STRUCTURED
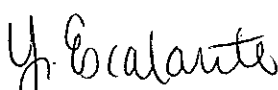## Field Experience Log & Reflection
Instructional Technology Department

Candidate: Caitlin Tucker	Mentor/Title: Mrs. Andrews / Media Specialist	School/District: Whitehead Road Elementary / Clarke County
Field Experience/Assignment: Mentor Coaching (Assignment #3)	**Course:** ITEC 7460 PL & Tech Innovation / Section W02	**Professor/Semester:** Dr. Angela Bacon / Spring 2018

Part I: Log

First/Last Name/ Title of Collaborating Teacher who can verify this experience: Yanine Escalante / 2nd Grade Teacher	Signature of the collaborating teacher who can verify this experience: Y. Escalante

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
1/13/18 1/27/18 2/10/18 2/24/18 3/10/18 3/31/18	Completed the required readings on instructional coaching in preparation for mentor coaching experience. [3 hours]	PSC 6.1	ISTE 1c
1/19/18 1/20/18	Completed first collaborative meeting with teacher. Discussed goals and student learning objectives. Scheduled first modeled lesson and made decision to come into classroom for visit the following Monday. [2 hour]	PSC 2.1, 2.2, 2.6, 3.7 and 4.3	ISTE 4a, 4b, 5b, 5c, and 7b
1/22/18	Came in to visit collaborating teacher's room. Goal was to introduce myself and get to know the students and learning environment. [1 hour]	PSC 3.1, 5.1, 6.1 and 6.3	ISTE 4a
1/23/18 1/24/18	Met with collaborating teacher to discuss learning environment and determine procedures for model lesson. Made the instructional decision to use small group for introduction to the digital learning task. [3 hours]	PSC 2.2, 3.1 and 6.2	ISTE 4a, 5a, 5b 5c and 6a
1/29/12	Completed first model lesson on using digital word sorts as a literacy center. Used various strategies to enhance student participation. [1 hour]	PSC 2.2, 2.2, 3.1 and 6.3	ISTE 2c, 5c, 6a, 6b, 6c, and 6d
1/29/12	Debriefed on modeled lesson and answered teacher questions about implementation of digital word sorts with students. Collaborating teacher was ready to implement in my company. [1 hour]	PSC 6.1 and 6.2	ISTE 4d, 7b and 7c
2/5/18	Teacher used small group learning center to implement the digital word sort with students. [1 hour]	PSC 2.2, 2.7, 2.8, 5.1 and 5.2	ISTE 2a, 4d and 7c
2/5/18	Debriefed on the lesson. Gave feedback and reflected on next goals over the next several weeks. [1 hour]	PSC 2.7, 2.8, 3.1, 5.1, 5.2 and 6.2	ISTE 4a, 4b, and 7b
2/12/18	Teacher used small group learning center to implement the digital word sort with students. [1 hour]	PSC 2.2, 2.7, 2.8, 5.1 and 5.2	ISTE 2a, 4d and 7c

Date	Activity	PSC	ISTE
2/12/18	Debriefed on the lesson. Gave feedback and reflected on next goals over the next several weeks. [1 hour]	PSC 2.7, 2.8, 3.1, 5.1, 5.2 and 6.2	ISTE 4a, 4b, and 7b
2/26/18	Teacher used small group learning center to implement the digital word sort with students. [1 hour]	PSC 2.2, 2.7, 2.8, 5.1 and 5.2	ISTE 2a, 4d and 7c
2/26/18	Debriefed on the lesson. Gave feedback and reflected on next goals over the next several weeks. [1 hour]	PSC 2.7, 2.8, 3.1, 5.1, 5.2 and 6.2	ISTE 4a, 4b, and 7b
3/12/18	Implemented the digital word sort as an independent center and both parties collected notes to discuss at next meeting to determine next steps. [1 hour]	PSC 2.6, 2.7, 2.8, 5.2, 5.3 and 6.2	ISTE 4a, 6d, 7a, 7b, and 7c
3/15/18	Compared notes and came to conclusions about this instructional strategy. Will work to complete digital word sorts for the remainder of the year and high hope to get the rest of the team on board with this instructional strategy. [2 hours]	PSC 2.6, 2.7, 2.8, 5.2, 5.3 and 6.2	ISTE 1a, 1b, 1c, 4a, 5c and 7b
	Total Hours [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		
Hispanic		x				x		
Native American/Alaskan Native								
White						x		
Multiracial						x		
Subgroups:								
Students with Disabilities								
Limited English Proficiency						x		
Eligible for Free/Reduced Meals						x		

Part II: Reflection

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

This field experience was very humbling. It is a difficult task to walk into someone's room and provide feedback. Teachers work extremely hard to make their classrooms run smoothly and it is incredible all the thought that goes into this process. I am inspired by what I saw and was even more thrilled about how confident and easy it was to mentor a colleague. I was fearful that it would be difficult to get through this experience. I found myself really considering how my collaborating teacher felt and how we could make this experience meaningful for her students. It is all about collaboration and moving forward together with a common purpose. The technology was the catalyst for this partnership. We focused on specific strategies and how to incorporate digital work sorts into the learning environment. These focus points made this partnership successful. We had to adjust to meet her student's needs. It was a great coaching experience.

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 this field experience, I have learned that a technology facilitator must be able to effectively communicate ideas, model a lesson and reflect on practices of both themselves and the collaborating teacher. Having the ability to find more positives in what is happening in a classroom is critical, while being able to identify areas of growth that will positively affect the teacher and students. The opportunities are endless and the better relationship you have with the collaborating teacher, the smoother the process.

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

Due to this field experience, the students involved will effectively use Google Classroom to access files shared with them. The students will also be familiar with digital sorts that we use in higher grades. The teacher in this field experience is now an expert in Google Classroom and has more knowledge on troubleshooting. She is also more likely to use digital tools in the future. I have seen her grow in her ability to use technology resources to make her teaching more engaging and competitive. I have enjoying watching my collaborating teacher grow and she has taught some very valuable lessons herself that has helped me grow in the area of leadership. A great field experience.