**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Tracy Efaw | **Mentor/Title:** Randall Schlanger | **School/District:** Griffin Middle School |
| **Field Experience/Assignment:** Action Plan Part I | **Course:** ITEC 7305: Data Analysis and School Improvement | **Professor/Semester:** Dr. Padgett-Harrison/Spring 2013 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| **4/8/13** | **Develop Data Overview to determine strengths and weaknesses for school as reflected in the data**  **[20 hours]** | **2.2, 2.3, 2.4, 2.7, 2.8, 3.7, 4.3** |
| **4/10/13** | **Develop SMART Goal to address weaknesses**  **[.5 hour]** | **2.2, 2.3, 2.4, 2.7, 2.8, 3.7, 4.3** |
| **4/12-13/13** | **Develop strategies to address goal**  **[1.5 hours]** | **2.2, 2.3, 2.4, 2.7, 2.8, 3.7, 4.3** |
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|  | **Total Hours: [22 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 |  |  |  |  |  |
| Hispanic |  |  | X |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  | X |  |  |  |  |  |
| Multiracial |  |  | X |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

**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? From this experience, I learned that good leaders must be able to trouble shoot for places in the school environment that can be improved. I learned that technology touches everything we do, from crunching numbers to planning authentic lessons with meaningful outcomes. In this field experience, I got to look at a very serious problem in our school, and come up with a couple of solutions to the problem, placing quantifiable parameters on the actions I take to ensure that my actions indeed make a difference. Converting a goal into actionable steps and strategies is very empowering, because it teaches me that no one is ever trapped by their circumstances (limited budget, limited resources, poverty, etc.) We are only as limited as our own minds and creativity allow us to be. Data analysis allows us to think of strategic solutions based on best practices, test those solutions, analyze the results, and see the effects. It’s very encouraging to be able to do this. It helps me to feel like I can make a difference after all.** |
| **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.) In order to be successful in facilitating data dialogue in my school, I have to have the ability to develop SMART goals and strategies to achieve these SMART goals in my own right. Having the ability to develop an awareness of what’s wrong and an understanding of what needs to take place to correct it, I am creating a culture in the school for the development of increased student achievement through authentic learning experiences, assessment analysis, data analysis, communication and collaboration, and critical thinking. It is important to maintain a positive attitude as I go about the task of implementing new ideas, because positivity empowers people. And by empowering people, we make what seems impossible, possible.** |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? Because our lowest achieving students fall into the subgroups that this field experience addresses, there is a new opportunity to affect change in a positive direction for these students. It is these few subgroups that have hurt us in the past as far as our status with the state, and by developing solutions to the achievement challenges in these subgroups, we can make a difference in our school’s success rate with the state. By doing this, we learn to develop a caring, well-educated faculty who knows how to gauge instruction to meet the needs of individual students. This, in turn improves the overall school by improving our overall reputation as an institution for learning.** |