**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Ashley Allgood | **Mentor/Title:** Kristen Fowler/ Assistant Principal | **School/District:** Brookwood High School/ Gwinnett County |
| **Field Experience/Assignment:** Data Overview Presentation | **Course:** ITEC 7305 Data Analysis and School Improvement | **Professor/Semester:** Dr. Campbell/Spring 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 3/28/2016 | Meet with Assistant Principal to gather student demographic and performance data (1 hour) | 2.7, 4.3 | 2h, 5c |
| 3/30/2016 | Aggregated and organized data; input data into charts (3 hours) | 2.7 | 2h |
| 4/1/2016 | Analyzed data for school’s strengths and weaknesses (3 hours) | 2.7, 4.3 | 2h, 5c |
| 4/3/2016-4/5/2016 | Compiled data findings into data overview presentation (8 hours) | 2.7, 4.3, 5.3 | 2h, 4c, 5c |
| 4/8/2016 | Finalized data overview presentation (3 hours) | 2.7, 4.3, 5.3, 6.3 | 2h, 4c, 5c |
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|  | Total Hours: [18 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 |  |  |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  | X |  |  |  |  |
| White |  |  |  |  |  |  |  |  |
| Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

**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?**    , I collected and analyzed student demographic and performance data in order to provide my school’s faculty and staff with an overview of our school. I used longitudinal local data as well as district and state data for points of comparison. In my analysis, I pointed out strengths and weakness apparent in the student performance data. From this experience, I learned how aggregate data and how to turn it into visual representations in order help teachers interpret it. I learned how to create and led a data presentation and discussion. |
| **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 field experience, I gained new knowledge of my school’s student demographic and performance. I gained new skills in aggregating data, using Excel, and making graphs. I gained an appreciation for the importance of creating visual presentations of data as they make the potential areas of improvement more apparent. I have learned the importance of closely examining data, especially by subgroup. Previously, when I would look at our school’s test scores, I would see that they were higher than the state; therefore, I did not think that there was anything about which to worry. However, after learning how to examine subgroups and create graphs, I was startled by the achievement gaps throughout our standardized test scores. This experience has shown me the value of breaking down the data. I also enjoyed sharing my findings with the faculty. After presenting my findings, we had a great discussion about the observations of other staff members. This field experience has given me a better understanding of my school and ways to help it improve. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  The impact of this field experience can be accessed via observations and surveys. Each curriculum instructional team was charged with reviewing the data to create suggestions for new initiatives, intervention programs, and staff development. These data discussions can be observed and the results have been collected via electronic surveys. Overall, the disposition of the faculty and staff reflects the dedication to using data to drive their actions. |