**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Kathleen Landolt | **Mentor/Title:** Lena Adams/Media Specialist | **School/District:** Adairsville High School/Bartow County |
| **Course:** 7305 Data Analysis and School Improvement | | **Professor/Semester:** Dr. Jones/Fall 2014 |

**Part I: Log**

**(This log contains space for up to 5 different field experiences for your 5 hours. You may only need one! If you have fewer field  
experiences, just delete the extra rows. If you have more than 5 field experiences, please copy and paste additional rows. Thank you!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| **9/2/14**  **9/16/14**  **9/30/14**  **10/14/14**  **10/28/14**  **11/11/14** | Attended instructional technology trainings on using the Statewide Longitudinal Data System [50 minutes each, 5 hours total] | PSC 5.1, 6.1/ISTE 4a, 6a, 6b | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  Through these trainings I have been learning how to access and use the data available through the Statewide Longitudinal Data System. This system allows teachers to look at data for the state, the district, the school, each of their classes, and each of their students. Learning how to read and interpret this data is an important part of being a technology facilitator and coach, as you must be able to analyze student achievement data in order to help teachers use technology as a tool in improving student instruction.  **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 in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)**  This learning will allow me to conduct needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses to inform the content and delivery of technology-based professional learning. As a technology leader I need to know how to find and analyze data and how to create graphics to present that data to teachers, administrators, and faculty. This training has helped me to become more confident in my ability to analyze data.  **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 will impact faculty development by helping teachers learn to access and analyze data. With access to the Statewide Longitudinal Data System teachers can now see their individual students’ scores, demographic information, etc. to help them plan for improved instruction. This will be assessed by the school wide data team and district technology specialists. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  | | Hispanic |  |  |  | x |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  |  | x |  |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |