**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 2 | **Course:**ITEC 7305 Data Analysis & School Improvement | **Professor/Semester:**Judith JonesSpring 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE StandardsPSC** | **NATIONAL StandardsISTE NETS-C** |
| 03/23/2014 | Identified what tasks the Data Team need to carry out to be effective in its work. (1 hour) | 1.1, 5.1 | 1a, 4a |
| 0/128/2014 | Created a year action plan for the Data Team (1 hour) | 1.1, 5.1 | 1a, 4a |
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|  | Total Hours: 2 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 |  |  |  | x |  |  |  |  |
|  Black |  |  |  | x |  |  |  |  |
|  Hispanic |  |  |  | x |  |  |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  |  |  | x |  |  |  |  |
|  Multiracial |  |  |  | x |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  |  |  |
|  Limited English Proficiency |  |  |  |  |  |  |  |  |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

**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 activities that the school’s data team needs to carry out in order to be effective in its work of ensuring all students achieve their learning goals. An outline of a year’s activities was created for the team. The field experience provided an opportunity for a leadership role in determining what a team of professional teachers needs to do in collaboration to ensure the realization of the shared vision. |
| **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.Conducted needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses to inform the content and delivery of technology-based professional learning programs.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 prompted the Data Team on the activities that it needs to carry out and when and how those activities are to be carried out. The impact of the field experience can be assessed from the existence and effectiveness of the Data Team. |