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	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
3/27/2014	Met with administration to request various sources of data [¼ hour]	2.8, 3.7, 4.3, 6.1, 6.2, 6.3	2h, 3g, 5c, 6a, 6b, 6c
4/14/2014	Met with administration to gather various sources of data [½ hour]	2.8, 3.7, 4.3, 6.1, 6.2, 6.3	2h, 3g, 5c, 6a, 6b, 6c
4/16/2014	Completed draft of data overview [2 hours]	2.8, 3.7, 4.3, 6.1, 6.2, 6.3	2h, 3g, 5c, 6a, 6b, 6c
4/17/2014	Met with administration to go over draft of data overview [1/2 hour]	2.8, 3.7, 4.3, 6.1, 6.2, 6.3	2h, 3g, 5c, 6a, 6b, 6c
4/17/2014	Completed final draft of data overview [2 ¼ hours]	2.8, 3.7, 4.3, 6.1, 6.2, 6.3	2h, 3g, 5c, 6a, 6b, 6c
	Total Hours: [5 ½]		

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 learned how to acquire and analyze data in a way that would reveal strengths and weaknesses within our school. I learned how to turn various data points into presentation that told a story from beginning to end, and how to find discussion point to stimulate conversation among the staff. I learned how to use PowerPoint and Excel to create various types of charts and graphs. I also used Screencast-O-Matic to create a screen-capture version of the presentation, complete with narration. I learned how to analyze data from a leadership perspective to inspire change in the 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.)**

As a technology leader and data coach, I should know about how to use PowerPoint and Excel to visually display and analyze data 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 learning to use familiar tools like PowerPoint and Excel in new ways, 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 used this data to uncover various achievement gaps. It could also provide a way to get teachers thinking about achievement data in a new way, i.e. considering different performances and achievement gaps among the various subgroups. The impact can be measured in the improved student achievement that would result from the faculty discovering previously unknown achievement gaps, verifying causes, and exploring different solutions.