Field Experience Log &Reflection
Instructional Technology Department

Candidate: Alena Zink Cindy Smith (Collaborator)	Mentor/Title: Tim Clark/ Coordinator of Instructional Technology	School/District: Shiloh Point/Forsyth County
Field Experience/Assignment: Instructional Technology Workshop	Course: ITEC 7460 PL & Tech Integration	Professor/Semester: Dr. Bacon Spring 2014

Part I: Log

Date(s)	Activity/Time	PSC Standard, Element BOR Strand, Element NETS-A Standard, Element
3/14/2014	Pre Plan for Workshop Decided on topic for workshop Created brief outline of workshop (2 Hrs)	PSC 5.2 TF-VII.C
3/18/2014	Created detailed outline of workshop Determined standards and learning objectives for workshop Discussed student centered activities for workshop Created agenda and flyer for workshop Determined responsibilities for workshop (3 Hrs)	PSC 5.2 TF-I.A.,TF-I.B.
3/24/2014 3/27/2014	Posted fliers for workshop Created wiki for workshop Located resources for workshop Identified examples of instructional strategies and teaching content for workshop (6 Hrs)	PSC 1.4, PSC 3.3, PSC 4.3, PSC 5.2 TF-I.A.,TF-I.B.,TF-V.A.
4/1/2014	Created assessment survey questions to determine quality of instruction and future workshop plans (1 Hr)	PSC 5.3 PSC 6.2 TF-V.B.
4/8/2014	Presentation of workshop (2 Hrs)	PSC 4.3 TF-I.A., TF-I.B.,TF-V.A. TF-V.B.
2/20/2014- 03/26/2014	Instructional coaching sessions (6 Hrs)	PSC 1.4, PSC 3.3, PSC 3.5, PSC 4.3, PSC 5.1, PSC 5.2, PSC 5.3, PSC 6.2, TF-I.A., TF-I.B.,TF-V.A.,TF-V.B., TF-VII.C., TF-VIII.E.
	Total Hours: [30 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								
Black								
Hispanic								
Native American/Alaskan Native								
White	X	X						
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

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?

I collaborated with the media specialist in the building to design, develop, and deliver the 2-hour workshop in the building. After the evaluation of our work, I have learned how critical it is to spend more time on preparation and planning of the workshop than its actual delivery. We made it our goal to deliver this workshop as facilitators instead of a traditional "sit and get" model. Even though the plan for the workshop was well developed, we did not know where the conversations and discussions among teachers may lead us during the actual workshop. This experience was a great opportunity for me to practice being flexible with my instructional plan and being able to answer questions and steer conversations on a fly.

The coaching experience showed how powerful one-on-one coaching can be. Personalized professional learning helped me build very strong, trusting professional relationship with the teacher. Modeling and observations were the most productive strategies, in my opinion. The coaching experience helped me improve my listening skills and effectively implement the partnership principles.

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.)**

In preparation for the workshop and coaching sections, I had to know current research-based strategies and principles for professional development (partnership philosophy, the Big Four, diffusion of change, etc.) to lead the change in the building and/or one classroom. The knowledge of different technology tools and strategies with which they can be implemented to support the 4Cs was necessary for me to have and be able to prepare and deliver it. The knowledge and skills to design and implement evaluation of my work to measure effectiveness of it were necessary in this field experience as well. I regularly evaluated and reflected on my coaching experiences to improve and strengthen my ability to effectively model and facilitate technology-enhanced learning experiences for teachers and students.

The workshop and coaching sessions also addressed the diversity of student needs and expanded communication and collaboration among students beyond the classroom walls.

In preparation for the workshop, I aligned the content to the Teacher Keys and national professional learning standards and practiced implementing the principles of adult learning to promote best practices in teaching, learning, and assessment. The digital tools and strategies shared with teachers were chosen to initiate and possible sustain technology innovation, which supports the vision and the 5-year professional development plan in the school.

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 was built on specific learning targets that were directly aligned to the Teacher Keys and the focus areas identified in the school's improvement and professional development plans. I worked closely with the instructional coach and the media specialist to make sure the coaching sessions and 2-hour workshop were connected to the needs of the school. In addition, the personal choice of teachers was taken in consideration when planning and delivering professional learning. Teachers were able to see the value of the presented information and implement it in their classrooms immediately. Since the teachers had a choice of their learning focus, they owned the learning and were more invested in its outcomes than they would in a "sit-and-get" session. Classroom observations and continuous conversations with each grade level will be used to measure and monitor the implementation of the new strategies and digital tools.