**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

|  |  |  |
| --- | --- | --- |
| **Candidate:  Valerie Hyder** | **Mentor/Title:  Dr. Johnnie Coats/Teacher** | **School/District:  Adairsville Middle/Bartow County** |
| **Field Experience/Assignment:**  **Data Overview** | **Course: ITEC 7305** | **Professor/Semester: Dr. Wright/Fall 2017** |

**Part I: Log**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 10/30/17 | Worked with Assistant Principal and Instructional Coach to find demographic data for our school for the past 3 years. Worked alone to collect Milestones scores for past 3 years. (3 hours) | 1.1, 1.2, 2.4, 2.7, 2.8, 3.7, 5.1, 5.2, 5.3, 6,1, 6.3 | 3a,b,c,d; 4d, 5a,b,c,d |
| 10/31/17 – 11/10/17 | Created graphs and tables for the data overview, and began compiling information for PowerPoint presentation. (9 hours) | 1.4, 2.2, 2.4, 2.7, 2.8, 3.1, 3.6, 3.7, 5.1, 5.2, 5.3, 6.1, 6.3 | 3a,b,c,d; 4d, 5a,b,c,d |
| 11/17/17 | Finished creating and editing PowerPoint presentation, recorded narration, and posted to YouTube. (3 hours) | 1.4, 2.2, 2.4, 2.7, 2.8, 3.1, 3.6, 3.7, 5.3, 6.1, 6.3 | 3a,b,c,d; 4d, 5a,b,c,d |
|  | **Total Hours: 15 Hours** |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |  |  |  |  |  |  |  |  |
| Black |  |  |  |  |  |  | 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**

|  |
| --- |
| **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?**  Through completing the data overview, I learned how to utilize Excel in a much more efficient way and truly learn what it can do. I learned how to filter data, create charts and graphs, and display data in clear and specific way. I learned so much about the students at my school and how they have performed on standardized tests. Now that I am aware of the data available within my school, I can help to create an action plan focused on learning outcomes and student performance on standardized tests. Also, the creation of this presentation allowed me to communicate my findings with fellow 8th grade teachers and administrators at my school. |
| **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 assignment related to the knowledge required of a technology facilitator because it required me to use my knowledge of Excel to share data with colleagues within my grade level. In order to create the presentation, I first had to know the data for my school. With this data, I was able to create various graphs and charts that I could then use to support my data and make suggestions for strategies to support student learning. Using the new skills I have learned regarding the use of Excel, I was able to deliver visual results to my fellow teachers. This assignment relates to my dispositions as a technology facilitator because through the process of presenting this data, I had to maintain a positive attitude. This was especially important not only while sharing the “good” data, but also while discussing the areas in which we need to focus on improvement. By staying positive, teachers can see that our focus is on the main goal of improving student learning, and not to punish or call out teachers for having lower scores. |
| **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 impacted school improvement by directly providing teachers with a clear picture of the performance of our school, specifically in Social Studies, and how we compare to others in our county and across the state. This information allows teachers to see what we are doing well, and what we must work to improve. By seeing our scores, we can figure out what we must work on to improve student learning and instruction. By making simple changes to the way we are teaching, we can affect student learning and performance. This impact can be assessed by comparing future scores to these current and past scores and looking at a longitudinal comparison. |