

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

<b>Candidate:</b> Shanyon Storey	<b>Mentor/Title:</b>	<b>School/District:</b> Huie ES/ Clayton County
<b>Field Experience/Assignment:</b> Assignment 3: Coaching Journal	<b>Course:</b> ITEC 7460	<b>Professor/Semester:</b> Dr. Bacon/ Spring 2018

**Part I: Log**

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
2/27/18	Coaching Session 1: 1 Hour Cognitive Coaching (Log into Google)	GAPSC 1.1, 1.4 GAPSC 2.5 GAPSC 3.1, 3.2, 3.7 GAPSC 4.1 GAPSC 5.2 GAPSC 6.1, 6.2, 6.3	ISTE 1 a, d ISTE 2 a ISTE 3 b, f, g ISTE 5 a, b ISTE 6 b, c
3/6/18	Coaching Session 2: 1 Hour Partnership (Hangouts & Google Forms)	GAPSC 1.1, 1.4 GAPSC 2.1, 2.5, 2.7, 2.8 GAPSC 3.2, 3.7 GAPSC 4.1 GAPSC 5.2 GAPSC 6.1, 6.2, 6.3	ISTE 1 a, b, d ISTE 2 a, f, g, h ISTE 3 a, b, f, g ISTE 5 a, b ISTE 6 a, b, c
3/13/18	Coaching Session 3: 1/2 Hour Partnership (Docs, Sheets)	GAPSC 1.1, 1.4 GAPSC 2.1, 2.5 GAPSC 3.1, 3.2, 3.7 GAPSC 4.1 GAPSC 5.2 GAPSC 6.1, 6.2, 6.3	ISTE 1 a, b, d ISTE 2 a, f, g, h ISTE 3 a, b, f, g ISTE 5 a, b ISTE 6 a, b, c
3/15/18	Coaching Session 3: 1/2 Hour Partnership (Slides)	GAPSC 1.1, 1.4 GAPSC 2.1, 2.5 GAPSC 3.1, 3.2, 3.7 GAPSC 4.1 GAPSC 5.2 GAPSC 6.1, 6.2, 6.3	ISTE 1 a, b, d ISTE 2 a, f, g, h ISTE 3 a, b, f, g ISTE 5 a, b ISTE 6 a, b, c
3/20/18	Coaching Session 4: 1/2 Hour Partnership (School Drive Resources)	GAPSC 1.1, 1.4 GAPSC 2.1, 2.5 GAPSC 3.1, 3.2, 3.7 GAPSC 4.1, 4.2 GAPSC 5.2 GAPSC 6.1, 6.2, 6.3	ISTE 1 a, b, d ISTE 2 a, f, g, h ISTE 3 a, b, f, g ISTE 5 a, b ISTE 6 a, b, c
3/22/18	Coaching Session 4: 1/2 Hour Partnership (Calendar)	GAPSC 1.1, 1.4 GAPSC 2.1, 2.5 GAPSC 3.1, 3.2, 3.7 GAPSC 4.1 GAPSC 5.2 GAPSC 6.1, 6.2, 6.3	ISTE 1 a, b, d ISTE 2 a, f, g, h ISTE 3 a, b, f, g ISTE 5 a, b ISTE 6 a, b, c
3/29/19	Coaching Session 5: 1 Hour A Variation of Coactive Coaching (Woodcock Johnson Testing Modeling)	GAPSC 5.1 GAPSC 6.1, 6.2, 6.3	ISTE 2 h ISTE 6 b, c
Total Hours: [5 hours ]			

**DIVERSITY**

(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								
Black		X						
Hispanic								
Native American/Alaskan Native								
White								
Multiracial								
<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 field experience was a coaching that took place with myself and one Department of Exceptional Students (DES) teacher. She and I meet mostly after school, which was a challenge leading into the Spring Break because there were several activities both during and after school.

I learned the coaching is like teaching, but with a willing participant, much easier and with a specific purpose. I found myself using ideas/ strategies from multiple forms of coaching. I approached the whole experience from the coactive coaching model allowing Ms. W. to set the agenda. I also relied heavily on the partnership philosophy for each interaction. I used equity, choice, reflection, praxis, and reciprocity. I used active listening and chose my words carefully. I also approached each session with the knowledge that Ms. W. and myself were (are) equals- not having equal skills or knowledge, but equal adults, equal educators, equal value/worth, and an equal stake in the partnership in the coaching sessions.

#### 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.)

As a **visionary leader**, I needed to know about coaching, the strategies, and know how to **implement the strategies to initiate and sustain the change process** taking place at Huie ES in Clayton County Public Schools (CCPS). I also needed to know how to use some Google tools to model for Ms. W.

I used **digital communication** and **collaboration tools** to assist Ms. W. with **communicating locally and globally with her students, parents, peers, and the community at large**. Additionally, I had to shift from information first, then people (feelings) second as an INTP (Introvert, iNtuitive, Thinking, and Perceiving) personality type. I had to make sure and deliver the information in a way that was most receptive, rather than just present and hope that it was received as it was intended. I spoke with a purpose each time we interacted, and I listened for wants/ needs, fears and insecurities to better assist Ms. W. and to put her at ease with new experiences.

I made sure to keep interactions equitable between myself and Ms. W. In doing this, I modeled and promoted **diversity**, and **cultural understanding**, which translates to **global awareness** when using digital communication and collaboration tools.

Throughout the coaching, the focus was to engage in **continuous learning to deepen professional knowledge, skills, dispositions in organizational change, and adult learning to improve professional practice**. Ms. W. and I **reflected often on our professional practice to improve and strengthen our learning experiences**.

**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 has impacted Ms. W. by increasing her confidence with using some Google tools. Honestly, I do not think that she has completely changed her practices, but I do feel that she is more open to try new strategies that involve technology.

The impact on Ms. W. is evident in the types of questions she asks now. Rather than asking more “how do I...” type questions, she makes “when I try to \_\_\_\_\_, \_\_\_\_\_ happens...” type statements. This indicates that she is trying new things and maybe even trying to trouble shoot.