**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:  Brandy Stapleton** | **Mentor/Title:  Natalie Smith/ Technology Integration Specialist** | **School/District:**  **Gainesville City/Gainesville High** |
| **Course:** ITEC 7305 Data Analysis and School Improvement | | **Professor/Semester:** Dr. Jim Wright/ Fall 2020 |

**Part I: Log**

**Data Overview, Action Plan 1 & 2**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 11-7-16 | (Data Overview) Researched and gathered all needed data for the district/school to make my data overview. [3 hours] | PSC 2.8 | ISTE 1a, 1b, 1c, 1d |
| 10/22-23/16 | (Data Overview) Arranged data in to Excel Spreadsheets to help with creating charts to determine trends in the data. [2 hours] | PSC 2.7, 2.8, 3.6 | ISTE 2g, 2h, 3f |
| 11/24/2020-11/30/2020 | (Data Overview) Created Graphs, charts and PowerPoint presentation. [5 hours] | PSC 2.8, 3.7 | ISTE 1a, 1b, 1c, 1d |
| 11/30/2020 | (Data Overview) Added narrative notes for the power point presentation. [2 hours] | PSC 2.8, 3.1, 3.7 | ISTE 1a, 1b, 1c, 1d |
| 12/2/2020-12/4/2020 | Finalized Powerpoint presentation with all data, graphs, strengths, weaknesses, and purposes into a data presentation, and narrated presentation [7 hours] | PSC 2.8, 3.7, 5.2, 5.3 | ISTE 2h, 3g, 4b, 4c |
| 12/11/2020-12/12/2020 | (Action Plan, part I) Used information from the Data Overview to identify a student learning goal and strategies for improving student learning and communicating to stakeholders. [3 hours] | PSC 2.7, 2.8, 3.6, 4.2, 6.2, 6.3 | ISTE 2g, 2h, 3f, 5b, 6b, 6c |
| 12/13/2020- 12/14/2020 | (Action Plan, part II) Reviewed the Data Coach’s Guide in order to determine effective and appropriate activities to use as part of the Action Plan [5 hours] | PSC 2.7, 2.8, 3.6, 4.2, 6.2, 6.3 | ISTE 2g, 2h, 3f, 5b, 6b, 6c |
|  | Total Hours: [27 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 |
| Black |  |  |  |  |  |  |  | X |
| Hispanic |  |  |  |  |  |  |  | X |
| Native American/Alaskan Native |  |  |  |  |  |  |  | X |
| 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?**  For this field experience, I created a Data Overview for the 9-12 Math teachers to review data related to the 2016-2019 Algebra 1 and Geometry Milestones Assessments. I collected data from several sources and used excel to analyze the data and create graphical presentations. I created a presentation with several data displays to help the Math teachers better understand the data. I learned that technology leaders must utilize many data sources and help teachers analyze and use data to identify student learning goals and create Actions plans to initiate change. We must also be understanding of student achievement and gaps or barriers that may affect student learning. |
| **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.)**  Through this process, I learned I must have extensive knowledge about collecting data and using excel to analyze data to complete the data overview process. Technology leaders must be able to strategically plan to improve student learning research and recommend strategies for implementing these changes. Through this experience, I demonstrated certain skills that technology leaders must have, such as the ability to collect and analyze data, represent data in appropriate graphical displays to help peer educators interpret findings. I also successfully identified a student learning goal based on the Data Overview, and strategies to help achieve that learning goal, and an action plan for using the Data Process to initiate that change. As I designed the presentation, presented the information, and developed the Action plans, it was important for me to possess an open-minded disposition about what the data was telling me, and how to positively promote data-based decision making and strategic change. |
| **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 successfully analyzing data to determine a relevant learning need, create a student learning goal, and develop action plans for achieving that goal. Looking at data over the course of time helps us to identify trends in student achievement.  The data also identified subgroups that were not performing as well as their peers on state standardized tests. The impact will be assessed as future data is also collected and analyzed to see if achievement gaps were closed and if the changes in instructional strategies helped to improve student learning and meet goals. |