**UNSTRUCTURED Field Experience Log & Reflection**

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

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| **Candidate:** Erika Drake | **Mentor/Title:** Andy Chapman/Lead Teacher | **School/District:**  Georgia Connections Academy |
| **Course:** ITEC 7305 Data Analysis & School Improvement | | **Professor/Semester:** Mr. Michael Rotjan |

**(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)** |
| 1/09/2018-5/31/2018 | Facilitated the collaboration with my learning teammate to create, assign, and analyze benchmarks for 6th grade students in Social Studies in the SLDS online assessment system. (20 hours) | 1.1, 1.2, 1.3, 1.4, 2.1, 3.5, 3.7, 6.1, 6.2, 6.3 | 1a, 1b, 1d, 2g, 2h, 3e, 3f, 3g, 5c, 6a, 6b, 6c |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:**  Kristen Summerour | **Signature of the individual who can verify this experience:**  K. Summerour |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  | | Black |  |  | X |  |  |  | X |  | | Hispanic |  |  |  |  |  |  | X |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  | X |  |  |  | X |  | | Multiracial |  |  |  |  |  |  | X |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  | X |  | | Limited English Proficiency |  |  |  |  |  |  | X |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  | 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?**  During this field experience I created, assigned and analyzed the results from a SLDS online assessment from the Georgia Department of Education. I facilitated the process with my learning teammate and coached her through the process. I learned that a technology coach must be ready and willing to learn new processes and quickly coach others in navigating through the process. I learned that when there are glitches in a new system that a technology coach has to take the lead in determining what is causing the problem and communicating the problem to people who can help resolve it as well as administrators, faculty, parents and students who are all stakeholders in the assessment process.  **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 teacher I engaged in continuous learning by learning how to use the SLDS online assessment system and as a coach I modeled the process to my learning teammate and others. I knew that the benchmark was enacting part of the school’s shared vision and school improvement goals and I proceeded with assigning the assessment and communicating the vision to parents and students.  **Skills -**  I acquired a new skill when creating and assigning the benchmark for the 6th grade Social Studies students. I modeled the effective use of technology tools to coach on assessing students and collecting and analyzing the data from the assessment.  **Dispositions -**  I modeled and promoted diversity, cultural understanding and global awareness by using digital age communication and collaboration with my learning teammate, my lead teacher, my students and their parents during the creation and analysis of the assessment, to explain the purpose of the assessment and while analyzing and sharing the results of the assessment.    **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 experiment impacted faculty development because both my learning teammate and I both acquired the skill of using the SLDS system to assess the students. The result of our development impacted student learning because we were able to identify student learning problems and create a plan to remediate in the areas of weaknesses. The impact of the student learning can be assessed by a new SLDS benchmark assessing the same content/skills and the pre- and post-test results for the course. | | | |