**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Adam Rich | **Mentor/Title:** Ben Corley / AP | **School/District:** Chestatee HS / Hall County |
| **Field Experience/Assignment:**  Data Overview | **Course:**  Itech 7305 | **Professor/Semester:** Dr. Judith Jones |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| **10/24 – 10/25** | Created Data Overview: Researched Data 12 hours | 1.2, 1.4, 2.2, 2.8, 6.1, 6.2, 6.3 | 1b, 1d, 6b, 6c, |
| **10/26-10/27** | Created Data Overview: Reviewed Data  8 hours | 1.2, 1.4, 2.2, 2.8, 6.1, 6.2, 6.3 | 1b, 1d, 6b, 6c, |
| **10/28-10/30** | Created Data Overview: Created Faculty Presentation  8 hours | 1.2, 1.4, 2.2, 2.8, 6.1, 6.2, 6.3 | 1b, 1d, 6b, 6c, |
| **10/31** | Created Data Overview: Presented it to the Administration  2 hours | 1.2, 1.4, 2.2, 2.8, 6.1, 6.2, 6.3 | 1b, 1d, 6b, 6c, |
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|  | Total Hours: | 30 |  |

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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 |  |  |  | X |  |  |  | X |
| White |  |  |  | X |  |  |  | X |
| Multiracial |  |  |  | X |  |  |  | X |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  | X |  |  |  | X |
| Limited English Proficiency |  |  |  | X |  |  |  | X |
| Eligible for Free/Reduced Meals |  |  |  | X |  |  |  | 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?**  During this field experience I was able to collect data from the school via my Assistant Principal and the GaDOE website. From there I was able to build a presentation for the faculty to highlight our strength’s and weakness’ as a faculty. I was able to learn how to read the data and process the data to help my faculty understand areas of strength and weakness in our school. Then take this data and ask critical questions that would help us derive a plan to fix these areas. |
| **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.)**  In order to be a technology leader you need to be able to understand the data provided to the school. You then need to be able to read into the data and find similarities and irregularities that help understand your schools progress. Finally use this data to help the school understand the areas that need to be addressed for improvement and what specifically needs to be improved. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  By creating the Data Overview I will be able to help impact school improvement and faculty development by showing the faculty what areas need to be improved so they can structure their development around the needs areas in the report. Which in turn will provide students a better quality education as they will be receiving instruction in the areas they need the most help. This will be evident in the growth of our numbers that are in question. |