**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:  Tracy Efaw** | **Mentor/Title:  Mr. Randall Schlanger**  **ELA Teacher/Department Chair** | **School/District:  Griffin Middle School/Cobb County** |
| **Field Experience/Assignment: Data Team Summary** | **Course: ITEC 7305 Data Analysis & School Improvement** | **Professor/Semester: Dr. Padgett-Harrison**  **Spring 2013** |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| **1/22/13** | **Readings from Data Coach’s Guide and Data Wise; training in Excel**  **[3 hours]** | **1.1, 1.2, 1.4** |
| **1/24/13** | **Found school mission and vision; created Wordle.**  **[1 hour]** | **1.1, 1.2, 1.4, 4.3** |
| **1/25/13** | **Created posters of Wordles posters for school.**  **[2 hours]** | **1.1, 1.2, 1.4** |
| **1/29/13** | **Meeting with Principal about Data Teams, where we fall short in our Data Team Model, and what we want to do about it in the future (professional development and summer training)**  **[2 hours]** | **1.1, 1.2, 1.4, 2.7, 2.8, 4.3, 5.1, 5.2, 5.3** |
| **2/1/13** | **Writing up of Data Team roles and responsibilities, formation, rationale, school structures, outreach plan**  **[5 hours]** | **1.1, 1.2, 1.4, 2.8, 4.3, 5.1, 5.2, 5.3,** |
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|  | **Total Hours: 13 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? Technology is the underlying tool to Data Team success. In completing the Data Team Summary, I would say that little attention was brought to the idea of technology during the course of the field experience, but without technology, the Using Data Process would not be as effective, because it would take too long to compile the information. We use Excel to compile our information—to sort data by demographics, test scores, personal student information and the like—and we are using technology more and more every day in our high stakes assessments. So although we didn’t directly discuss technology in this activity, it is present in everything we do with Data Teaming. As for leadership, I am learning how important it is to be a lifelong learner. By constantly working on improving my knowledge base, I become more prepared to lead others. By obtaining more knowledge about the data process and other cutting edge ideas, I gain more credibility with my peers.** |
| **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.) Part of maintaining visionary leadership is being a support to the Administration at my school in the innovations that it wants to take on. Using technology to assist my administration in strategic planning is part of what I do every day. Part of the innovations our administration wants to take on is improving our Data Teaming Process. My taking this course now is perfect timing for the trainings I get to conduct in the near future. I want to make sure I understand this Data Teaming Process so that I can train people well in how to conduct effective Data Teaming. I have to know the value of assessing students accurately and what to do with the data in order to adjust instruction accordingly. Finally, I have to be able to embrace the use of technology to ensure diversity, equity, cultural understanding, and global awareness. I do this by drilling down the data, one piece of information at a time.** |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? Reconstituting the Data Teaming Process at my school will help teachers better serve their students and meet their students where they need to be in order to move learning forward. By training teachers in the Data Teaming process, teachers become more aware about how they can assess and instruct students, thus making them better teachers. With better teachers come better schools. With better schools comes increased student achievement. The impact of this Using Data Process can be assessed using common assessments, district benchmark testing data, and state CRCT testing data.** |