STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Adam Meador	Mentor/Title: Stacie Gadlage/BES Media Specialist	School/District: Buford City Schools Buford Elementary
Field Experience/Assignment: #3 Coaching Journal #4 One-Hour Instructional Technology Workshop	**Course:** ITEC 7460	**Professor/Semester:** Fall 2014/Luscre

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
09/16/2014	(1 hour) Coaching session with my partnering teacher on how to make new folders, make compressed folders, and a photo blog to her Weebly account.	1.4, 3.3, 3.5, 4.3, 5.2, 6.3	TF-I.A.1, TF-I.A.2, TF-I.B.3, TF-VII.C.7
10/10/2014	(30 min.) Coaching session with partnering teacher on Excel file formatting, the Mac OS, Windows OS, and modifying Excel report card template.	1.4, 3.3, 3.5, 4.3, 5.2, 6.3	TF-I.A.1, TF-I.A.2, TF-I.B.3, TF-VII.C.7
10/16/2014	(3 hours) Google Drawings PLC Pt.1 (One-Hour Inst. Tech Workshop) Paraprofessionals were introduced to Google Drawings and navigating the WYSIWIG editor within Google Drawings.	1.4, 3.3, 3.5, 4.3, 5.1, 5.2, 5.3, 6.3	TF-I.A.1, TF-I.A.2, TF-I.B.3, TF-VII.C.7
10/17/2014	(3 hours) Google Drawings PLC Pt.2 (One-Hour Inst. Tech Workshop) Paraprofessionals further refined their skills and practiced with Google Drawings.	1.4, 3.3, 3.5, 4.3, 5.1, 5.2, 5.3, 6.3	TF-I.A.1, TF-I.A.2, TF-I.B.3, TF-VII.C.7
10/23/14	(30 min.) Set up a batch script for my partnering teacher to launch three high frequency classroom apps on her student desktops.	1.4, 3.5, 5.2, 6.3	TF-I.A.1, TF-I.A.2, TF-I.B.3
10/23/14	(1 hour) Google Drawings PLC (One-Hour Inst. Tech Workshop) I redelivered the session for teachers unable to attend on parent conference teacher workdays.	1.4, 3.3, 3.5, 4.3, 5.1, 5.2, 5.3, 6.3	TF-I.A.1, TF-I.A.2, TF-I.B.3, TF-VII.C.7
10/30/14	(1 hour) I met with partnering teacher to revise agenda for coaching sessions. We revisited discussions about Mimio and PowerPoint and begin looking at Instructional Planning Reports.	1.4, 3.3, 3.5, 4.3, 5.2, 6.3	TF-I.A.1, TF-I.A.2, TF-I.B.3, TF-VII.C.7
11/04/14	(1 hour) I met with the partnering teacher. We discussed basic PowerPoint skills including: new slide creation, slide types, blank slides, font size and selection, and copying whole slides. Basic computer skills reinforced were: using shift to make multiple selections, copying and pasting, using the keyboard shortcut command Control+Z to undo a mistake. Mrs. W. accessed some of the basic premises of Google Drawings in learning PPT. Mrs. W. and I discussed similar font types used by Renaissance Place. We began designing an ELT Review PowerPoint based on indicators listed on the Star Reading Class Instructional Planning Report for her to use with her interactive whiteboard.	1.4, 3.3, 3.5, 4.3, 5.2, 6.3	TF-I.A.1, TF-I.A.2, TF-I.B.3, TF-VII.C.7

11/06/14	(2 hours) I converted Mrs. W.'s PowerPoint presentation to a Nearpod presentation.	1.4, 6.3	TF-I.A.1, TF-I.A.2, TF-I.B.3, TF-VII.C.7
11/07/14	(1 hour) I met with Mrs. W. We discussed her successes with learning PowerPoint. She was able to make a nice thirty-eight slide presentation based on an Instructional Planning Report targeted her low students within her classroom. Before learning how to use the Nearpod app, we discussed basic iOS tips including swiping down to activate a search and also killing apps to improve iOS performance. Then we discussed proper log on procedures for both student and teacher presentation access within the Nearpod app. Mrs. W. was given credentials to access my Nearpod account. We discussed proper procedures for opening and closing a live session within Nearpod. We navigated the entire quiz to error check and check font size and graphic placement. After finishing the quiz, Mrs. W was excited to use the Nearpod app and presentation with her reading centers group. She also discussed modifying her PowerPoint to remove the quiz questions and create a script and answer sheet for her collaborating EIP teacher to use with her ESOL and low performing students.	1.4, 3.3, 3.5, 4.3, 5.2, 6.3	TF-I.A.1, TF-I.A.2, TF-I.B.3, TF-VII.C.7
11/10/14	(1 hour) Final Coaching Session Mrs. W. said the students loved and became really competitive during the activity. She had one group of five students from her EIP reading group. When students got the answer wrong, she explained why and if she had to do over again she would have a small marker board for each child so she could illustrate write answers. One thing she noticed was that the 38 slide presentation took close to 35-40 minutes to complete. This was too long. She wanted to explore the idea of breaking the presentation into smaller chunks. She tallied the wrong answers. She wants to make her own Nearpods and ability group different Nearpod presentations. Needs to make harder versions for higher kids. Exploring ways to differentiate instruction through varied Nearpod presentations based on ability groups. In fact she handed off a printed script and answer sheet version of her PPT and Nearpod to her partnering EIP teacher. She gave 6 questions to Mrs. B. She decided that for whole group instruction she could use the PPT to review and for small group instruction she could use the Nearpod presentation. She said it was awesome and a perfect review tool. She loved the immediate feedback, it was incredible and fast and on your screen in real time. Needs to make shorter presentations for EIP reading center group.	1.4, 3.3, 3.5, 4.3, 5.2, 6.3	TF-I.A.1, TF-I.A.2, TF-I.B.3, TF-VII.C.7
11/24/14	(9 hours) I finalized all of my One-Hour Instructional Technology Workshop items.	6.2, 6.3	TF-V.B.6
	(See accompanying 3-5 Log)		

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							
Hispanic	X							
Native American/Alaskan Native								
White	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? The field experiences of creating a One-Hour Instructional Technology Workshop and coaching a partnering teacher were invaluable experiences. The experience of delivering and redelivering a professional learning opportunity to my colleagues gave me a glimpse of change diffusion. I feel like the work I did teaching people about Google Drawings and Google Docs will be beneficial in the long run to the system's goal of full implementation of Google Apps for Education. Additionally, partnering with and coaching a teacher was a rewarding experience. This taught me a lot about effective partnership principles and also allowed me to refine my communication and collaborative skills. Overall, the field experiences as well as the GAPSS analysis will be experiences I can draw from time and time again as I progress as an ITC.

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.)** The learning this semester has already been put into practice. The communication and collaboration skills I acquired from the learning this semester will ultimately make me a better ITC. Also, the experiences this semester with deep reflection and refined analysis of professional development have been invaluable. I feel a lot more knowledgeable about the strategy behind success professional learning and instructional coaching. Every experience this semester is something I can draw from to help me in my position.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? I most definitely think the field experiences will yield positive changes within the school. The coaching partnership I formed this semester has already produced results. Just a few days ago my partnering teacher's class saw significant gains in their quarterly benchmark assessment and this was a direct result of the work we did together. Also, the repeated delivery of Google Drawings has made a difference in getting the faculty better acquainted with Google Docs. I definitely think my colleagues are using Google Apps for Education more so than before the sessions. Additionally, it's likely that Buford Academy will extend what they learned about Google Drawings to their students. Overall, I think the experiences refined my skillset as coach and facilitator of professional development.