**UNSTRUCTURED Field Experience Log & Reflection**

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

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| **Candidate:** Chrissia Haughton | **Mentor/Title:** Suzanne Martin/ Computer Specialist | **School/District:** Riverside Primary/Cobb County |
| **Course:** Data Analysis&School Improvemt Section W05 | | **Professor/Semester: Dr. Shirley Campbell** |

**(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)** |
| June 13-14, 2017 | Elevator Speech [2 hours] | PSC 6.3., 5.2, 5,3, | ISTE 6d |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:** | **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 | X |  |  |  |  | X |  |  | | Black | X |  |  |  |  | X |  |  | | Hispanic | X |  |  |  |  | X |  |  | | Native American/Alaskan Native | X |  |  |  |  |  |  |  | | White | X |  |  |  |  | X |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  | X |  |  | | Limited English Proficiency |  |  |  |  |  | X |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  | X |  |  | | | | |
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| **1. Briefly describe the field experience. What did you learn about technology coaching and technology leadership from completing this field experience?**  The elevator speech field experience allowed me to dig deep into my creative side and create a pitch that introduces teachers to the Using Data Process, also known as UDP. This speech was delivered through an online recorder. Creating this elevator speech taught me how to engage learners when delivering a professional development.  **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 –** During this field experience I had to know how to locate the recommended recording link, and build creativity    **Skills –** One of the skills needed to perform this experience is to convince others of the UDP. The skill of creativity was needed to perform this experience. Along with uploading the audio.    **Dispositions –** I believe delivering a pitch that engages the learners improves participation and feedback of professional development.    **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 experiences built a relationship with the learners. A form of trust was built knowing teachers professional development was invested. This impact can be assessed with a survey on engagement and delivery. | | | |

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| **Date(s)** | **2nd Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
| June 14-18, 2017 | Data Team Summary [3 hours] | PSC 2.8, 5.2, | ISTE 2c, 4a, |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:** | **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 | X |  |  |  | X |  |  |  | | Black | X |  |  |  | X |  |  |  | | Hispanic | X |  |  |  | X |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White | X |  |  |  | X |  |  |  | | Multiracial | X |  |  |  | X |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  | X |  |  |  | | Limited English Proficiency |  |  |  |  | X |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  | X |  |  |  | | | | |

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| **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?**  The Data Team Summary was a plan to create a data team that could help with data collected within the school. I learned that technology coaching and leadership requires lots of familiarity of school faculty skills. Knowing the staff allows a smoother delivery, as the coach, you know where to reach the learner and build on.  **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 –** To complete this experience, I had to know which faculty member would best benefit the data team and has the best interest in the student’s ability to grow as an educator.    **Skills –** Some of the skills needed to know before and while doing this experience is creating a well-balanced team that can collaborate together with one goal in mind**.**    **Dispositions –** I believe as a coach, it is important to have this ability for a strong foundation. The data team will be a platform for how the school’s curriculum manifest. A strong data team can not only acknowledge the good and the bad, but have tried researched based activities that can improve student outcome as often as possible.    **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  I think this field experience impacted school improvement because it allowed all teachers, classroom teacher along with enrichment team, to share impute on data used for students. This impact will be assessed through surveys. Once surveys have be complete coachers will know what can be used to improve any struggling phases. |