**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chris Rogers | **Mentor/Title:** Kathy Scmidt / LSTC | **School/District:** Harbins ES / Gwinnett Co. |
| **Field Experience/Assignment:** ITEC 7305 Data Overview | **Course:** ITEC 7305 | **Professor/Semester:** Dr. Jones / Fall 2015 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| **11/10** | Data discussion and guidance from principal / 1 hr | 1.1, 1.2, 2.8, 5.1, 6.3 | 1a, 1b, 2h, 4a, 6b |
| 11/11 | Data collection / 2 hrs | 1.4, 2.8, 5.1, 6.3 | 1d, 2h, 4a, 6b |
| 11/18 | Data collection / 2 hrs | 1.4, 2.8, 5.1, 6.3 | 1d, 2h, 4a, 6b |
| 12/1 | Initial outline for data presentation / 3 hrs | 1.4, 2.8, 5.1, 5.2, 5.3, 6.1, 6.3 | 1d, 2h, 4a, 4b, 4c, 6b, 6c |
| 12/6 | Final graphs and data presentation creation / 7 hrs | 1.4, 2.8, 5.1, 5.2, 5.3, 6.1, 6.3 | 1d, 2h, 4a, 4b, 4c, 6b, 6c |
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|  | Total Hours: 15 |  |  |

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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 |  |  | X | X |  |  |
| Hispanic |  |  |  |  | X | X |  |  |
| Native American/Alaskan Native |  |  |  |  | X | X |  |  |
| White | X | X |  |  | X | X |  |  |
| Multiracial |  |  |  |  | X | X |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  | X | X |  |  |
| Limited English Proficiency |  |  |  |  | X | X |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  | 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?**  This field experience required me to design a data overview for our school showing an area of strength and detailing an area of weakness. I learned that there is a lot of data to pick from, and narrowing down an area of need in very difficult. In addition, preparing a data overview for an audience of my peers is a tricky process. I wanted to avoid placing blame and stick to the facts, so a productive discussion would ensue. |
| **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.)**  This learning is important because technology leaders need to know the importance of using data effectively to inform instruction. Additionally, technology leaders need to be able to choose specific data stories and use them effectively to influence positive instructional change at their schools. This project helped me develop a neutral, student-focused disposition when having data discussions. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  Presenting this data overview to my faculty will give our staff an opportunity to dig in to an area of need at our school, and it will help me to learn how to more effectively facilitate data conversations. Student learning will be impacted by increased student achievement in Science in grades 3,4, and 5, and it will be measured by the Georgia Milestones assessment this spring. |