UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department – *Updated Summer 2015*

Candidate: Wayne Langford	Mentor/Title: Becky Mathews/eClass Specialist	School/District: McConnell Middle/Gwinnett County
Course: ITEC 7305 Data & School Improvement		Professor/Semester: Dr. Judi Jones/Summer 2016

(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete <u>one</u> field experience totaling 5 hours! If you have fewer field experiences, just delete the extra pages. Thank you!)

Date(s)	1st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
7/01/2016 7/03/2016	Secure and evaluate all available demographic and test score data for our school to assemble a data overview. (5 hours)	1.2, 1.4, 5.1,	3g, 6b, 6c

First Name/Last Name/Title of an individual who can verify this experience: Becky Mathews/eClass Specialist	Signature of the individual who can verify this 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				X	
Hispanic			X				X	
Native American/Alaskan Native							X	
White			X				X	
Multiracial							X	
Subgroups:								
Students with Disabilities							X	
Limited English Proficiency							X	

Eligible for Free/Reduced Meals							X	

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?

I was able to use this experience to try out a number of different strategies contained in our data coaches guide as well as several of techniques discussed in our lessons. The results were interesting in that they helped me tell a different story with the data than my initial review in May of this year would have predicted. I now feel I have a methodology that will be highly useful to my data team members.

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 -

My understanding of the need to bring the data analysis as well as solution building directly to the teachers. Beyond generating buy-in, I now realize that there are many other sound reasons to involve teachers in all of the steps of the process even though it increases complexity and can be messy. This cognitive change carries with it an attitudinal change that will likely contain many other surprises in the coming year.

Skills -

Having a codified process to follow combined with the chance to practice that process has made a huge difference in my confidence that this will project will be achievable. Evaluation is one of the most important aspects of my job. Therefore, every new skill at my disposal enhances my performance.

Dispositions -

As I wrote earlier, I see the attitudinal shift as possibly the most important outcome of this entire course. Changing the way you feel about the performance of a process can be as illuminating as changing the way you do that process. In fact, this should result in an marked improvement for everyone involved as UDP should generate increased buy-in and ownership of data among the staff.

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

We will have an opportunity to test most of these new processes this year. The teacher experience is going undergo the biggest change. I am certainly hopeful that this change will have an impact on student performance. Otherwise, there would be no point in undertaking the change. We will be revisiting data at several intervals during the year and evaluating our test data again next year. Assessment is built into the process itself.