

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Ke'Ondra Clark	Mentor/Title: Dr. Tameika Grizzle/STEM Teacher	School/District: Harmony-Leland Elementary School/Cobb County
Field Experience/Assignment: Data Overview Project	Course: ITEC 7305 Data Analysis & School Improvement	Professor/Semester: Dr. Davis/Fall 2019

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
11/12 /19	Performed initial research into data. Collected data using CCRPI, GADOE, and CCSD sites. [4 hours]	PSC 2.7, 2.8	ISTE 2g, 2h
11/13 /19	Outlined data project. Created charts for aggregated demographic and assessment data. [6 hours]	PSC 2.7, 2.8	ISTE 2g, 2h
11/14 /19	Data Overview – Completed aggregated data analysis; began disaggregated data analysis and created relevant charts and tables. [5 hours]	PSC 2.7, 2.8	ISTE 2g, 2h
11/15 /19	Data Overview – Disaggregated assessment data and created relevant charts and tables. [2 hours]	PSC 2.7, 2.8	ISTE 2g, 2h
11/16 /19	Data Overview – Outlined strengths and weaknesses in data. Analyzed and recommended instructional strategies. Wrote and recorded narration. Exported and uploaded video. [3 hours]	PSC 2.7, 2.8, 5.1	ISTE 2g, 2h, 4a
11/17 /19	Data Overview – Revised presentation with additional disaggregated data and revised strengths and weaknesses. Rerecorded necessary audio. [1 hour]	PSC 2.7, 2.8, 5.1	ISTE 2g, 2h, 4a
	Total Hours: [21 hours]		

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		
Multiracial						x		
Subgroups:								
Students with Disabilities						x		
Limited English Proficiency						x		
Eligible for Free/Reduced Meals						x		

Part II: Reflection

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 had to collect, analyze, present, and interpret a wide variety of demographic, attendance, enrollment, and assessment data to identify trends and learning needs that will be useful for developing instructional initiatives at my school. I chose to focus on Math for this particular project and geared it to 3rd, 4th, and 5th grade scores for the Georgia Milestones. The process began with identifying data sources, collecting and analyzing data, identifying a learning need, creating charts, tables, and other visuals, developing a presentation, and recording a narrative. This was an extremely time-consuming project with lots of details. Through this experience, I learned that working with technology to perform the data analysis process can be tedious but also fascinating. Once I developed some proficiency with the tools, I found that there is also a lot of creativity needed in both the analysis and presentation of the data. A good technology leader would need to use both analytical and creative skills to make a convincing case.

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 had to use a variety of technology tools to complete the Data Overview project. I increased my knowledge and skills by using online data systems such as the Georgia Department of Education CCRPI Index, the Governor's Office of Student Achievement, the State Longitudinal Data System, and local school data sources. I also improved my skills with Excel to analyze data and create visuals including charts and tables to represent data and Powerpoint to create a presentation that would communicate all of the findings. In terms of the data itself, I learned how to analyze data to find trends and patterns and to identify student learning gaps. The final element of this project was to make recommendations about appropriate interventions that would help students improve success on the 3rd, 4th, and 5th grade Georgia Milestones Test. As of my dispositions, I am more eager to engage in data analysis and also feel that I have a greater understanding of recognizing its importance.

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 have a great impact on student learning as long as the data is used by the appropriate school leaders and teachers. I believe that the data makes a convincing case that we need to do more to support students who struggle with math at our school while also challenging all students to increase their math skills. If the data and strategies that were presented in the Action Plans are carefully implemented, we will begin to see a rewarding increase in math skills demonstrated by formative, summative, and district tests. We will become closure to reaching our goals and encouraging academic success for students across the board.