**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** George Anderson | **Mentor/Title:** Chris Mock | **School/District:** Campbell High School/ Cobb County |
| **Field Experience/Assignment:** Data Overview | **Course:** ITEC 7305 Data Analysis & School Improvement | **Professor/Semester:** Dr. Judith Jones  Spring 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 04/27/2014 | Organized data sources (2 hours) | 1.1, 2.8, 3.7, 4.3 | 1a, 2h, 3g, 5c |
| 04/28/2014 | Analyzed data (3 hours) | 1.1, 2.8, 3.7, 4.3 | 1a, 2h, 3g, 5c |
| 04/30/2014 | Created Data Overview (3 hours) | 1.1, 2.8, 3.7, 4.3 | 1a, 2h, 3g, 5c |
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|  | Total Hours: 8 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 |  |  |  | X |
| Black |  |  |  | X |  |  |  | X |
| Hispanic |  |  |  | X |  |  |  | X |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| 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?**  The field experience involved collecting student achievement data and analyzing it to inform decision-making. It was done in line with the key strategies set out in the school strategic plan. The field experience ensured teacher collaboration in finding solutions to student learning problems. It provided experience in the use of digital tools in analyzing and sharing student 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 in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)**  Facilitated the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership.  Modeled and facilitated the effective use of digital tools and resources to systematically collect and analyze student achievement data, interpret results, communicate findings, and implement appropriate interventions to improve instructional practice and maximize student learning.  Utilize digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community.  Modeled and facilitated the use of digital tools and resources to support diverse student needs, enhance cultural understanding, and increase global awareness. |
| **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 involved data team collaboration in its work to identify student-learning problems. The experience resulted in findings that were used in developing an action plan to help close student achievement gaps. |