

# STRUCTURED

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Jessica Reed	<b>Mentor/Title:</b> Stephanie Durham/Media Specialist	<b>School/District:</b> <b>Dade Middle School/Dade County Schools</b>
<b>Field Experience/Assignment:</b> Coaching Teacher Activity	<b>Course:</b> ITEC 7460 PL Tech & Innovation	<b>Professor/Semester:</b> Rotjan/Spring 2018

### Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
3/5/2018	Assessment/Discussion with Elementary Coach-2 hours	PSC 6.1,6.2	ISTE 7c
3/15/2018	Observation of teacher/Interview- 4th grade teacher-1.5 hours	PSC 2.4,2.6,	ISTE 4a,4b,4c
4/15/2018	Write-up/ share of plan with teacher-4th grade -2.0 hours	PSC 2.4,2.6,	ISTE 4a,4b,4c
Total Hours: [5.5 hours]			

<b>DIVERSITY</b>								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
<b>Ethnicity</b>	<b>P-12 Faculty/Staff</b>				<b>P-12 Students</b>			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
<b>Race/Ethnicity:</b>								
Asian						x		
Black						x		
Hispanic						x		
Native American/Alaskan Native								
White		x				x		
Multiracial						x		
<b>Subgroups:</b>								
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)

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

This was a unique experience because it forced me to seek out how to help others in another school. It was a great opportunity to meet and discuss with an elementary teacher her needs and concerns pertaining to her classroom and engagement strategies. Technology facilitation can be very different at each school based on the school leadership. The coaching attribute to the assignment was great because it has helped me hone in on my skills per leadership wise and forced me to reexamine things in my own classroom.

**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.)**

Based on PSC 1.2, this allowed us to focus on a subject she felt she needed more strategies for in regards to technology, which helped us focus on meeting the needs of all her students. When I got to meet with the academic coach, it allowed us to focus on how different coaching styles can make a huge difference based on the teacher's personality. It was a great opportunity to collaborate with someone who does this activity on a daily basis. Based on ISTE 7c, I was able to break down the observation and come up with some ideas (especially for students with disabilities) in her classroom. It was a neat opportunity to see some ideas I have used in the middle school classroom and see if they would work in the elementary classroom. Per ISTE 4a, we had a great time working together because of the various experiences we both have shared in the classroom.

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

Based on assumptions and expectations, this field experience will impact faculty development and student learning in the school. This type of consultation is important in the classroom because of the experiences from both sides and making the classroom more enjoyable for all those participating in the room. We will be able to see the difference based on follow-up observations.

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