum of 3-4 sentences per question)

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1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?

Activity1: For this artifact, I worked as a technology coach to a fellow coworker, using coaching best practices learned through this program and specifically this course. I had to determine the need and determine the best strategies to coach this individual.

Activity 2: For this artifact, I planned and implemented an hour-long professional development workshop on an instructional technology tool, Quizizz. In addition to planning and implemented, I created a webpage resource including my presentation, electronic handouts, and other resources. At the end of the workshop, I administered a survey to analyze the effectiveness of my workshop and determine next steps.

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.)**

For this artifact, I developed and implemented technology-based professional learning that aligns to state and national professional learning standards and TKES about the formative assessment tool Quizizz. My workshop integrated technology to support face-to-face and online components with additional resources and handouts hosted on a teacher-created web resource. Through this workshop, I was able to model and practice principles of adult learning, in addition to promoting best practices in teaching, learning, and assessment.

While this was not the first time I implemented professional learning, this was my first experience implementing a school-wide workshop at a new school. Learning the school culture and my audience (the staff) was integral to designing an effective workshop. I worked alongside my instructional technology coach and PLC lead to determine a need for the staff. In addition to gaining experience with leading a professional development workshop, I particularly learned how to and gain practice in leading better professional development for teachers. I can tell I have grown as a teacher of adults from the time of my last professional development workshop last semester (although I admit, I enjoy teaching students over adults still!)

If I could do this workshop differently, I would have done a better job at promoting the workshop and its topic. It was not as widely as attended as I had hoped, and the majority of the attendees were my own department. While the survey results did not show this, I also personally felt like a talked too quickly and hurried over portions I should have slowed down my explanation and teacher practice.

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

Through this artifact, I was able to give teachers an additional tool to formatively assess and engage their students. My workshop is part of a yearlong school initiative to introduce best practices for personalized learning in my school before our one-to-one initiative roles out. The impact can be assessed through teacher surveys (as it was at the end of my workshop) and future surveys and/or walkthroughs to determine how many teachers have utilized the tool in their own classrooms. Through the personalized learning initiative, student learning and growth should only increase.