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

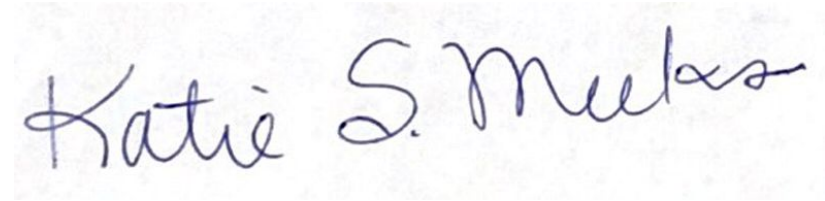|		
Candidate: Josh Freedman	**Mentor/Title:** Dr. Paul Chaffee Principal	**School/District:** Poole Elementary
Course: EDL 7315 Data Analysis for School Leaders		**Professor/Semester:** Katheryn Wiens/ Spring 2020

(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)
1/9/2020, 1/30/2020 2/13/2020 2/27/2020 3/12/2020	Fifth Grade Data Team Meeting (1 hour each day from 3:00-4:00 totaling 5 hours)	5.1, 6.1, 6.	4a, 6a, 6b

First Name/Last Name/Title of an individual who can verify this experience: Katie Meeks	Signature of the individual who can verify this experience:
	Good day to all, *Katie S. Meeks*

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						X		
Limited English Proficiency								
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?**

Through the field experiences, I had the chance to work with fifth-grade teachers during their data days. First using the Reading Inventory (RI) scores fro December and the latest Dibbles scores, teachers discuss where students are and sort then into reading groups. We follow the Bookworms differentiated instruction curriculum. We place students in groups based on their data. After the first meeting on 1/9/2020, we use the latest Dibbles data and assessment results from Bookworms to see if students need to advance into another group, stay in their group, or create new groups based on data.

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 – Working with the fifth-grade team allowed me to step into the role of a technology leader and required me to facilitate the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools such as Read 180 and System 44.
Skills – In order to accomplish the task at hand, I utilized my leadership role by motivating and providing my team with strategies to better assist their students in literacy.
Dispositions – In order to communicate with my team, I continued learning about literacy tends and technology use in literacy. Maintaining a positive attitude was a top priority when discussing the data and outcomes of students.

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

The field experience impacted Poole's school improvement by utilizing data and placing students in the proper groups to maximize their instructional needs. As a team, we are working together to have a positive impact on student learning. We assess how students are improving based on the movement of students within their literacy groups, Dibbles fluency scores, and RI scores.