**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:  Tracy Efaw** | **Mentor/Title:  Randall Schlanger, Teacher** | **School/District:  Griffin Middle School/Cobb County** |
| **Field Experience/Assignment: Data Inventory** | **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** |
| **2/25 – 2/28, 2013** | **Interview principal and administrators to see what kind of data they utilize in their practices**  **[2 hours]** | **PSC 2.8** |
| **3/5/2013** | **Collect Data from Governor’s Office of Student Achievement Website**  **[2 hours]** | **PSC 2.3, 2.5, 2.7, 2.8** |
| **3/6/2013** | **Collect Data from On Track Website (CCSD Intranet)**  **[1 hour]** | **PSC 2.3, 2.5, 2.7, 2.8** |
| **3/7/2013** | **Collect Data from SLDS**  **[1 hour]** | **PSC 2.3, 2.5, 2.7, 2.8** |
| **3/11 – 3/12, 2013** | **Write up Table for Data Inventory**  **[2 hours]** | **PSC 2.3, 2.3, 2.4, 2.5, 2.7, 2.8, 6.1** |
| **3/12/13** | **Field Experience Log**  **[1 hour]** | **PSC 6.3** |
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|  | **Total Hours: 9 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? I enjoyed this field experience, because it made me realize just how much data we have at our fingertips. I always knew the data was there, but I had no idea the extent of the data we have! WOW!! Technology plays a huge part in the amount of information we have so readily available to us. I also feel that those who embrace the technology, especially with data manipulation, will be the one who take on a leadership role in the schools. As I spoke with teachers and administrators about this field experience, I realized that there is a great deal of room for growth in what we know about data, how we use data, and what data can do to increase student achievement for us. While our school has been doing a great deal around data for the past 8 years, we have gotten somewhat lax about drilling down and really using data. This class has been a wake-up call for me, and consequently, for my principal. We have placed data on next year’s agenda as a huge focus for our school. I am excited that I will get to take on a leadership role with the Data Initiative.** |
| **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.) A lot of the information related to this field experience touches on standards indirectly. For example, in order to effectively use research-based learner-centered strategies, wouldn’t it be best to have accurate data to facilitate the development of these strategies? It also seems to me that data authenticates learning by providing real information about how to improve student achievement. Being able to use higher level thinking skills, processes and mental habits of mind is not possible without having data to support these endeavors. And if I am a classroom teacher who is working on differentiating my classroom for various types of learning, how will I know how to differentiate or if my differentiation is effective if I have no data to support these efforts? Of course assessment is also vital to the data process. I have to have data to measure student learning. Without data analysis, I am shooting bullets in the dark blind-folded! With data, I can collect and analyze student achievement, interpret results, communicate findings, and implement appropriate interventions that are grounded in empirical data. Therefore, my efforts will be spend in the right places. This gives me a sense of confidence as a teacher and an Academic Coach that what I am doing will be meaningful to others, and that what I am doing will make a difference in our school.** |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? I think building an increasing awareness at what kinds of data we have at our disposal is good for school improvement, faculty development, and student learning. By assessing student data, teachers are going to work smarter and make better instructional decisions. This will impact our school with improved test scores and high-school ready students. It will impact student learning, because we will be teaching the right things, and it will impact our faculty by allowing them to grow in their knowledge of the kinds of data we have, what we can do with that data, how we can use data to inform our instruction, and how we can move forward in a meaningful, constructive way.** |