**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: Instructional Initiatives** | **Course: ITEC 7305—Data Analysis & School Improvement** | **Professor/Semester: Dr. Susan Padgett-Harrison** |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| **2/19/13** | **Research School Initiatives in the Building**  **[2 hours]** | **PSC 1.4, 2.8, 3.7, 6.1** |
| **2/19/13** | **Document and Provide Evidence of each Initiative**  **[1 hour]** | **PSC 1.4, 2.8, 3.7, 6.1** |
| **2/21/13** | **Write reflection**  **[2 hours]** | **PSC 1.4, 2.8, 3.7, 6.1** |
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|  | **Total Hours:** | **5 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? In this particular field experience, I did not use a lot of technology. However, technology is a solution in facilitating the frequent use of data in the busy lives of teachers. As a person in a leadership position this year, I am learning to advocate for teachers and for their time. By using Blackboard as a way to save teachers time in collaboration and planning, I am supporting their efforts. As with most schools, our school has a lot of school-wide initiatives which take time away from teachers. Adding another initiative (data) to the mix will not be popular with teachers unless it’s coupled with ways to save time through the process of program adoption. Using Blackboard as a means to embrace the Data Initiative is a smart way to gain the confidence of teachers and procure their buy-in necessary for program success.** |
| **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.) This learning helped me to see the importance of researching, recommending, and implementing strategies at my school that are going to improve students achievement across all content areas, and all student populations. I am also learning how to model and facilitate the effective use of digital tools and resources (Blackboard/Excel) to systematically collect and analyze student achievement data, interpret results, communicate findings, and implement appropriate interventions to improve instructional practice and maximize student learning. This emphasis on using technology to advance our operation also promotes digital communication and collaboration with all of our stakeholders, thus getting the support we need to be successful. The knowledge and skills that I have acquired through this field experience and others like it have helped me to develop an attitude of gratitude and graciousness as I reach out to other teachers to be of service. I feel this approach will win over the hearts of teachers much faster than mandating and micromanaging will.** |
| **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 helps me to understand the relationship that exists between data analysis and successful school initiatives. By understanding that data analysis is an important component of how teachers assess the success or failure of their teaching strategies, student achievement improves. By developing an awareness among teachers of the impact of data analysis, our teaching efforts improve. When our teaching efforts improve, our student achievement will increase. This impact can be monitored regularly by using common assessments and other important data.** |