**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Brandy Stapleton | **Mentor/Title:** Natalie Smith/ Instructional Specialist | **School/District:** Gainesville High School/ Gainesville City Schools |
| **Field Experience/Assignment:** Coaching Sessions | **Course:** ITEC 7460- PL & Tech Innovation | **Professor/Semester:** Dr. Jabari Cain/Fall 2019 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 10/14/2019 | Pre-Coaching Meeting/ Inquiry – (.5 hour) | 5.1, 5.2, 6.3 | 1.b, all of 2, 5a, 5b |
| 10/18/2019 | Observed mentee’s class and recorded video for 1st coaching session – (1 hour) | 5.1, 5.2, 6.3 | 1.b, all of 2, 5a, 5b |
| 10/18/2019 | Preparing for Coaching Session 1 – (.5 hours) | 5.1, 5.2 | 1.b, 5a, 5b |
| 10/18/2019 | Coaching Session 1 (Identify)– (2  hour) | 5.1, 5.2, 6.3 | 1.b, all of 2, 5a, 5b |
| 10/19/2019 | Created Google Form to survey students- (1 hour) | 5.1, 5.2 | 1.b, 5a, 5b |
| 10/21/2019 | Reviewed survey results with Mentee – (.5 hour) | 5.1, 5.2 | 1.b, 5a, 5b |
| 10/24/2019 | Preparing for Coaching Session 2  Created checklist and strategy sheet – (2 hours) | 5.1, 5.2 | 1.b, 5a, 5b |
| 10/29/2019 | Modeled strategies for mentee - (.5 hours) | 5.1, 5.2, 6.3 | 1.b, all of 2, 5a, 5b |
| 11/04/2019 | Coaching Session 2 (Learn)– (1 hour) | 5.1, 5.2, 6.3 | 1.b, all of 2, 5a, 5b |
| 11/08/2019 | Preparing for Coaching Session 3 – (2 hours) | 5.1, 5.2 | 1.b, 5a, 5b |
| 11/15/2019 | Coaching Session 3 (Improve) – (1 hour) | 3.5, 5.1, 5.2, 6.3 | 1.b, all of 2, 5a, 5b |
|  | Total Hours: [13 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 |
| 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 coached a colleague to increase student engagement and conversation in her 1st period classroom.  I conducted three coaching sessions, as well as a few observation days and informal discussion meets, while she was implementing the new technology.   I learned that sometimes you have to ask questions in a certain way to redirect the conversations. It is important to use your resources (checklists, topic notes, and guiding questions) during coaching meetings.   I also learned that if coaching does not go as planned, it’s okay- you just revise and improve until you get the results you want. |
| **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 experience required me to have the knowledge to assess and analyze the needs of my co-workers.   This experience also required me to have the skills in order to find new technology strategies that my colleague could implement in her classroom |
| **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 impacted faculty development because it provided one teacher with personal coaching on how to use strategies to increase student participation and conversation. We surveyed students for input and I offered strategies based on student feedback to improve the classroom culture. The teacher’s implementation of the strategies was document through observations. By promoting an environment more conducive to learning, this field experience also impacted student learning. This impact was measured by an obvious increase in unit test score over the previous unit, and the teacher attributed that growth to the conversation increase. |