

# STRUCTURED

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Caitlin Tucker	<b>Mentor/Title:</b> Mrs. Andrews/Media Specialist	<b>School/District:</b> Gaines Elementary/Clarke County
<b>Field Experience/Assignment:</b> Data Overview	<b>Course:</b> ITEC 7305 Data Analysis and School Improvement	<b>Professor/Semester:</b> Mr. Chester Fuller/Summer 2019

### Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
7/1/19	Started to research and dig for specific data. This step involved determining what data to use in the overview. Use downloadable data for the overview and shared data for reading indicators in Clarke County. <b>5 hours</b>	PSC 2.8 PSC 6.1 ISTE 6c	ISTE 2h ISTE 6a, 6b ISTE 6c
7/2/19	Created an outline and explored various ways to present the data using excel and new skills learned in the course. Referenced text readings and videos for project completion. <b>3 hours</b>	PSC 2.8 ISTE 6a, 6b	ISTE 2h ISTE 6a, 6b
7/3/19	Set up the skeleton for the final project. The slideshow and planned how the presentation would be vocalized for peers and grading. Looked at the data to find trends and decide on next steps. <b>3 hours</b>	PSC 5.1 PSC 5.1	ISTE 2h ISTE 4a
7/5/19	Updated the slideshow and determined ways to present the data for the school in strategic manners. Made changes to data charts to ensure understanding. <b>3 hours</b>	PSC 2.8 PSC 6.2	ISTE 2h ISTE 6c
7/6/19	Finalized the project, made corrections to data charts and recorded the presentation on screen-cast. <b>2 hours</b>	PSC 2.8 PSC 3.7 ISTE 6c	ISTE 2h ISTE 3g ISTE 6c
<b>Total Hours: [16 hours ]</b>			

<b>DIVERSITY</b>								
(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
<b>Race/Ethnicity:</b>								
Asian						X		
Black						X		
Hispanic						X		
Native American/Alaskan Native						X		
White		X				X		
Multiracial						X		
<b>Subgroups:</b>								
Students with Disabilities						X		
Limited English Proficiency						X		
Eligible for Free/Reduced Meals						X		

## Part II: Reflection

### 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?**

This field experience is one of the most comprehensive assignments I have completed in this program. There were many times that application of readings and learnings is relevant. From that stat, looking at all the data can be overwhelming. Sifting through the information is the most critical component. Overall, this data overview provides a deep insight for how the school in question is performing based on the data. Observations and next steps develop based on the data. As a data coach, facilitating data discussions is important. This assignment prepares candidates for this role.

#### **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.)**

The knowledge, skills and dispositions enable to candidate to design a data overview for their school. You must have basic knowledge and understanding of the various data your school incorporates into daily instruction and how to apply the data to the next steps in your schools mission and vision. The use of excel, screencast presentation and the use of presentation tools is critical for project completion. All of the skills acquired throughout the program have enabled the candidate to construct a data overview. Dispositions can be high when dissecting data. Having the ability to apply readings, focus strictly on observations and not make excuses for student achievement trends is critical. Staying positive and ensuring a deep understanding of the data, making practical decisions makes for good disposition of a data coach or leader.

#### **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 provides the candidate with the experience of diving into data about their schools. Not only is the candidate expected to dissect that data but follow up and decisions have to be made to ensure student achievement is highlighted and discussed. The goal of this project is to present meaningful data trends and provide staff with reflection points, time to dissect data and make connections based on that, the data shows. Overall, this comprehensive task involves reflection at every level. Ideally, a team of teachers or administrative staff members develops the data overview and trends in data and then presents the data to key stakeholders. The most impact in this project comes from the trends seen over years. Data seen in this capacity allows for a deep understanding of how a school is performing in key areas, enabling staff development and school improvement focus points for instructional practices using effective professional development that targets the specific data.