**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Erika Drake | **Mentor/Title:** Mr. Chapman /Lead Teacher | **School/District:** Georgia Connections Academy |
| **Field Experience/Assignment:** Data Analysis & School Improvement | **Course:** ITEC 7305 Data Analysis & School Improvement | **Professor/Semester:** Mr. Rotjan/Summer 2018 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 6/17/18 | Elevator Speech [5 hours] | PSC 1.1, 1.2, 1.3, 1.4, 2.4, 2.8 | ISTE 1a, 1b, 1c, 1d, 2d, 2g, 2h |
| 6/24/18 | Data Team Summary [3 hours] | PSC 1.1, 1.2, 1.3, 1.4, 2.4, 2.8 | ISTE 1a, 1b, 1c, 1d, 2d, 2g, 2h |
| 7/01/18 | Instructional Initiatives. [5 hours] | PSC 2.1, 2.3, 2.6, 3.6, 4.2, 4.3 | ISTE 1a, 1b, 1c, 1d, 2d, 2g, 2h |
| 7/08/18 | Data Inventory. [8 hours] | PSC 1.1, 1.2, 1.3, 1.4, 2.4, 2.8 | ISTE 1a, 1b, 1c, 1d, 2d, 2g, 2h |
| 7/15/18 | Data Overview [10 hours] | PSC 1.1, 1.2, 1.3, 1.4, 2.4, 2.8, 5.1, 6.1, 6.3 | ISTE 1a, 1b, 1c, 1d, 2d, 2g, 2h, 6a, 6b, 6c |
| 7/22/18 | Action Plan [2 hours] | PSC 1.1, 1.2, 1.3, 1.4 | ISTE 1a, 1b, 1c, 1d |
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|  | Total Hours: [33 hours ] |  |  |

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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 |  |  |  |  |  |  | X |  |
| Black |  |  | X |  |  |  | X |  |
| Hispanic |  |  | X |  |  |  | X |  |
| Native American/Alaskan Native |  |  |  |  |  |  | X |  |
| White |  |  | X |  |  |  | X |  |
| Multiracial |  |  | X |  |  |  | X |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  | X |  |
| Limited English Proficiency |  |  |  |  |  |  | X |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  | x |  |

**Part II: Reflection**

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| **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?**  During the field experience I created an elevator pitch for the Using Data Process for the staff at my school. I researched the instructional initiatives currently being used at my school. I researched the data at the Governor’s Office of Student Achievement site to collect and analyze 4 years of demographic and student achievement data to summarize the areas of weaknesses at my school. Through this field experience I learned how to create a persuasive statement to encourage and lead the staff to participate in a new approach for student improvement. I learned how important technology is in data analysis and in communicating results from data analysis to administration and colleagues. |
| **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.)**  Knowing the purpose of why we are looking at our data, how to collect and analyze data, and how to convey the data analysis and summary to garner interest and participation form administration and staff is essential as a technology leader and facilitator. Knowing and communicating the shared vision of our staff is essential to setting the foundation for recommending programs and implementing strategies to change the trajectory towards forward progress at our school. Using digital tools efficiently and effectively to analyze, reflect and creatively problem solve for the differentiated needs of our students is an essential skill required for a technology leader. Ensuring that the why of our process is known and adopted by our administrators, faculty and staff is important for promoting digital equity with our students and communication with our stakeholders. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  The data collected and analyzed during this field experiment can be integrated into our existing school improvement plan. The deep dive in to the weak areas of math at our school revealing problems with the basic application of number sense and geometry can be used to drive our plan for strategies to improve student learning. Also, the data analysis revealed the achievement gap between our overall score averages and African-American, ELL, and students with disabilities. This information can help us develop our soft skills with these subgroups to determine the origin of these gaps and help us develop strategies for improvement for these students. Our teacher created pre-test results can be compared to the post-test results and the Milestone results from the past year and next year can assess how the strategies are impact student achievement. |