**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:  Chrissia Haughton** | **Mentor/Title:  Susan Martin/Computer Specialist** | **School/District:  Kipp Strive Primary/ Atlanta Public Schools** |
| **Course: Internet Tools in Classroom ITEC 7430** | | **Professor/Semester: Kathryn Shields/ Fall 2017** |

**Part I: Log**

**(This log contains space for up to 5 different field experiences for your 10 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) |
| **10/12; 10/13 10/14; 10/15; 10/16** | Work with teachers on new data tracker implemented in Excel and collaborated with Google Drive. [10 hours] (2 hours per day) | PSC 3.2/ISTE 3b  PSC 2.8/ISTE 2h | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  During this time I was asked to get on board with a few staff members to help with an assessment tracker that was being used to collect the schools data. I collaborated with two other colleagues to discuss what was being used and how it is being used. We collaborated on ways to make it more effective for other teachers using the tool in the school. I provided resources that could help smooth out any kinks in the development of the new tracker system.  **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 related to the knowledge that I should have known which was the issue at hand. Identifying the issue and being able to find different resources that could help with the problem was something I needed to know how to do. Having a positive attitude and belief that it could be done allowed me to facilitate the necessary lesson being taught.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This impacted my school by improving the way they collect data. The tracker is a much easier way to store classroom data and setting up a COB to allow time to combine grade levels and pods sets up a clear framework of some of the school's strengths and weaknesses in terms of academics. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  | | Hispanic |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White | x | x |  |  |  |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  | x | x |  |  | | | | |