**UNSTRUCTURED Field Experience Log & Reflection**

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

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| **Candidate:** Adam Rich | **Mentor/Title:** Ben Corley / AP | **School/District:** Chestatee HS / Hall Cty |
| **Course:**Data Analysis & School Improvement ITEC 7305 | **Professor/Semester:**Dr. Judith Jones |

**(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)** |
| 11/2 | Data Dig with Social Studies Department / 10 hours | 1.2, 1.4, 2.2, 2.8, 6.1, 6.2, 6.3 | 1b, 1d, 6b, 6c, |
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| **First Name/Last Name/Title of an individual who can verify this experience:**Ben Corley / Assistant Principal | **Signature of the individual who can verify this experience:** |

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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 |

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| **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?**  During this experience I was able to look through the social studies EOC and PPAS scores and evaluate the strengths and weaknesses in the teaching from the year before. Then we were able to devise a plan to rectify the areas of weakness and how to strengthen areas we were strong. By completing this exercise I was able to understand how an effective technology coach could guide a DATA team or grade level / content level group to better understand how to devise a plan to assist in the areas they are deficient.**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 – You must know how to read and understand the Data provided and how to read it.Skills – You must be able to read into the data and be able to make a plan that can help assist students build in weaker areas.Dispositions – You must be humble and able to make changes around the areas that need assistance and new ways to reach the students.**3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**The impact of this Data Dig would be evident through the improvement of our scores on the EOC and PPAS tests. This will have a direct impact on student learning as we create lessons to improve the content areas they are struggling in. By creating these new lessons we are able to help train faculty on new lessons and technology to assist in these areas. The professional development and new lessons all impact school improvement in these subject areas. |

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| **Date(s)** | **2nd Field Experience Activity/Time** | **PSC Standard(s)** | **ISTE Standard(s)** |
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|  Hispanic |  |  |  |  |  |  |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  |  |  |  |  |  |  |  |
|  Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  |  |  |
|  Limited English Proficiency |  |  |  |  |  |  |  |  |
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