STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Ariel Flinn	**Mentor/Title:** Heather Rogers/Teacher	**School/District:** Findley Oaks Elementary/Fulton County
Field Experience/Assignment: Technology Planning Project	**Course:** ITEC 7305: Data Analysis and School Improvement	**Professor/Semester:** Judith Jones/Spring 2014

Part I: Log

Date(s)	Activity/Time	PSC Standard
2/28/2014	Met with Curriculum Support Teacher to help identify various instructional initiatives in the school [½ hour]	2.8, 6.1, 6.3
3/3/2014	Completed Instructional Initiatives Inventory [½ hour]	2.8, 5.1, 5.3, 6.3
3/4/2014	Explored how the data team could support the instructional initiatives [½ hour]	2.8, 5.1, 5.3, 6.1, 6.2, 6.3
	Total Hours: [1 ½ 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	x						
Black	x	x						
Hispanic	x	x						
Native American/Alaskan Native								
White	x	x						
Multiracial	x	x						
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

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?

In this field experience, I took an inventory of the various instructional initiatives occurring simultaneously at my school, along with the assistance of our school's Curriculum Support Teacher. This was very enlightening, because as a Music teacher I am not involved with a majority of these initiatives. I then reflected on each initiative, and explored various ways in which the data team would be able to support the teachers and the school with these initiatives, rather than compete for time or resources.

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.)**

As a technology leader and data coach, I should know about these various instructional initiatives so that I can find ways to apply effective use of digital tools and resources to systematically collect and analyze data, interpret results, communicate findings, and implement appropriate interventions to improve instructional practice and maximize student learning from these various instructional initiatives. I should be able to reflect on professional practices, such as the instructional initiatives of the school, to improve and strengthen my ability to effectively model and facilitate technology-enhanced experiences, such as leading the data team in analyzing data from these various initiatives. Lastly, I should demonstrate continual growth in knowledge, such as seeking the expertise of another (in this case, my school CST) and apply that knowledge to improve personal productivity and professional practice, both for myself and also for the school, i.e. in my capacity as a data coach.

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 would be very beneficial for the school, in that now I have discovered a way for the data team to assist teachers in uncovering the data from the initiatives they are trying in their classrooms. This could provide a means to divide the labor of interpreting the data from these various initiatives so that the teachers do not feel like they have to disaggregate and analyze the data on their own. It could also provide a means for uncovering overarching student learning problems, as teachers in isolation would not be able to find these broad patterns from the data from their classes alone. The

impact can be measured in the improved student achievement that would result from the data team uncovering student learning problems, verifying causes, and exploring different solutions.