**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department – *Updated Summer 2015***

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| **Candidate:** Chris Rogers | **Mentor/Title:** Kathy Schmidt / LSTC | **School/District:** Harbins ES / Gwinnett Co. |
| **Course:**ITEC 7305 – Data Analysis & School Improvement | **Professor/Semester:**Dr. Jones / Fall 2015 |

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

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
| 9/21/15 & 9/23/15 | Disaggregation of local school classroom data for each of 63 homeroom teachers at our school. Raw data was translated and reported into graphs & disaggregated subgroups for use by teachers and grade levels. / 6 hrs | 1.1, 2.8, 3.7, 4.2, 5.1, 6.3 |  1a, 2h, 3g, 4a, 5b |
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| **First Name/Last Name/Title of an individual who can verify this experience:**Jennifer Chatham / Principal | **Signature of the individual who can verify this experience:** |

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| **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 | X | X |  |  | X | X |  |  |
|  Black | X | X |  |  | X | X |  |  |
|  Hispanic | X | X |  |  | X | X |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White | X | X |  |  | X | X |  |  |
|  Multiracial | X | X |  |  | X | X |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities | X | X |  |  | X | X |  |  |
|  Limited English Proficiency | X | X |  |  | X | X |  |  |
|  Eligible for Free/Reduced Meals | X | X |  |  | X | X |  |  |

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| **Reflection**(Minimum of 3-4 sentences per question) |
| **1. Briefly describe the field experience. What did you learn about technology coaching and technology leadership from completing this field experience?**  We used excel spreadsheets to record classroom data on Reading, Mathematics, and Writing. I combined the spreadsheets by grade-level and disaggregated the reports by teacher using Excel formulas, charts, and graphs. I communicated the results to teachers via email and the results were discussed at a professional learning session the next week. I learned that technology leadership involves attention to detail, and that school-wide projects always take an effective team to complete successfully. It took a lot of time to redesign this existing system to more effectively serve teachers within our data use framework.**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 above. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)** **Knowledge –** I learned several valuable functions in Microsoft Excel that will help me as a technology leader. **Skills –** I learned to effectively communicate some ideas in person, while others can be done more effectively through electronic communication. I also learned to be both persistent and consistent when working to finish a large school-wide project.**Dispositions –** A technology leader needs to maintain a laser focus on student learning, and how his work will impact the bigger picture. This project helped me clarify this vision, and also reinforced the concept that maintaining professional distance is essential in the data gathering and reporting elements of this type of work.**3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**This data project helps to create a common conversational dialogue around both student achievement and closing gaps within our school. It helped teachers identify areas of need for their new students, and to make instructional adjustments based on student need. The impact can be assessed through the teachers’ “at-your-fingertips” access to local school data. It can also be assessed through classroom observations, grouping strategies, and parent conferences when these results are reported to parents. |