**STRUCTURED
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate: Tracy Efaw** | **Mentor/Title: Mr. Randall Schlanger** | **School/District: Griffin Middle School/Cobb County** |
| **Field Experience/Assignment:Action Plan Part II** | **Course:ITEC 7305--Data Analysis and School Improvement** | **Professor/Semester:Dr. Susan Padgett-Harrison** |

 **Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| **4/8/13** | **Analyze strengths and weaknesses of our current data teams. Analyze problems related to data team performance** **[3 hours]** | **PSC 2.2, 2.4, 2.8** |
| **4/15/13** | **Research Data Team History at Griffin: What we have done, what we continue to do, who was here for last Data Team Training 6 years ago.****[2 hours]** | **PSC 2.8** |
| **4/22/13-4/29/12** | **Work on goals and actions related to strengths, weaknesses, and expectations of Data Team Performance.****[15 hours]** | **PSC 2.2, 2.3, 2.4, 2.7, 2.8, 3.7, 4.3** |
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|  | Total Hours: **[20 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:** |  |  |  |  |  |  | x |  |
|  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? I learned that technology contributes in a positive way to data analysis. By using Blackboard as a springboard for collaboration, and by using Excel to crunch our numbers and “go visual” with the data, data analysis and the rewards of analyzing data come full circle in helping to direct instruction and communicate as a school. As a leader, I know teachers get very frustrated with the lack of time. If we had more time, data analysis would be utilized to a much higher degree. It’s incumbent upon the leadership to find the time for teachers to give teachers the appropriate time to invest in understanding 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.) To be an effective Data Coach, I need to be able to understand technologies related to Data well, ie: Excel and Blackboard. I have to be able to embrace research based, learner centered strategies as I teach others how to use data to effectively guide instruction. Data analysis contributes to the overall idea of authentic learning experiences for both teachers and their students, so it’s important to stay positive and to remind teachers of the end goal. Effectively analyzing data also encourages higher order thinking skills among the teachers who embrace data analysis, hence enhancing the learning experiences for students all the more. It’s also important to promote communication and collaboration through technology and data teaming. Since teachers are so pressed for time, it’s important to encourage teachers to keep the lines of communication open. The more teachers involved in the planning and analysis process, the more time everyone has to do the real work of data analysis. We have to open our doors and invite people into our ideas and our creativity. By doing this, we creating a culture of diversity and global awareness which transforms regular classrooms into twenty-first century classrooms of the future!** |
| **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 is really for next year, so I cannot comment on how this has impacted our school. I can, however, comment about how I foresee its impact on our school next year. Teachers learning how to use data effectively, consistently, and regularly to guide instruction will impact student learning by giving awareness to teachers about what they need to most focus on with individual students. Data analysis will also help teachers know what parts of standards need more attention than others. It is a wonderful tool to use in conjunction with the art of teaching to ensure that students are afforded every opportunity to learn, regardless of their race, socio-economic status, or intellectual prowess. By impacting teachers’ awareness, students benefit, and when students benefit, the entire school improves our practices. It’s really that simple!** |