

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

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Course: ITEC 7305 – Data Analysis and School Improvement		Professor/Semester: Dr. J Wright

Part I: Log

(This log contains space for up to 5 different field experiences for your 5 hours. You may only need one! If you have fewer field experiences, just delete the extra rows. If you have more than 5 field experiences, please copy and paste additional rows. Thank you!)

Date(s)	1 st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>																																																																																																																					
04.17.2014	Worked with Head of Curriculum and Development to look at ERB scores over the last five years, with emphasis on last two “cohorts” (testing in 5 th Grade and 7 th Grade) and to “go visual” with this data to present at a group meeting should the opportunity arise. (2.5 hours)	PSC 2.8 / ISTE 2h	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p> <p>Completed work, using Excel, that allowed a comprehensive understanding of the Educational Records Board (ERB) results for the 7th Grade with the Head of Curriculum and Development</p> <p>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.)</p> <p>This helped me to model and facilitate the effective use of Excel as a digital tool and use the graphing resource to systematically analyze student ERB data, interpret results and to hopefully</p>																																																																																																																					
<p>DIVERSITY (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Ethnicity</th> <th colspan="4" style="width: 25%;">P-12 Faculty/Staff</th> <th colspan="4" style="width: 25%;">P-12 Students</th> </tr> <tr> <th></th> <th style="width: 5%;">P-2</th> <th style="width: 5%;">3-5</th> <th style="width: 5%;">6-8</th> <th style="width: 5%;">9-12</th> <th style="width: 5%;">P-2</th> <th style="width: 5%;">3-5</th> <th style="width: 5%;">6-8</th> <th style="width: 5%;">9-12</th> </tr> </thead> <tbody> <tr> <td>Race/Ethnicity:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Asian</td> <td></td><td></td><td></td><td></td><td></td><td>X</td><td>X</td><td></td> </tr> <tr> <td>Black</td> <td></td><td></td><td></td><td></td><td></td><td>X</td><td>X</td><td></td> </tr> <tr> <td>Hispanic</td> <td></td><td></td><td></td><td></td><td></td><td>X</td><td>X</td><td></td> </tr> <tr> <td>Native American/Alaskan Native</td> <td></td><td></td><td></td><td></td><td></td><td>X</td><td>X</td><td></td> </tr> <tr> <td>White</td> <td></td><td>X</td><td>X</td><td></td><td></td><td>X</td><td>X</td><td></td> </tr> <tr> <td>Multiracial</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Subgroups:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Students with Disabilities</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Limited English Proficiency</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Eligible for Free/Reduced Meals</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>				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			X	X		Multiracial									Subgroups:									Students with Disabilities									Limited English Proficiency									Eligible for Free/Reduced Meals								
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communicate findings. Discussions are ongoing as to how best to communicate this.

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 widened the number of faculty in the school that would entertain the importance of the ERB testing in terms of how it can better inform our teaching and learning.

Date(s)	2 nd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
04.30.2014	Lead professional development with Personal Project Moderation – use of data to internally moderate scores in Middle Years Programme (MYP) (2.5 hours)	PSC 2.8 / ISTE 2h	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p> <p>Prepared and lead a group of eleven teachers to grade and moderate the MYP Personal Project using ManageBac (software for managing International Baccalaureate (IB) Programmes) using the authentic criteria and bench marking against peer grading</p>

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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.)

This helped me teach a diverse room of educators (some only new to IB this year to utilize the software and understand the data criteria behind the Personal Project

for Year 5 (10th Grade) students.

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

I modeled the use of Mangebac and facilitated a mock grading system to help participants better understand the criteria for assessment. I then worked with digital tools with new faculty to help them interpret the results and communicate findings of a student piece of work in Personal Project.