**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Jessica Reed | **Mentor/Title:** Mrs. Durham/MS | **School/District:** Dade Middle School/Dade County Schools |
| **Field Experience/Assignment:** Impact on Student Learning | **Course:** ITEC 7305 Data Analysis & School Improvement | **Professor/Semester:** Michael Rotjan/Summer 2018 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| **06/17/18** | Completed Elevator Speech. [3 hours] | PSC 1.1, 1.2, 5.1, 5.2 | ISTE- 1b, 2b, |
| 06/24/18 | Completed the Data Team Summary [4 hours] | PSC 3.7, 5.2, 2.1, 2.2 | ISTE 2d, 3b, 4a |
| 07/01/2018 | Created Data Team Summary [6 hours] | PSC 4.3, 4.1, 5.2, 5.3 | ISTE 1d, 2c, 2e |
| 07/08/18 | Completed the Data Inventory. [2 hours] | PSC 3.2, 3.3, 3.6 | ISTE 4a, 6a |
| 07/15/18 | Created Data Overview [8 hours] | PSC 2.1, 2.2,2.5, 2.6 | ISTE 2c, 2d, 2e, 2f,2g,2h |
| 07/24/18 | Created Action Plan Part 1 & Part 2 [4 hours] | PSC 1.3, 1.4, 2.7 | ISTE 3a,3b,3c, 5a, 5b, 5c |
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|  | Total Hours: [27 hours ] |  |  |

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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 |  |  |  |  |  |  |  |  |
| 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 |  |

**Part II: Reflection**

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| **CANDIDATE REFLECTIONS:**  (Minimum of 3-4 sentences per question) |
| **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** The field experience for this class was intricately hard because of all the elements that had to be learned in such a short period of time. Even though, I am a special education teacher and look at data, all the time, it was different to look over an entire grade level and come up with several suggestions on how to improve scores. The ability to come up with an action plan has prepared me for teaching my resource class because I know how to identify the weaknesses in my students’ test scores. I have a new-found appreciation for administrators who must assess and look at the school data. This course and course work has taught me about how there is so much more behind the scene work that teachers are not fully aware of that administrators complete on a daily and monthly basis. |
| **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 was hard to understand because my knowledge of data was not extensive enough to really understand how to assess an entire grade level and determine how to help fix the deficits within the grade level. The GA PSC standard for professional learning and evaluation (5.1-5.3) really was a great tool to decipher how to be able to identify current activities that are happening in the classroom. The disposition a leader must face for this type of technology presentation/assessment is one of excitement because it can be extremely overwhelming for teachers to understand and use this information because of everything that has to be happening in the classroom. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed**? This experience has been an eye opener because it has allowed me to research and understand how the students’ with disabilities has grown over the last few years. This is a major issue because that means we are overidentifying students and not helping enough with the RTI process. The use of technology is going to be a great tool in being able to really personalize learning for students and I cannot wait to see it in action this year!! The impact can be assessed by refereeing to the data from last year and the data from this year to see what changes have been made in the classroom. |