

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Jena Parish	<b>Mentor/Title:</b> Cindy Coker/Media Specialist	<b>School/District:</b> Austell Intermediate/Cobb
<b>Field Experience/Assignment:</b> Unstructured	<b>Course:</b> ITEC 7460	<b>Professor/Semester:</b> Sherry Booker/Fall 2011

### Part I: Log

Date(s)	Activity/Time	PSC Standard, Element & BOR Strand, Element & NETS-A Standard, Element
Fall 2011 (Ongoing)	iPad Test Group Research [8 Hours]	PSC 1.4, 2.3, 2.4 NETS-A 2.b, 2.c, 2.d, 3.d
11-16-11 11-30-11	iPad Lesson Implementation [2 Hours]	PSC 3.1, 3.2, 3.4 NETS-A 2.b, 2.c, 2.d
Fall 2011 (Ongoing)	Data Team Leader [6 Hours]	
	Total Hours: 16 Hours	

<b>DIVERSITY</b>								
(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
<b>Race/Ethnicity:</b>								
Asian								
Black					X	X		
Hispanic					X	X		
Native American/Alaskan Native								
White		X			X	X		
Multiracial					X	X		
<b>Subgroups:</b>								
Students with Disabilities					X	X		
Limited English Proficiency					X	X		
Eligible for Free/Reduced Meals					X	X		

## Part II: Reflection

### 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?**

This school year, I am a member of the technology committee. The technology committee meets to discuss technology implementation at the school. For the fall, the focus of the technology committee was to initiate the use of iPads with students. Teachers were selected to “test pilot” the iPads with their students and to do further research on appropriate applications that could be used with the iPads in the classroom. The technology committee also shares new apps and ideas with each other. As a selected teacher to “test pilot” the iPad, I will work with other teachers as a mentor for implementing the iPad in the classroom.

This Data Team Leader

field experience consisted of the following roles: preparation of data analysis sheets and assessments using available technology, collection, analysis, and interpretation of team wide data, facilitation of team discussions and meetings about data and strategies, collaboration with administration in regards to team data, and reflection through meeting minutes. This field experience gave me the opportunity to take a leadership role on my fourth grade team. At our school, each grade level collaborates on Data Teams. During Data Teams, the teachers determine what area the students did not master in previously taught standards. We choose one area to focus on and improve in a three to six week range. As the Data Analysis Team Lead, I facilitated the Data Team meetings as well as created collected, analyzed, and interpreted data results. This was done using technology resources available at the school.

#### **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.)**

As a technology facilitator, it is important to research, recommend, and implement new strategies and technology with other teachers and the students. For this field experience, I gained knowledge about implementing the iPad with my students. In addition to knowledge about the iPad, I will need the skills to mentor other teachers about iPad implementation in the classroom. It is the job of the technology facilitator to share their enthusiasm for new technology with teachers as well as be willing to share their ideas.

By completing the data team field experience, I was able to develop the necessary skills to guide a team of teachers through data and assessment analysis. I learned that, as the lead for the team, it is important to maintain an enthusiastic attitude while also being very supportive. For some teachers, item analysis, grade wide averages, and excel sheets can be overwhelming. Some teachers need flexibility as well as patience as they might not be as comfortable with technology use and data analysis as others. The student impact is evident. Our team chose to focus on dividing 3-digit by 2-digit numbers and fractions. As the students were very level from the results of the initial pre-test, there has been monumental growth through the strategies that we developed and discussed during Data Team meetings.

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

This field experience will directly impact student learning. The purpose of the iPad test piloting is to roll out iPad use in the classroom. Using iPads will engage students and provide an alternative means to the meet the needs of the students. Throughout the year long process of rolling out the

iPads, teacher and student surveys can provide assessment on the implementation of the iPads with in the classroom.

The purpose of data teams is to improve student learning and have, overall, student improvement. The impact is assessed through the final data collected. Using technology, data analysis can be completed quickly and efficiently. Also, teachers are able to create charts and graphs to see their data clearly. This provides a focus and a guideline for teaching new concepts and helps teachers determine what standards need to be reviewed. Overall, data teams benefit the students and the teachers.