UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015

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| Candidate:  Nkenze Jones | Mentor/Title:  Logan Evans/Instructional Tech | School/District:  Westside Elementary/Coffee County Schools |
| Course: ITEC 7400 21st Century Teaching and Learning | | Professor/Semester: Dr. Williamson/Summer 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) |
| June 1, 2015 | Student Learning Objectives (SLO) Data Analysis (5 hours) | 2.8, 4.3, and 6.1 | 2.h, 3.f, 4.c, and 6.a |
| |  |  | | --- | --- | | First Name/Last Name/Title of an individual who can verify this experience:  Logan Evans, Instructional Technologist | Signature of the individual who can verify this experience:  Logan Evans (signed digitally 7/14/2015) |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 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 |  |  |  | X | X |  |  | | Hispanic |  |  |  |  | X | X |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | 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 allow me the opportunity to analyze data for our district SLO assessment for grade levels K-3. I learned how to use Excel to query the data by grade level, gender, and subject. I was able to contribute to the discussion about what changes need to be made to better meet the needs of all students.    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 was able to model the effective use of digital tools (Excel) and resources to systemically analyze student achievement data, interpret results, communicate findings, and discuss appropriate interventions to improve instructional practice and maximize student learning.    Skills – I participated in the use of digital tools to enhance cultural understanding and increase district awareness. I was able to collaborate with my mentor and use the skills learned in Excel to effectively use diagnostic, formative, and summative assessments to measure student learning.    Dispositions - I can model the effective use of digital tools and resources to systematically collect and analyze student achievement data, interpret results, communicate findings, and implement appropriate interventions to improve instructional practice and maximize student learning.    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 assessment data will allow me to coach others on using data to drive instruction. 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 assessed with performance standard 6: assessment uses on the TAPS (teacher evaluation systems). | | | |