

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 2	Course: ITEC 7305: Data Analysis and School Improvement	Professor/Semester: Judith Jones/Spring 2014

Part I: Log

Date(s)	Activity/Time	PSC Standard
4/29/2014	Reviewed Data Coach's Guide tasks and activities to complete Action Plan Part 2 [3 hours]	1.2, 1.4, 2.8, 3.6, 6.1, 6.2, 6.3
	Total Hours: [3 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	X		
Black	X	X			X	X		
Hispanic	X	X			X	X		
Native American/Alaskan Native								
White	X	X			X	X		
Multiracial	X	X			X	X		
Subgroups:								
Students with Disabilities					X	X		
Limited English Proficiency					X	X		
Eligible for Free/Reduced Meals					X	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 applied my knowledge of the Using Data Process of Collaborative Inquiry that I gained through this course to design a two-year rollout plan for my school's data team, including tasks and activities I found pertinent to our own school situation. I chose activities and tasks that apply specifically to our school, adjusted time allotments based on our needs, adjusted the amount of resources for each activity (eliminated unneeded and redundant materials), designed meetings around standard schedule (2 meetings/month) and length (1 to 1 ½ hours), allowed for occasional check-in with administration, and determined which activities to do within meetings and on their own between meetings. As a future data coach, this experience was invaluable as we now have a complete calendar of steps for implementing the UDP in our school and I was able to gain experience acting as a leader would when designing this plan.

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.)

This field experience gave me an opportunity to gain knowledge about the process of researching, recommending, and implementing strategies for managing the change process in schools, because that is exactly what the UDP will cause in our school – a change in the process that we use to look at data to improve student achievement. I now also know how to facilitate the effective use of digital tools and resources, such as those outlined in the UDP materials, to systematically collect and analyze student achievement data, interpret results, communicate findings, and implement appropriate interventions to improve instructional practice and maximize student learning, because this field experience dealt with outlining a step-by-step plan to facilitate the UDP in our school, which will lead to all those changes. Finally, this field experience allowed me to demonstrate continual growth in knowledge and skills of data analysis and leadership and apply them to improve personal productivity and professional practice by applying what I have gained throughout this course to creating a detailed action plan for step-by-step rollout of the UDP.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

The purpose of this field experience was to learn how to facilitate the use of a process that was designed specifically to lead to improvement in student achievement. It also outlines steps for faculty development, specifically for data team members. The impact of this field experience can be assessed through the data collection that is built-in and explained throughout the plan that is outlined in this project to determine improvement in student achievement.