**UNSTRUCTURED Field Experience Log & Reflection**

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

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| **Candidate:** E. Drake | **Mentor/Title:** Andrew Chapman/Lead Teacher | **School/District:** Georgia Connections Academy |
| **Course:**ITEC 7410 Instructional Technology Leadership | **Professor/Semester:**Dr. Beeland/Fall 2018 |

**(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)** |
| 8/28/18-8/19/18 | Preparation for and Presentation of Longitudinal Data Overview | 1.1, 1.2, 1.3, 1.4, 2.8, 3.3, 3.6, 5.2, 5.3, 6.2, 6.3 |  1a, 1b, 1c, 1d, 2f, 3g, 4b, 4c, 6c |
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| **First Name/Last Name/Title of an individual who can verify this experience:**Maurice Lozano | **Signature of the individual who can verify this experience:**Maurice Lozano |

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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 |  |
|  Black |  |  | X |  |  |  |  X |  |
|  Hispanic |  |  | X |  |  |  | X |  |
|  Native American/Alaskan Native |  |  |  |  |  |  | X |  |
|  White |  |  | X |  |  |  | X |  |
|  Multiracial |  |  | X |  |  |  | X |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  | X |  |
|  Limited English Proficiency |  |  |  |  |  |  | X |  |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  | 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?**  I prepared a presentation to present to the faculty during an in-person faculty meeting. The information presented was a longitudinal data overview of our students. The presentation included data on GMAS performance in Math and Language Arts, Attendance, and Dropout rate of the general population, various ethnic groups, students with disabilities, students with limited English proficiency and low socio-economic students (SES). I learned that many teachers had misinformed preconceived ideas about data on various segments of our student population, by using polleverywhere during the presentation. I learned that collaborating with faculty and staff to use facilitate the use of technology and prepare for a presentation ensures a smoother delivery of information. **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 –** During this learning I relied on my knowledge of the school data and various types of technology to present the information clearly to the faculty and administration. **Skills –** My research, technology, presentation, collaboration and facilitation skills were essential for the presentation. I researched the data and used multiple forms of technology to create a virtual interactive presentation. I also collaborated with my colleagues to setup my presentation materials and facilitate the use of new technology in addition to my presentation software. **Dispositions –** Because my colleagues work with technology for many activities I understood that they would enjoy using a new type of technology. This new technology also helped maintain the audience engagement during the data presentation. I also prefaced the presentation with the statement that the data represented the data and that it was not a judgement of the performance of any of the faculty members. This statement set the tone for the data presentation and interactive engagement software, polleverywhere. **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 experience impacted school improvement because the faculty was able to see on their devices the data that indicated the need for additional supports for all students with math, for students with disabilities and for low SES students. Teachers were able to use this data to plan for interventions with the populations that showed a history of needing additional supports in order to achieve success on our school improvement goals. Data collected during the presentation from the poll assessed faculty and observation of faculty use of new technology indicated positive faculty development.  |

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| **Date(s)** | **2nd Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
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|  Black |  |  |  |  |  |  |  |  |
|  Hispanic |  |  |  |  |  |  |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  |  |  |  |  |  |  |  |
|  Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  |  |  |
|  Limited English Proficiency |  |  |  |  |  |  |  |  |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

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| **Reflection**(Minimum of 3-4 sentences per question) |
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