**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Miranda L. Jacobs | **Mentor/Title:** Mr. Herrin/Teacher | **School/District:** Ware County Learning Center/Ware County Schools |
| **Field Experience/Assignment:** Data Overview | **Course:** ITEC 7305 Data Analysis & School Improvement | **Professor/Semester:** Dr. Judith Jones/Summer 2019 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 5/10/2019 | Setting the Data Overview purpose/drafting questions [1 hour] | PSC 2.8, 3.7, 4.2, 5.1, 6.3 | ISTE 2e, 2h, 3g, 4a, 4b, 5b, 6b |
| 5/11/2019 | Gathering Data/Creating Charts/Graphs [5 hours] | PSC 2.8, 3.7, 4.2, 5.1, 6.3 | ISTE 2e, 2h, 3g, 4a, 4b, 5b, 6b |
| 5/12/2019 | Drafting PowerPoint Presentation [ 3] | PSC 2.8, 3.7, 4.2, 5.1, 6.3 | ISTE 2e, 2h, 3g, 4a, 4b, 5b, 6b |
| 5/14/2019 | Compiling presentation together, modifying graphs, drafting transcript for data discussion of slides, develop next steps of action [4 hours] | PSC 2.8, 3.7, 4.2, 5.1, 6.3 | ISTE 2e, 2h, 3g, 4a, 4b, 5b, 6b |
| 5/15/2019 | Editing PowerPoint Presentation & recording presentation, uploading presentation [2 hours] | PSC 2.8, 3.7, 4.2, 5.1, 6.3 | ISTE 2e, 2h, 3g, 4a, 4b, 5b, 6b |
|  | Total Hours: [15 hours] |  |  |

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| **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 |  |
| 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**

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| **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?** For this field experience, I completed a Data Overview analyzing 8th-grade math Georgia End of Grade Milestone Assessment of Waycross Middle School and compared the data to the Ware County School District 8th-grade data and the state of Georgia 8th-grade data. I learned how to drill down data and look at student subgroups to further analyze student data, seeing which groups are performing well and what group need improvement. I also learned that the teacher’s years of experience/qualifications and student attendance data have a critical role in student performance. This learning experience has taught me the importance of analyzing student data for the overall success of students learning. |
| **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 learning related to the knowledge of me understanding how to collect and analyze student achievement data, attendance data, interpret results, communicate findings with peers, and know where/ how to access the data. I had to have the skills of using digital tools and resources to analyze the student data and create charts, graphs, and a PowerPoint Presentation, as well as recording a digital video of myself explaining that student assessment data during my PowerPoint Presentation. I believe it is vital to collect and analyze student achievement data, and this field experience allowed me to gain a deeper understanding of analyzing student data. I also must know how to utilize digital tools, model, and facilitate the safe, healthy, legal, and ethical use of digital information and technologies when accessing student data and communicating my findings. As a technology facilitator/leader, I must be enthused about analyzing student data and encourage and teach my colleagues how to analyze student achievement data for the improvement of student learning and the overall growth of the 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 impacted school improvement, faculty development, and student learning positively. With the analyzing of data, as a math teacher, I know what areas students need to show improvement in and what subgroups need improvement. Faculty developed is impacted because the 8th-grade math teachers have student data over three years seeing the changes and using that information to implement research-based practices to improve studentlearning. |