

**STRUCTURED**  
**Field Experience Log & Reflection**  
**Instructional Technology Department**

<b>Candidate:</b> Shanna Irving	<b>Mentor/Title:</b> Melissa Wheeler/Media Specialist	<b>School/District:</b> North Cobb High School
<b>Field Experience/Assignment:</b> Coaching Journal & One-Hour Technology Workshop	<b>Course:</b> ITEC7460: PL & tech Innovations	<b>Professor/Semester:</b> Dr. Julia Fuller Spring 2015

**Part I: Log**

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
02/02/2015	2 hours: Coaching Journal – Exploring strategic plan; seeking and finding a collaborator to coach	PSC 1.1, 5.1, 6.3	ISTE 4.a,
02/09/2015	1 hour: Coaching Journal – Initial meeting with coached partner	PSC 1.1, 1.4, 5.1, 6.3	ISTE 1.a, 3.f, 4.a,
02/13/2015	3 hours: Coaching Journal – Developed and shared a presentation on the flipped classroom model with coached partner	PSC 1.1, 1.4, 5.2, 6.3	ISTE 1.a, 2.a, 2.b, 3.f,
02/16/2015	1 hour: Coaching Journal – Discussed flipped model but shifted focus to identifying students' gaps in underpinning knowledge	PSC 1.1, 1.4, 2.6, 5.2, 6.3	ISTE 1.a, 2.a, 2.b, 3.f,
02/19/2015	1 hour: Coaching Journal – Modeled use of Google Forms to collect assessment data	PSC 1.1, 1.4, 2.7, 2.8, 3.6, 5.2, 6.3	ISTE 1.a, 1.d, 2.a, 2.b, 2.g, 2.h, 3.f,
02/22/2015	2 hours: Coaching Journal – Research Framing Routine and prepared for modeling of strategy during next meeting with coached partner	PSC 1.1, 1.4, 6.3	
02/25/2015	1 hour: Coaching Journal – Modeled Framing Routine as note-taking strategy based on data from Google Forms assessment	PSC 1.1, 1.4, 2.2, 6.3	ISTE 1.a, 2.a, 2.b, 2.g, 2.h, 3.f,
03/02/2015	1 hour: Coaching Journal – Discussed using Google Forms as summative assessments and explored the available add-ons and Forms functionality relevant to that end	PSC 1.1, 1.4, 2.7, 2.8, 5.2, 6.3	ISTE 1.a, 2.a, 2.b, 2.g, 2.h, 3.f,
03/28/2015	1 hour: Coaching Journal – Refined journal entries and submitted assignment	PSC 6.1, 6.2, 6.3	ISTE 6.a, 6.b, 6.c
	Total Hours for Coaching Journal: 13		
03/09/2015	2 hours: Tech Workshop – Met with coached partner again to develop the Google Forms idea into a workshop for his peers	PSC 1.1, 1.4, 2.2, 3.6, 5.1, 5.2,	ISTE 1.a, 2.b, 2.g, 2.h, 3.f, 4.a, 4.b,
03/10/2015	2.5 hours: Tech Workshop – Explored example workshops and potential website platforms; developed initial website template; shared all files and website with coached partner	PSC 2.7, 5.2, 6.3	ISTE 1.a, 2.b, 2.g, 2.h, , 4.b,
03/13/2015	2 hours: Tech Workshop – Met with coached partner to discuss website, collaborate on a Form for the pre-survey, finalize focus, and discuss presentation date/time and invitation methods	PSC 1.1, 1.4, 2.1, 2.2, 2.4 (reflection), 2.7, 2.8, 5.2, 6.3	ISTE 1.a, 1.d, 2.b, 2.g, 2.h, 3.f, , 4.b,
03/20/2015	2.5 hours: Tech Workshop – Developed website and associated documents	PSC 2.1, 2.2, 2.7, 5.2, 6.3	ISTE 1.a, 1.d, 2.b, 2.g, 2.h, 4.b,



## 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?**

The coaching experience consisted of five one-on-one sessions with a voluntarily coached partner teaching in an area of critical concern for the school and interspersed planning sessions during which I researched solutions to the specific difficulties my coached partner mentions (too much time spent on instruction and very little on practice; inability to control lesson planning as special education teacher in inclusion classroom; too little time to accurately assess the gaps in prerequisite knowledge students have before and during a unit). For issue one regarding time spent on instruction versus time spent on students actually practicing and refining their math knowledge, I suggested and provided the teacher with a presentation about effective use of the flipped model classroom. While he loved the idea and attempted to persuade the lead teacher in his classes to give it a try, he had little power over lesson planning, and we had to table that idea until the beginning of next semester. Because we could not address instruction, we decided to address the knowledge gaps instead, and began exploring Google Forms as an assessment tool. This proved effective, and we discussed using the Framing Routine for students to take notes based on the findings from the Google Forms assessment tool, then spent more time exploring the uses of Google Forms.

