**UNSTRUCTURED Field Experience Log & Reflection**

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

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| **Candidate:** Nkenze Jones | **Mentor/Title:** Logan Evans/ Instructional Technology Specialist | **School/District:** Westside Elementary/Coffee County Schools |
| **Course:** Instructional Technology Leadership | | **Professor/Semester:** Dr. Beeland / Summer 2016 |

**(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)** |
| 07/14/16 | Leadership Team Retreat – analyze data, revise SIP, and strategic planning for upcoming school year. (7 hours) | PSC 1.2  PSC 1.4  PSC 2.8  PSC 3.7  PSC 6.3 | ISTE 2a  ISTE 1d  ISTE 2h  ISTE 3g |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:**  Wendy Jowers/Principal | **Signature of the individual who can verify this experience:** |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  | | Black | X |  |  |  | X | X |  |  | | Hispanic |  |  |  |  | X | X |  |  | | Native American/Alaskan Native |  |  |  |  | X | X |  |  | | White | X | X |  |  | X | X |  |  | | Multiracial |  |  |  |  | X | X |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  | X | X |  |  | | Limited English Proficiency |  |  |  |  | X | X |  |  | | Eligible for Free/Reduced Meals |  |  |  |  | X | X |  |  | | | | |
| **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?**  This field experience allowed me the opportunity to learn how to analyze data for the purpose of revising target area/goals on the School Improvement Plan. This allows me to be better equipped for upcoming school year and to set personal goals for teaching and learning in my classroom. I was also enlightened about the policies and procedures at my school.    **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 -**  As a classroom teacher, I need the knowledge of collaborating with a team. This knowledge will allow me to implement the best teaching practices to better meet the learning needs of all students. I gain the knowledge of how to better prepare the school year by analyzing data to plan. .  **Skills -** I now have the skill to read and implement learning goals, analyze data, and strategically plan. I can also identify and plan SMART goals. I developed the skill for collaborating with my peers to develop an action plan for my school.    **Dispositions –** This was a very humbling and enlightening experience. It allowed me to see some of my administrators’ responsibilities.    **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  The analyzing of the school data will allow me to coach others on using data to make changes in teaching and learning and plan for my classroom. This can be assessed by the increase of teachers using data to design instruction that allows students to be engaged learners. The impact can also be assessed with performance standard 6: assessment uses on the TAPS (teacher evaluation systems). the school shows academic improvement and this can be assessed by the decrease in the achievement gap between diverse learners. | | | |