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
3/14/2014	Met with Curriculum Support Teacher (CST) and principal to idenfity data sources [½ hour]	2.8, 5.1, 6.1, 6.2, 6.3
3/18/2014	Completed Data Inventory [1 ½ hours]	2.8, 5.1, 6.1, 6.2, 6.3
	Total Hours: [2 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				x		
Black	X	X				x		
Hispanic	X	X				x		
Native American/Alaskan Native								
White	X	X				x		
Multiracial	X	X				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?**

In this field experience, I worked with the school Curriculum Support Teacher (CST) and principal to identify and take inventory of the various student data sources available to our school as well as a "wish list" of data. In taking this inventory, I realized that we have several sources of data, and tend to prioritize the district- and state-level sources of data. This was very enlightening, because as a Music teacher I am not involved with a majority of these data sources. I then reflected on each data source and examined ways we can use them more effectively to improve student achievement. In creating the data wish list, we thought of ways to collect data that might highlight otherwise unknown divisions among students in order to then identify potential achievement gaps within those groups and start working towards closing those achievement gaps.

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 data sources so that I can find ways to apply effective use of digital tools and resources to systematically analyze that 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 way our school uses the data at our disposal, 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 to effectively identify student-learning problems and find solutions. Lastly, I should demonstrate continual growth in knowledge, such as seeking the expertise of another (in this case, my school CST and principal) 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 finding more effective uses for the data at our disposal, and to begin tracking data on sources that we previously did not track. It could also provide a means for uncovering overarching student learning problems, as the current use of data is not working to its fullest extent. 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.