**UNSTRUCTURED Field Experience Log & Reflection**

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

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| **Candidate:  Birgitta Johnson** | **Mentor/Title:  I. Chatman-Mackey** | **School/District:**  **Adamsville Primary/APS** |
| **Course: 7305 Data Analysis & School Improvement** | | **Professor/Semester: Rotjan/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)** |
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| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:**   1. **Mackey** | **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 |  |  |  |  |  |  |  |  | | Black | x | x |  |  |  | x |  |  | | Hispanic |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  |  |  |  |  |  |  | | 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?**  I learned how to look at data that has been gathered and how to really understand the purpose behind data gathering. As a technology coach I learned that I really need to look into more digital forms of data for the staff that makes it more easy to create and collect data so that you can have time to effectively look at the data.    **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 didn’t know how to really look at data and I learned the skills necessary to have an honest look at data and be able to use it productively to determine student needs and how to meet them so they can be successful.**  **Skills - Skills needed were to be able to constructively look at data at strengths and weakness and see as a planner how to effectively help students be successful at skills in order to close the achievement gap.**    **Dispositions - I think I learned that the staff needs to develop by using the Data Process a way to all look at data and discover trends that we may not have seen before when looking at data. We also need to put to the side things that we know we cannot control and realize we need to focus on what we can change and by looking at the data with the Data Process that we can do that and see change in all schools with all students.**    **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 with my mentor showed me how I can positively see data as more than just paperwork and how I can be help at my school to using technology to help other teachers see data as important tools to help our students. I learned to love the data a little more and want to collect it so I can learn more about my students. | | | |