The coaching experience taught me that big change, like lesson planning-level change, is difficult for teachers to even consider in the midst of a semester. They are much more willing to tackle big changes over the summer when they are not so pressed for time. Small changes, however, like the use of a five question Google Forms quiz that provides instant data analysis reflecting the students' learning and gaps in knowledge, are much easier for teachers to respect and undertake. I also learned that flexibility is critical. No matter how much effort I put into the flipped classroom model and how much I believed (and still believe) that the flipped model would benefit math students, I had to defer to my coached partner's desire to shift away from that concept. Because we shifted, we opened the door to the Google Forms idea, one that took off beautifully and even became the focus on the technology workshop.

The technology workshop experience grew from the coaching experience. My coached partner had such success with using Google Forms as assessment tools that he wanted to share the idea with his colleagues. Though few of them ultimately attended the workshop, the ones that did loved the idea and indicated on the post-workshop survey that they would be "very likely" to use the tool "very soon". To facilitate this usage, I used an excellent and user-friendly website platform, Wix.com, to create a website with detailed notes, videos, and shared Google Docs available for their access at any time. With my coached teacher's input along the way, I was able to build a meaningful technology tool workshop that makes assessing students easier and faster, and thus ripe for implementation.

The technology workshop experience taught me that, while the small changes should be the focus, many teachers are unwilling to even field new ideas during the semester. Despite a mass email invitation, and Evite invitation, fliers in teachers' mailboxes, and several face-to-face invitations, only five teachers showed up to the four sessions. It was difficult for me to remain detached from this disappointing turnout, but I understand that teachers are busy and that, though they are required to implement student-centered technology, and though many of their students are not

performing at adequate levels, many teachers do not seek opportunities or unrequired professional development sessions and instead keep moving through curriculum whether students understand or not. It will require significant finesse and intense time dedication to get teachers on board and ready to try new ideas, but the intensity of the workload has the potential for incredible payoff. The teachers who were willing to hear me out were happy they did, and effective strategies can be infectious with thorough support and follow-through.

**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.)**

#### Knowledge

Throughout these experiences, I learned about the intricacies of several useful technology tools, including the Google Drive suite and Wix.com. I also learned about the time and energy commitment required to create fully functional supportive aids for professional development and the finesse and energy needed to garner interest in that professional development. Facilitating the development and implementation of a shared vision with my coached partner taught me about compromise and flexibility, and the hiccups along the way taught me about the necessity of clear and focused digital and face-to-face communication.

#### Skills

Above all, fortitude and clear, focused directions are critical to coaching individual adult learners and to encouraging participation in group professional development sessions. Designing instruction that is relevant and simple to implement but powerful, and doing so with an overwhelming culture of reluctance in mind, takes meticulous attention and considerable understanding of the underpinning necessities in all teachers' classrooms. Being able to recognize and explain what those are and to present specific and simple means of improving on those underpinning elements is a skillset that I know will be ever-developing but has developed considerably through these experiences already. More specifically, I became more adept at the use of digital tools for data analysis techniques and how to demonstrate the power of data-driven teaching, creating inviting and navigable blended learning environments, and designing assessment tools that aid in purposeful differentiation.

#### Disposition

The learning that accompanied the experiences I had this semester is invaluable. I developed skills to improve my own instruction and fully accepted the partnership approach to coaching as a means of helping teacher colleagues as well. The most emotionally difficult trial this semester took me some time to work through, but I was ultimately able to heed Jim Knight's advice about remaining detached. Still, it was a struggle to accept the disheartening lack of teacher interest or participation in what I and the workshop attendees consider an extremely useful digital tool, but this struggle did not turn me away from the field of coaching. Coaching and leading professional development is a challenge that is worth undertaking and has the potential to bring about real, positive change in a school's culture and in student performance, and I would enjoy continued study and work in a field of such potential impact.

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

The coaching experience was predicated on the school's improvement plan entry that noted math subgroups as an area of critical concern. I worked with a math special education teacher and presented him with techniques relevant to flipped classroom model instruction, digital tool-based assessment, digital tool data analysis, and Framing Routine note-taking. Two of those techniques found footing in his teaching, and he liked but was unready to attempt the other two. Finding the footing with him is a firm step toward school improvement, as his success will hopefully inspire change in his math special education colleagues' teaching as well. This impact can be assessed holistically by exploring the next school improvement plan for mention of math subgroups. More directly, the impact can be assessed through student data collected at the class, county, and state level.

The technology workshop grew from the most effective strategy used in the coaching sessions and was again built for math special education teachers, only one of whom attended, and he will teach physical education next year. The other teachers that attended were predominantly from the English department, and one Science teacher listened to an abridged version of the presentation. The English department shows the most promise for utilizing the strategy to improve student learning, and I plan to assess the long-term impact on that department through personal interviews and the short-term impact via data analysis of an implementation survey once attendees return the survey.