**STRUCTURED
Field Experience Log & Reflection**

**Instructional Technology Department**

|  |  |  |
| --- | --- | --- |
| **Candidate:** Maggie Phillips | **Mentor/Title:** Loretta Tennison- Academic Coach | **School/District:** Hollydale/Cobb County |
| **Field Experience/Assignment:**Structured Field Experience  | **Course:**Data Analysis and School Improvement | **Professor/Semester:**Dr. Padgett-Harrison |

**Part I: Log**

|  |  |  |
| --- | --- | --- |
| **Date(s)** | **Activity/Time** | **PSC & NCATE Standards** |
| 3/2/2013 | Instructional Initiatives (1 Hour) | 2a, 2d, 2e/1d 2d, 2e/1c, 6d |
| 3/4/2013 | Instructional Initiatives (0.5 Hour) | 2a, 2d, 2e/1d 2d, 2e/1c, 6d |
| 3/5/2013 | Instructional Initiatives (0.5 Hour)  | 2a, 2d, 2e/1d 2d, 2e/1c, 6d |
| 3/14/2013 | Data Inventory (1 Hour)  | 1a, 1b, 1c, 1d, 2a, 2d, 2e/1d |
| 3/15/2013 | Data Inventory (2 Hour)  | 1a, 1b, 1c, 1d, 2a, 2d, 2e/1d |
| 4/10/2013 | Data Overview (6 Hours) | 2d, 2e/2a, 1d, 4a, 4b, 4c, 4d, 2f, 4j, 6c, 6g, 8c, 2d, 2e/8e |
| 4/12/2013 | Data Overview (8 Hours) | 2d, 2e/2a, 1d, 4a, 4b, 4c, 4d, 2f, 4j, 6c, 6g, 8c, 2d, 2e/8e |
| 4/20/2013 | Action Plan 1 (2 Hours) | 2e/1a, 6c, 6g, 8c, 2d, 2e/8e |
| 4/26/2013 | Action Plan 1 (2 Hours)  | 2e/1a, 6c, 6g, 8c, 2d, 2e/8e |
| 4/27/2013 | Action Plan 2 (1 Hour) | 2e/1a, 6c, 6g, 8c, 2d, 2e/8e |
| 4/28/2013 | Action Plan 2 (1 Hour)  | 2e/1a, 6c, 6g, 8c, 2d, 2e/8e |
|  | Total Hours: [30 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 | X | X |  |  | X | X |  |  |
|  Black | X | X |  |  | X | X |  |  |
|  Hispanic | X | X |  |  | X | X |  |  |
|  Native American/Alaskan Native | X | X |  |  | X | X |  |  |
|  White | X | X |  |  | X | X |  |  |
|  Multiracial | X | X |  |  | X | X |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities | X | X |  |  | X | X |  |  |
|  Limited English Proficiency | X | X |  |  | X | X |  |  |
|  Eligible for Free/Reduced Meals | X | X |  |  | X | 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 the structured field experiences in this course, I learned about effective collection and usage of data in education. Through the field experience, we simulated implementation of the Using Data Process to improve student learning. This provided me the opportunity to compile instructional initiatives being implemented at my school, review student achievement data over a three-year period, and develop an action plan to address weaknesses evident through the data collection and analysis process. I had a chance to deeply explore the current performance of our English Language Learners (ELLs) and helped me better understand all of the current initiatives in place for this population. This experience taught me so much about being an effective data coach. In addition, through this field experience, I learned how technology can be used to increase accessibility to data sources as well as to improve the data team process in effectiveness and efficiency. In addition, I learned that the current initiatives in place to support the learning of our ELL students are effective and are contributing to student learning and growth.  |
| **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 content of this course significantly expanded my knowledge of school improvement and data processes. It provided me with an understanding of how instructional initatives impact student achievement. Most specifically, I learned about building connections between these initiatives and specific student populations, like English Language Learners (ELLs). In addition, it helped expand my data literacy and provided me a solid foundation of understanding. This data knowledge would certainly be helpful to a technology coach as data collection would be an important responsibility of the coach. In addition, this field experience provided me with a deeper understanding of Excel and how it can be used to increase productivity and effectively organize data. This skill would certainly enhance the effectiveness of a technology leader or coach. In addition, the disposition of a technology leader is critical. He/she must be motivated to continue learning and growing and have a strong desire to improve instructional practices and increase student learning**.**  |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**Because many of the learning experiences for this field experience were simulations, they were not actually implemented in my school. For this reason, it would be impossible to assess the impact on school improvement or faculty development. However, I did share much of the data I collected and analyzed with our leadership team. This information helped highlight some significant achievement gaps and some true areas of success. I was able to share of the continual growth being demonstrated by our ELL students and to focus on how the initiatives are facilitating student learning. From this discussion, we were able to come up with some potential strategies for attacking these achievement gaps demonstrated in other student populations.  |