**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Maggie Phillips | **Mentor/Title:** Loretta Tennison- Academic Coach | **School/District:** Hollydale Elementary/Cobb County |
| **Field Experience/Assignment:** Data Inventory (K-2 and 3-5) | **Course:** Data Analysis/School Improvement | **Professor/Semester:** Dr. Padgett-Harrison  Spring 2013 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 3/14/2013 | Generate Preliminary List of Data Sources (using school Balanced Assessment Plan) 30 Minutes | PSC 2.8, 6.1, 6.2, 6.3 |
| 3/15/2013 | Compile list of Data Sources and conferencing with Administrator to confirm 1.5 hours | PSC 2.8, 6.1, 6.2, 6.3 |
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|  | Total Hours: [2 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 |  |  | X | X |  |  |
| Black | X | X |  |  | X | X |  |  |
| Hispanic | X | X |  |  | X | X |  |  |
| Native American/Alaskan Native |  |  |  |  | X |  |  |  |
| White | X | X |  |  | X | X |  |  |
| Multiracial | X | X |  |  |  | X |  |  |
| **Subgroups:** |  |  |  |  | X |  |  |  |
| 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**

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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?**  In this assignment, I conducted a Data Inventory of all student data that is collected at the school level. I began by reviewing the school’s Balanced Assessment Plan and conferring with my administrator about school data collection. Then, I compiled the external and internal assessments. This allowed me to develop a complete picture of data sources for students in kindergarten through fifth grade. Through this experience, I realized that we are moving forward with using technology to increase accessibility to a variety of data sources. In the past, to get student data, you have had to visit multiple digital locations. Now, most of the information can be found on OnTrack. That is evidence that we are using technology to help us more effectively use data. |
| **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.)**  For this experience, I had to have a strong knowledge of the data collection process. I had to know which type of assessments were used, their purpose, their accessibility, and their content areas. Understanding the difference between external and internal assessments was also important in completing this Data Inventory. I also had to be able to compile this information (the skill). I had to know how to research our data collection process and how to communicate it through a spreadsheet. While I do think disposition of a technology leader is incredibly important, this assignment did not require interaction with others (therefore, my disposition was not a factor). |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  In completing this assignment, I realized how much data we have access to on each and every student at Hollydale. We have enough that, when compiled on an individual student, teachers should be able to paint a very complete picture of their learning and performance. From the time students enter kindergarten, we have data about their background knowledge, learning, and achievement. I also realized how much external data we collect and how those data sources can be used more effectively. While this field experience was a theoretical task (not actually applied in the classroom/school context), I do think it helped me to see a “bigger picture” of my school’s data sources. At this point, it would be impossible to link this field experience to faculty development or student learning. |