STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Ariel Flinn	Mentor/Title: Heather Rogers/Teacher	School/District: Findley Oaks Elementary/Fulton County Schools
Field Experience/Assignment: Action Plan Part 1	**Course:** ITEC 7305	**Professor/Semester:** Judith Jones/Spring 2014

Part I: Log

Date(s)	Activity/Time	PSC Standard
4/24/2014	Consulted with CST and School Principal on Action Plan [½ hour]	1.2, 1.3, 1.4, 2.2, 2.5, 2.7, 2.8, 3.7, 5.1, 5.3, 6.1, 6.2, 6.3
4/27/2014	Completed Action Plan [1 hour]	1.2, 1.3, 1.4, 2.2, 2.5, 2.7, 2.8, 3.7, 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		
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 took the sum of my learning throughout this semester to both analyze data from the previous Data Overview to determine a student learning problem and to create a student learning goal to address that problem. When creating the goal, I made sure to include both improvement goals and proficiency goals. When creating strategies to address the goal, I added both professional development and a specific instructional strategy. This field experience helped me as a future data team leader use technology (word processing template) to create a formal action plan to address a student learning problem specific to my school, including a specific goal, different strategies, funding, implementation, monitoring, and community involvement.

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 team leader/coach, this experience helped me demonstrate my knowledge of how to analyze student achievement data, interpret results, and implement appropriate interventions to improve instructional practice and maximize student learning, as clearly outlined in the action plan. This experience helped me learn how to facilitate the design, development, implementation, communication, and evaluation of a strategic plan directly related to improving student learning based on the data that was analyzed, as described above. Finally, this experience gave me a chance to demonstrate continual growth in knowledge and skills and apply them to improve personal productivity and professional practice, as I was able to apply the knowledge I gained through this course to develop an action plan for improving student learning at my school.

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 has the potential to directly lead to improvement in student learning if the school does indeed implement the action plan outlined above. The plan calls for a change in instruction that can be controlled within the school environment and was created for the sole purpose of improvement in student learning. As outlined in the action plan, this impact can be assessed in the Short-term via weekly classroom assessments to measure improvement, medium-term via DRA assessment (compare pre-scores, mid-point scores, and post-scores), and long-term via CRCT scores.