


UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015

Candidate: Valerie Hyder	Mentor/Title: Dr. Johnnie Coats/Teacher	School/District: Adairsville Middle/Bartow County
Course: ITEC 7305 Data Analysis and School Improvement		Professor/Semester: Dr. Wright/Fall 2017

(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!)

Date(s)	1 st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
11/13, 11/14, 11/15, 11/27, 11/28/17	At our principal's request, after completing the Unit 3 Test in 8 th Grade Social Studies using USA TestPrep, my fellow SS teacher and I went through the data provided and created an itemized report in order to assess student learning. We were able to look at our own data, compare results, and then share those results with our principal. (5 hours)	2.3, 2.4, 3.5, 3.7, 5.2	1d., 2c, 3d, 5b, 5d

First Name/Last Name/Title of an individual who can verify this experience: Summer Perry/8 th Grade Social Studies Teacher	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								
Black							X	
Hispanic							X	
Native American/Alaskan Native								
White			X				X	
Multiracial							X	
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

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?

My colleague and I have used USA TestPrep for several years in a variety of ways. We chose to administer our Unit 3 Test using questions from USA TestPrep. This gave us immediate feedback and allowed us to take the data from the program and export it to an Excel sheet. After completing the Excel tasks in ITEC 7305, I was able to work with my colleague to show her how to use filters, create charts and graphs, and use basic operating functions in order to really dig into the data. We worked over a period of 5 days (an hour of our planning period per day for five days) to look at the data and present our findings to our administrators. This allowed us to learn what our students were doing well on and what topics may need remediation.

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 – This experience required me to have some background knowledge in the use of Excel before I could effectively work with my coworker. It is crucial that I, as a future technology coach, know the basics of the software or tool that I am working with so that I can successfully teach it to others. Knowing the basics of Excel, as well as learning some of the more advanced features throughout ITEC 7305, really allowed me to dig into the data and show my coworker how to use data effectively.

Skills – In order to effectively coach my colleague in the use of Excel, I had to be able to show her the proper steps and the ways in which to manipulate the data to create the types of charts and graphs we needed to complete this task. It is also important for me to show others that if I don't currently have the skills needed to complete a task, that I know how to figure it out (whether through trial and error or looking it up online).

Dispositions – Teaching someone how to use Excel is not easy, especially since I am still learning myself. However, I truly enjoyed being able to show my fellow teacher how to apply filters, sort through data, and really dig into what the data shows. Remaining positive and patient allowed my coworker to feel comfortable with the process and hopefully showed her that she can rely on my help for future tasks.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

This experience had a positive feedback on my relationship with my coworker, whom I work most closely with. By teaching her how to successfully use Excel to analyze data, she was able to see her students' strengths and weaknesses, which will directly impact student learning. She is now more comfortable using Excel and is much more willing to work together to analyze data in order to plan our instruction more effectively.