**UNSTRUCTURED Field Experience Log & Reflection**

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

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| **Candidate:** Erika Drake | **Mentor/Title:** Andrew Chapman/MT | **School/District:**  Georgia Connections Academy MS/ State-wide Charter School |
| **Course:** ITEC 7460 – Professional Learning and Technology Innovation | | **Professor/Semester:** Mr. Rotjan/Spring 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)** |
| 1/17-18/18  1/19/18  1/23-31/18 | Planning and preparation of coaching session for alternate assessments of students in USA TestPrep [3 hours]  Presentation and facilitation of how to create standards based alternate quizzes in USA TestPrep [1 hour]  Evaluation student assessments [1.5 hours] | PSC 1.1, 1.2, 2.1, 2.5, 2.6, 2.7, 2.8, 3.2, 3.3, 3.7, 5.2, 6.3 | ISTE 1a, 1b, 2a, 2e, 2f, 2g, 2h, 3b, 3c, 3g, 4b, |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:**  Kristen Summerour/Teacher | **Signature of the individual who can verify this experience:**  Kristen 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 |  | | 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 researched the standards associated with a LMS assessment. I designed and facilitated a coaching session where I facilitated the creation of an alternate assessments of students in USA TestPrep. I modeled creating an assessment and collaborated with the teacher in creating an assessment. After the students took the assessments I analyzed their assessment results to inform remediation strategies if needed and provided them with relevant feedback.  I learned that in order to successfully convey instructions to coworkers that there must be partnership communication and I learned to collaborate with my learning teammate in order to create differentiated assessments to support student learning.  **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 coach, I learned that it was important that I knew the standards that were addressed in the LMS assessment. This knowledge was the driver in selecting the appropriate questions for the alternate assessment. It was also essential that I researched and understood how to create and assign an assessment in USA TestPrep before facilitating a coaching session.    **Skills –** As a coach, I learned that the skill of how to create the assessment in USA TestPrep is just as important as the skill in differentiating the assessment questions so that student learning is measured based on a proper analysis of their learner characteristics. I also learned that the skill of communicating how to create and assign the assessment in USA TestPrep is essential when facilitating a coaching session.    **Dispositions –**  As a coach, I remain a constant learner and I am open and flexible to learn from my peers. As a learner and as a coach, I discovered that I must collaborate with my peers so that we can share our strengths to ensure that we 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?**  As a result of this field experience, student learning was positively impacted. Teachers learned how to create differentiated assessments in USA TestPrep. Students were provided with an alternative to show which standards they mastered from the lessons. Students’ knowledge was assessed and analyzed for mastery and remediation was provided as needed. Students were presented with feedback on their assessments. | | | |