**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:  Chris Carlisle** | **Mentor/Title:  Tom Burks** | **School/District:  Lakeside/Forsyth** |
| **Course:** ITEC 7305 Data Analysis and School Improvement | | **Professor/Semester:** Dr. Jones/Spring 2014 |

**Part I: Log**

**(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 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) |
| 3/21/14  4/11/14 | During staff development meeting I taught our new teachers where and how to access the available student performance data and demographic data which is available in our school LMS, an scattered about in various files on our school server. (1 hour) | PSC 2.8, 3.7, 5.2 | **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 modeled the effective use of digital tools as I spent a portion of two grade level faculty meetings helping 4 new teachers in our grade level learn how to access files containing our student performance data. I also implemented technology based professional learning as I instructed participants to navigate our district’s “R4 Dashboard” which provides county level data and new information related to student growth percentiles and CCRPI.  **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.)**  Technology coaches must be able to model effective use of digital tools locally among colleagues. By volunteering time during my planning period to show these four new teachers this information requires knowledge, skill and willingness to promote a collaborative, data focused working environment.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  By bringing these four teachers “up to speed” in terms how to access the various components of our LMS, I supported our school’s effort to support school improvement through faculty development. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | Hispanic |  |  | X |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  | X |  |  |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |
| **Date(s)** | **2nd Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| 3/17-28/2014 | I created a classroom wiki with related assignments based largely on the accumulation and analysis of data. Specifically, the unit was related to minimum wage in our country. The information was placed into a class wiki and used during a unit on Personal Finance. I implemented this data based lesson in my classroom and assisted other teachers as they implemented it in their classroom. | PSC 1.4, 2.1, 2.3, 2.4, 2.5 2.6 | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  In this field experience I created a lesson about this use of data – just as I am in the class, ITEC 7305. This field experience taught me how versatile and valuable the use of a class wiki can be for the teacher. And, how powerful a learning tool it can be for students.  **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.)**  Similar to how students in ITEC 7305 were required to access and report on data, I created a comprehensive lesson that required student use data to support their position on a current topic being discussed in our federal government – raising the minimum wage. At the core of this field experience I modeled and facilitated the effective use of research-based best practices in instructional design. I implemented the lesson first in my own classroom, then made modifications and shared all the resources with my colleagues. Higher order thinking skills and processes were at the heart of this lesson, as students were required to read about or watch a youtube clip about, an author’s opinion about the minimum wage. They then had to evaluate and synthesize the various sources of information and come to their own conclusion about the minimum wage. They produced an essay about their choice.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This lesson will have an impact on school improvement because is technology focused, and we are in a BYOT school. Teachers are craving ways to use smart phones in meaningful productively ways that required HOTS. The fact that this lesson does each of these, and is specifically about using data (mostly from the Bureau of Labor Statistics website) seems like a perfect match to qualify as an unstructured field experience. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  | X |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  | X |  |  |  | X |  | | Multiracial |  |  |  |  |  |  | X |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  | X |  | | Limited English Proficiency |  |  |  |  |  |  | X |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  | x |  | | | |
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