**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Sherry Graham | **Mentor/Title:** Cynthia Winter/ Assistant Principal | **School/District:** Powder Springs Elementary/Cobb County |
| **Field Experience/Assignment:** Data Overview | **Course:** ITEC 7305Data Analysis and School Improvement | **Professor/Semester:** Dr. Padgett-Harrison/Spring 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 2/23/14 | Reviewed Powder Springs Elementary Data Overview to determine a weakness with school data that needs improvement. Determined research-based strategies to achieve student-learning goals and to involve the community. [6 Hours] | PSC 1a-d, 2a, d, e, 3c, 4a-d |
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|  | Total Hours: [6 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 |  |  |
| Native American/Alaskan Native | X | X |  |  |  |  |  |  |
| White | X |  |  |  | x | x |  |  |
| Multiracial | X | X |  |  | 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?**  When completing the Data Overview, I created a summary of student achievement results based on the Georgia CRCT by locating and reviewing demographic and student achievement data for my school. The Data Overview included three years of longitudinal data for comparison, and I created graphs to visually represent pertinent data. Overall, the Data Overview summarized reading, ELA, science, social studies and math CRCT data as well as the Georgia 5th Grade Writing Assessment data from the school year 2010-2011 to the school year 2012-2013. The summary also highlighted strengths and weaknesses that were derived from the analyzing the data. The Data Overview ended with possible discussion questions that could guide the school's "next steps" conversation.  This field experience gave me the opportunity to examine Powder Spring Elementary data to pinpoint weaknesses in learning strategies, leading to solutions. It also helped me to find ways to initiate change within the school and effective ways to implement learning strategies. This analysis of whole school data gave me insight to what a school leader needs to do to evaluate and make changes to improve student achievement. This task helped me to better evaluate data to evaluate student achievement gaps which I will need when serving in a leadership position in my school. |
| **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 was able to retrieve data from standardized testing and analyze it to determine trends. The learning gained from this field experience gave me the opportunity to collect and analyze student achievement data from statewide testing within my school. I interpreted results and communicated those results through a visual PowerPoint presentation. This involved the use of digital tools and resources. was to determine the strengths and weaknesses in our school performance and maximize student learning to address those strengths and weaknesses |
| **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 could impact school improvement at Powder Springs because it analyzes data from statewide testing and determines areas of strength and weakness. It also can promote faculty development, because it identifies specific areas that can be focused on within the school to improve student performance. Student learning also is impacted due to this field experience because analysis of data resulted in the surfacing of trends directly related to student learning. This impact can be assessed through the analysis of future CRCT assessments. |