UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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Course: ITEC 7460		Professor/Semester: Dr. J. Fuller

Part I: Log

(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete <u>one</u> field experience totaling 5 hours! If you have fewer field experiences, just delete the extra rows. Thank you!)

Date(s)	1 st Field Experience Activity/Time				PSC/ISTE Standard(s)		ndard(s)	Reflection (Minimum of 3-4 sentences per question)		
Began 2/3/14						PSC 1.1,1.2,2.1, 2.2, 2.3,2.4, 3.2,3.3,3.5,3.7,4.1,6.1,6.2,6.3			1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? I was assigned a high school student to mentor for this year. She is a senior who is interested in early childhood development and wants to learn what is expected of teachers of young students. The coincidence of this course and	
(Pla	DIVERSITY (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)						having this student was perfect. Using the materials from this course I was able to coach H in very much the same			
E	Ethnicity		P-12 Fac	ulty/Staff			P-12 Students			manner as the teacher I coached. H had
		P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12	a beginning knowledge of the CCGPS standards we are covering from her own
Race/Ethnicity:										class. Coaching her in technology was
Asian										different from the teacher I coached in
Black										that she is much more comfortable using
Hispanic										it. I began by teaching her some
Native Ame	erican/Alaskan Native									fundamental uses of the Smartboard that the students are familiar with. I also
White									Х	taught her how to create a document and
Multiracial										save it to the Smartboard and use it as a
Subgroups:										template for repeated use. This allowed
Students wi	ith Disabilities									H to lead the students in their morning
Limited En	glish Proficiency									activities and she seemed very
Eligible for	Free/Reduced Meals									comfortable and performed these duties
										with a lot of confidence. H was very used to seeing teachers take pictures of

students to use for evidence in the students' portfolio. Therefore, when I showed her the collection of photos I had of her she was delighted to see her progress documented and we discussed ways she could share these with her classroom teacher. I showed her my own professional portfolio and encouraged to create one for herself that she could continually add to all through college. We then planned the page titles she wanted to include in her portfolio, added a few photos and she felt she could finish the rest on her own.

This experience with a young adult was somewhat different than the one with my coaching partner. H's comfort level and ease with technology let me see how generations view technology somewhat differently. However, the role of the coach remains the same no matter the age of the partner. Coaches still engage in the partnership approach and help their partners find their voice and give them choices in what they need and how to pursue it. H was no different than the teacher I coached, she needed to see the usefulness of the technology and she needed the "materials in a box" in order to bring her on board.

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 project was more encompassing than learning a new technology. My student already knew how to use much of the technology in the classroom; I just showed her how to use it for a different purpose. Our interactions changed during the time she has been part of our classroom because I came to realize what is required of a good coach. As I

		 applied some of the philosophies of Jim Knight's partnership approach I watched a high school student respond like an adult. 3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? Applying the partnership principles will help high school students, that intern with us each year, have a more fulfilling experience. Additionally, it will help coaches treat them as the young professionals they are. As the students are required to teach a lesson and provide their host teacher with a copy of it, we are in turn required to assess their plan and their delivery of it. The principles we have learned will help us give the students and their own teacher meaningful and useful feedback.
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