

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate: Sarah Barnett	Mentor/Title: Kathy Thompson/Media Specialist	School/District: Woodland High School/Henry County Schools
Course: ITEC 7460 Professional Learning and Technology Integration		Professor/Semester: Dr. Fuller/Spring 2014

Date(s)	2 nd Field Experience Activity/Time	PSC/ISTE Standard(s)
3/17/14, 3/19/14, 3/24/14, 3/26/14, 3/31/14	I led 5 technology coaching sessions with a teacher from the English department who teaches 10 th and 12 th grade. The coaching sessions were based on her specific interests. Each session lasted approximately one hour and covered topics related to using her document camera, using the Socrative program, and using POINT, the county's data management system. [7 hours]	1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.6, 4.1, 4.2, 5.1, 5.2 1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3f, 5a, 5b, 4a, 4b

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								

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

This field experience provided me with more practice engaging in instructional coaching. I not only became more knowledgeable about the programs on which I was teaching, but also on how to work with adult learners. I allowed the participant to have tremendous say in the topic, method, and length of each coaching session, and I think this was critical in her success. I engaged in much modeling of certain processes and then allowed her to practice and model the processes; I also was able to observe her class occasionally to determine how she was integrating the technology, assess her comfort level, and provide any needed support or troubleshooting.

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.)

This field experience expanded my knowledge about each of the technology tools I presented. As a technology coach it is important that I stay abreast of new technology tools; the field is always changing but I must be prepared to address these changes and offer new tools for teachers to use. These tools should be research-based and assist teachers in providing instruction that is authentic, higher-order, differentiated, and related to their unique learners' needs. Perhaps most importantly, the field experience allowed me to hone my skills related to coaching. A technology coach must be able to perform a needs assessment to ensure that the coaching provided is relevant, as well as plan effective professional development for both large groups and individuals. Troubleshooting is also a significant skill; a technology coach should be well-versed in whatever tool is being presented so that when problems arise during or after the presentation, solutions can quickly be found. Finally, the field experience helped to develop my ability to work with adult learners, especially those who have much content expertise but relatively little technology proficiency. It is important to recognize the expertise of these adult learners and allow them a voice in the coaching process, rather than diminish their knowledge because of their technology inexperience. I believe that the teacher in my coaching session felt respected and comfortable, and was willing to experiment with new technology because she felt supported.

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

As teachers incorporate more research-based technology in the classroom, student engagement, motivation, and learning should increase. Instructional coaching will help teachers to become more technology-proficient, which will increase their confidence so that they can use this technology in the classroom. As schools seek to prepare students for the modern-day business world, technology proficiency is paramount and accordingly is a critical component of most school improvement plans.