**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Tabitha Edmondson-Goodman | **Mentor/Title:** Ms. Carla Wallace | **School/District:** A. L. Burruss/ Marietta City Schools |
| **Field Experience/Assignment:** Data Overview & Presentation | **Course:** ITEC 7305 Data Analysis & School Improvement | **Professor/Semester:** Dr. Jones/Summer 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 7/6/16 | Conference call with Dr. Jones- Review rubric for Overview Data- 45 minutes | 6.2 | 6c |
| 7/6/16 | Conference call with Michael Huneke- Marietta City Schools Director of Testing- 1.5 hours | 6.2 | 6c |
| 7/6/16 | Conference call with Julie King, Principal of A. L. Burruss- 45 minutes | 6.2 | 6c |
| 7/9/16 | Design Data Overview Outline-1 hr. | 6.1, 2.8 | 6a,6b, 2h |
| 7/9/16 | Continue learning how to navigate the GADOE website to retrieve previous CRCT scores-35 minutes | 3.7, 6.1,2.8 | 3g, 6a, 6b, 2h |
| 7/9/16 | Review, evaluate, and compile data- 2hrs | 2.8, 2.2, 2.7 | 2h, 2b, 2g |
| 7/10/16 | Begin compiling and creating tables for demographic data including ethnicities and subgroups- 3hrs | 2.8, 2.2, 2.7 | 2h, 2b, 2g |
| 7/11/16 | Disaggregate Math CRCT scores to recognize subgroups weaknesses and achievements- 1.5hrs. | 2.8, 2.2, 2.7 | 2h, 2b, 2g |
| 7/11/16 | Creation of excel charts to display data-1.5 hrs. | 2.8, 2.4, 3.5, 3.6 | 2h, 2d, 3e, 3f |
| 7/12/16 | Create Data Overview using PowerPoint-1hr. | 2.8, 2.2, 2.4, 2.7, 4.3 | 2h,2b, 2d,2g, 5c |
| 7/13/16 | Create narration of PowerPoint presentation-2hrs. | 2.8, 2.2, 2.4, 2.7, 4.3 | 2h,2b, 2d,2g, 5c |
|  | Total Hours:15 hrs and 35 mins |  |  |

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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 |  |  |  | x |  |  |
| Hispanic |  |  |  |  |  | x |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  | X |  |  |  | x |  |  |
| Multiracial |  |  |  |  |  | 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?**  During the Data Analysis and School Improvement course we focused our energies on understanding the need for data teams, determining what the data is telling us, and how to use that data to impact student learning and our instructional practices. During the Data Overview we chose to look at longitudinal data from 3-5 years to compare our respective schools to our district or the state. For my Data Overview I used the math CRCT data from 2011-12, 2012-13, 2013-14. With this data I compared my school’s progress to our district and then I disaggregated the data between the subgroups. I learned a great deal about creating charts using excel and understanding how data can give you a glimpse into the workings of our schools. I chose to work with the math data because this was an area of weakness in my school and we are constantly looking for ways to bridge the gap between our subgroups. This overview also gives me a great deal of insight into how much preparation it takes to break down the data available for our schools. |
| **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 Data Overview focused solely on interpreting and facilitating data to our faculties and staffs. During the creation of this Data Overview I had to fully understand and interpret the data correctly before I could begin presenting this data to my teachers. I had to determine which grade level would be impacted the most by this detailed presentation. The technology skills used in the creation of this assignment centered on the use of Excel. I had to correctly organize the data and determine how to present it using Excel. Once in Excel I had to correctly create my charts, along with labeling the charts, x and y-axis’, and make sure that the charts are clear and easy to understand. This Data Overview encouraged me to continuously learn about the many uses of data and how it can improve our instruction and student learning in our schools. I hope, that during the presentation of this assignment, that it can increase the lines of communication and collaboration and show how the integration of technology along with data can improve our instruction and bridge the student achievement gap. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  While creating this Data Overview I felt both overwhelmed and exhausted and then finally I felt a sense of completion. It was a daunting task, but it had some crucial elements to help me understand how important data is the development of our students learning. I have not presented this presentation to my staff, due to the summer session, but I am hoping that this data can have a positive impact on our students as well as our teachers. I can assess my school’s growth by continuing to actively participate in our school-wide data teams. After taking this course I feel that I understand more of the data teams’ expectations and norms and I might be able to contribute more to the discussions. |