UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – *Updated Summer 2015*

Candidate: Regina Hicks	**Mentor/Title:** Amber Bunce, Instructional Technology	**School/District:** Bartow County School System
Course: ITEC 7305 Data Analysis and School Improvement		**Professor/Semester:** Dr. Jim Wright, Summer 2015

(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete <u>one</u> field experience totaling 5 hours! If you have fewer field experiences, just delete the extra pages. Thank you!)

Date(s)	1st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
06/16/2105	6 hours Professional Development: Data Analysis and Data Dig Technology planning for 4th grade	2.8, 6.3	2G

<u>First Name/Last Name/Title</u> of an individual who can verify this experience:	**<u>Signature</u> of the individual who can verify this experience:**
SueEllen Barfield, Secretary, Adairsville Elementary School	Sue Ellen Barfield

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								
Hispanic								
Native American/Alaskan Native								
White		X				X		
Multiracial								
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?

This field experience was a professional development day of data analysis or what we call a "data dig". The purpose is for the grade level team to learn how to "dig" or look for student strengths and weaknesses so that students can be placed in the correct academic learning groups. We do not have Georgia Milestone scores so we relied on local data. We used Lexile levels, Dibels scores, teacher anecdotal notes, RTI/SST database, math portfolios, and literacy portfolios as sources of data. We placed students in groups based on academic need.
We also discussed use of technology for classroom management. We will use the Web2.0 tool, ClassDojo. This allows for collaboration among teachers, parents, and students. There is a messaging capability for parents to receive and send instant feedback. Students are set up in ClassDojo by homeroom and all teachers have been linked.
This experience helps me as a technology coach in that I have to know where issues are occurring before we can begin looking at solutions. This data dig helped to determine where I will start with my students and the types of technology that I need to research for effective integration. It also helps me know the types of technology that my team will need help

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.)

Candidates model and facilitate the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources. (PSC 2.7/ISTE 2g)

Knowledge – During this field experience I effectively used various assessments that measured student learning to make informed decisions regarding student strengths and weaknesses. Having this knowledge is vital in knowing what students need and what technology will be most beneficial to their learning.

Skills – The skills used in this field experience include determining which data to use, analyzing the data, charting findings, and sharing data analysis. The skills used also include modeling for collaborating teachers and facilitating the use of the assessments.

Dispositions – The attitudes and beliefs that were needed during this field experience include positivity, persistence, and informed decision making. I had to be nonpartisan and unbiased in looking at the data. There were no preconceived ideas about 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 impacts school improvement due to the fact that the analyzed data and findings will be integrated with other grade levels to set SMART goals for the school improvement plan. This experience impacts student learning because students are grouped based on their needs.