**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** George Anderson | **Mentor/Title:** Chris Mock | **School/District:** Campbell High School/Cobb County |
| **Field Experience/Assignment:** Action Plan Part 1 | **Course:** ITEC 7305 Data Analysis & School Improvement | **Professor/Semester:** Judith Jones  Spring 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 03/23/2014 | Identified student-learning problem (30 minutes) | 1.1 | 1a, |
| 0/128/2014 | Verified the causes of the student learning-problem (2 hours) | 1.1, 2.5 | 1a, 2e, |
| 04/29/2014 | Developed the Action Plan (3 hours) | 1.1, 1.2, 1.4, 2.2, 2.5, 5.2 | 1a, 1b, 1d, 2b, 2e, 4b |
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|  | Total Hours: 5 hours, 30 minutes |  |  |

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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 |  |  |  | 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 |

**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 involved identifying student-learning problem, verifying the causes, and developing an action plan to solve the problem. It afforded the opportunity to learn about the causes of the problem and the role technology can play in solving the problem. |
| **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.)**  Facilitated the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership.  Facilitated the design, development, implementation, communication, and evaluation of technology-infused strategic plans.  Researched, recommended, and implemented strategies for initiating and sustaining technology innovations and for managing the change process in schools.  Modeled and facilitated the use of research-based, learner-centered strategies addressing the diversity of all students.  Modeled and facilitated the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals.  Developed and implemented technology-based professional learning that aligns to state and national professional learning standards, integrates technology to support face-to-face and online components, models principles of adult learning, and promotes best practices in teaching, learning, and assessment. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  The field experience helped in identifying what can be done for the students to improve their performance in Coordinate Algebra on the End-of-Course Test. The school now has strategies in place to help students improve their learning. The impact of the field experience can be assessed from students’ End-of-Course Test results. |