**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Nkenze Jones | **Mentor/Title:** Mr. Logan Evans/ITS | **School/District:** Westside Elementary/Coffee County Schools |
| **Field Experience/Assignment:** Data Overview | **Course:** ITEC 7305 Data Analysis and School Improvement | **Professor/Semester:** Judith Jones/Summer 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 07/01/16 | Emailed IT and requested testing data. [0 hours] | PSC 3.7 | ISTE 3g |
| 07/07/14 | Read and study material about data overview. [1 hours] | PSC 2.2 | ISTE 2b |
| 07/11/16 | Received and reviewed testing data from IT [1 hour] | PSC 2.2, 2.8 | ISTE 2b, 2h |
| 07/12/16 | Gathered and organized data from SLDS [6 hours] | PSC 2.8 | ISTE 2b |
| 07/13/16 | Gathered and organized data from schooldigger.com. [3 hours]  Created PowerPoint presentation. [3 hours] | PSC 2.8 | ISTE 2h |
| 07/14/16 | Created screencast, uploaded it to YouTube, and submitted Data Overview in DropBox. [1 hours] | PSC 2.8, 6.3 | ISTE 2h |
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|  | Total Hours: [15 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 |  |  |
| Black |  | X |  |  |  | X |  |  |
| Hispanic |  | X |  |  |  | X |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  | X |  |  |  | X |  |  |
| Multiracial |  | X |  |  |  | X |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  | X |  |  |
| Limited English Proficiency |  |  |  |  |  | X | X | X |
| Eligible for Free/Reduced Meals |  |  |  |  |  | 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 field experience, I facilitate the effective use of digital tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings. I learned how to effectively make observation and inferences about data without jumping to solutions. I also learned Data Coaches are facilitators and their main role is to model and spread data literacy. |
| **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.)**  I gain knowledge of using Excel to filter data and create charts and graph to go visual helping others to clearly see what’s important. I was able to learn skills (communication and collecting data) needed to be an effective data coach. A data coach has to have a positive attitude about data analysis to guide the Data Team through the process of collaborative inquiry to improve teaching and learning. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  The Data Overview gets the teachers a look into the assessment data. Teachers can use the data to change instructional strategies to meet the needs of all students and increase learning.  The impact can be assessed by the improvement in the academic achievement of the students. The impact on the teachers can also be assessed when they receive an evaluation score of a Level 3 or 4 on the TKES (teacher evaluation system) in the following standards: Performance Standard 1: Professional Knowledge, Performance Standard 2: Instructional Planning, Performance Standard 3: Instructional Strategies, Performance Standard 7: Positive Learning Environment, Performance Standard 8: Academically Challenging Environment, and Performance Standard 10: Communication. The impact on teachers can be assessed by their willingness to implement changes in instruction and continue to monitor student progress. |