**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** George Anderson | **Mentor/Title:** Chris Mock | **School/District:** A. M. E Zion JHS/ Gomoa East, Ghana. |
| **Field Experience/Assignment:** Coaching Journal | **Course:** ITEC 7460 PL & Technology Innovation | **Professor/Semester:** Jamie Pearson  Spring 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 03/07/2014 | 1st session: Needs assessment. (1 hour) | 3.7, 5.1, 5.2 | 3g, 4a, 4b |
| 03/10/2014 | 2nd session: Discussion on the LoTi Framework (1 hour) | 3.7, 5.2 | 3g, 4b |
| 03/14/2014 | 3rd session: Plan to implement BYOD (1 hour) | 3.7, 5.2 | 3g, 4b |
| 03/17/2014 | 4th session: Explored funding sources (1 hour) | 3.7, 5.2 | 3g, 4b |
| 03/21/2014 | 5th session: Watched and discussed model lessons (1 hour) | 3.7, 5.2 | 3g, 4b |
| 04/18/2014 | 6th session: Identification of educational apps (1 hour) | 3.7, 5.2 | 3g, 4b |
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|  | Total Hours: 6 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 |  |  |  |  |  |  |  |  |
| Black |  |  | x |  |  |  | x |  |
| Hispanic |  |  |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |  |
| Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  | x |  |
| Limited English Proficiency |  |  |  |  |  |  | x |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

**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?**  The field experience involved partnering with a classroom teacher in improving student engagement. The teacher was coached on how to raise the LoTi with a BYOD program. The experience exposed the challenges individual teachers face in organizing funding for pilot programs. |
| **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.)**  Utilized digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community.  Conducted needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses to inform the content and delivery of technology-based professional learning.  Developed and implemented technology-based professional learning that aligns to state and national professional learning standards, integrates technology to support face-to-face and online components, models principles of adult learning, and promotes best practices. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  The teacher involved in the coaching has started experimenting with the BYOD program the outcome of which would see the program enrolled in all classrooms. The impact of the program can be assessed from the student classroom engagement. |