**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** George Anderson | **Mentor/Title:** Chris Mock | **School/District:** A. M. E. Zion Primary School/ Gomoa East, Ghana. |
| **Course:**ITEC 7305 Data Analysis & School Improvement  | **Professor/Semester:**Dr.Judith Jones/ Spring 2014 |

**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) |
| 03/02/2014 | Analyzed student data (6 hours) | PSC 2.8 and 3.7  | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  The field experience involved collaborating globally with a teacher to analyze student data. The experience shed light on the benefits and the challenges of online collaboration. **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.)** Modeled and facilitated the effective use of digital tools and resources to systematically collect and analyze student achievement data, interpret results, communicate findings, and implement appropriate interventions to improve instructional practice and maximize student learning.Utilized digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community.**3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** The experience resulted in the school having student achievement data disaggregated for future collaborative inquiry. The findings in the data analysis will be used to inform decision-making. |
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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 |  |  |  |  |  |  |  |  |
|  Black |  | x |  |  |  | x |  |  |
|  Hispanic |  |  |  |  |  |  |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  |  |  |  |  |  |  |  |
|  Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  | x |  |  |
|  Limited English Proficiency |  |  |  |  |  | x |  |  |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

 |
| **Date(s)** | **2nd Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**(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?**  **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.)** **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  |
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| **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 |  |  |  |  |  |  |  |  |
|  Hispanic |  |  |  |  |  |  |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  |  |  |  |  |  |  |  |
|  Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  |  |  |
|  Limited English Proficiency |  |  |  |  |  |  |  |  |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

 |
| **Date(s)** | **3rd Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**(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?**  **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.)** **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** |
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|  | P-2 | 3-5 | 6-8 | 9-12 | P-2 | 3-5 | 6-8 | 9-12 |
| **Race/Ethnicity:** |  |  |  |  |  |  |  |  |
|  Asian |  |  |  |  |  |  |  |  |
|  Black |  |  |  |  |  |  |  |  |
|  Hispanic |  |  |  |  |  |  |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  |  |  |  |  |  |  |  |
|  Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  |  |  |
|  Limited English Proficiency |  |  |  |  |  |  |  |  |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

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| **Date(s)** | **4th Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**(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?** **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.)****3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  |
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|  | P-2 | 3-5 | 6-8 | 9-12 | P-2 | 3-5 | 6-8 | 9-12 |
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|  Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  |  |  |
|  Limited English Proficiency |  |  |  |  |  |  |  |  |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

 |
| **Date(s)** | **5th Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**(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?**  **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.)** **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  |
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|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  |  |  |  |  |  |  |  |
|  Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  |  |  |
|  Limited English Proficiency |  |  |  |  |  |  |  |  |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

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