**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

**Tracy Efaw**

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| **Candidate:  Tracy Efaw** | **Mentor/Title:  Randall Schlanger, Teacher** | **School/District:  Griffin Middle School/Cobb County** |
| **Field Experience/Assignment: Data Overview** | **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** |
| **3/30 – 4/7, 2013** | **Researched electronic Data Sources, mining for data about Griffin: Longitudinal data, demographic data, achievement data, enrollment data, etc.**  **[10 hours]** | **PSC 2.8** |
| **3/30- 4/12, 2013** | **Created Narrated PowerPoint (with notes) giving an overview of Griffin Middle School based in the data I found.**  **[20 hours]** | **PSC 2.2, 2.3, 2.4, 2.7, 2.8, 4.3** |
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|  | **Total Hours: [30 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? Having access to tons of data and information helps me to be a more credible leader amongst my peers. It’s important to know where to go to get pertinent information about things that are important to our school, like demographic information, longitudinal data on student achievement and the like. Of course all of this information would be much more difficult to access expeditiously if it were not for technology.** |
| **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.) Technology used to mine for and interpret data helps me to be stronger leader because I know where to go to get information I need to ensure the school runs as well as can be expected. I also felt this experience was important because it helped me to see, empirically, where our strengths and weaknesses are as a school. Once I know how to determine that information, I can begin to take steps to make improve our circumstances. I appreciated the longitudinal data the most, as I could see interesting trends with the school and could explain what circumstances led to those trends. Understanding the role of data analysis helps to build strong research-based, learner-centered strategies that work for students from all societal echelons. Data analysis also helps teachers to create individualized, authentic learning experiences that students will remember. Higher order thinking skills are used by teachers to sort through data and make sense of it so that they can, in turn, create the same kind of critical thinking and problem solving in their own classrooms. Entire stories can be told with data. What an amazing tool!** |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? Data analysis—collecting and analyzing student achievement data, interpreting results, communicating findings, and implementing appropriate interventions—cannot help but impact school improvement. Giving teachers this tool to guide instruction in huge in that it builds an awareness that may not have been there in the past. Data analysis makes an excellent teacher stellar, in that it provides critical information that that teacher can use to impact student achievement directly. Everyone benefits from taking the time to look at data and see how the data about students impacts what goes on in the classroom. It’s a MUST for school reform measures.** |