**UNSTRUCTURED Field Experience Log & Reflection**

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

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| **Candidate:** Gaberielle Miller | **Mentor/Title:** Barbara Lange/Media Specialist | **School/District:** Russell Elementary |
| **Course: EDL 7315** Data Analysis for School Leaders | | **Professor/Semester:** Katheryn Wiens/ Spring 2020 |

**(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)** |
| 1-2, 1-7, 1-9, 1-14, 1-16, 1-21, 1-23 1-28, 1-30, 2-4, 3-5, 3-12 | Second Grade Data Team Meeting  Q3 Six Steps Process Math  Q3 Six Steps Process ELA | 5.1, 6.1, 6.3 | 4a, 6a, 6b, |
| |  |  | | --- | --- | | **First Name/Last Name/Title of an individual who can verify this experience:**  **Walida Byars** | **Signature of the individual who can verify this experience:**  **A picture containing shirt  Description automatically generated** |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  | | Black | X |  |  |  |  |  |  |  | | Hispanic | X |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White | 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?**   Through the field experiences, I had the chance to help my teammates analyze data and use that data to set goals to drive instruction. At the beginning of the third quarter (January 2), my team and I met as Cobb Collaborative Community (CCC). We looked at the priority standards for the third nine weeks along with Cobb Teaching Learning System (CTLS) TEACH and CTLS ASSESS to create common, formative, pre-test, and summative assessments based on the selected priority standards. We also had weekly collaborative meetings where we discussed the following questions: What do we want students to learn? How do we know that they have learned it? What do we do when students do not learn it? What do we do when students do learn it? These questions help drive instruction through accelerated and enriched 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 above. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)**  Knowledge – This learning experience allowed me to step into the role of a technology leader and required me to 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.  Skills – In order to accomplish the task at hand, I had to step into a leadership role, and motivate and provide my team with strategies to help us determine ways to improve our teaching practice and students’ achievement.  Dispositions – To effectively communicate with my colleagues, I had to continue learning about trending technological tools to use in order to improve student achievement and apply the skills and strategies I have been learning throughout my course work.    **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? This**  This field experience not only impact school improvement, but it also impacts student learning. During the meetings, we developed an instructional plan together as a team. The instructional plan included strategies we plan on implementing that will drive instruction. As a result, our school's performance and students' achievement will increase. | | | |