**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate: Stuart Ogburn** | **Mentor/Title:** Sandra Logan / Academic Coach | **School/District:** Norton Park Elementary School/Cobb County |
| **Field Experience/Assignment:** Data Overview | **Course:** EDL 7305 Data Analysis & School Improvement | **Professor/Semester:** Michael Rotjan /Fall 2015 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| **11/15/15** | Located and review demographic and student achievement data (6 hours) | 1.2, 2.8, 2.7, 3.2, 5.2, 6.2, 6.3 | 3a, 5a, 5b, 5c, 5d |
| 11/16/15  11/17/15  11/21/15 | Organized andreated a data overview with relevant displays (12 hours) | 1.2, 2.8, 2.7, 3.2, 5.2, 6.2, 6.3 | 3a, 5a, 5b, 5c, 5d |
| 11/22/15 | Prepared and Recorded Data Overview Presentation (2 hours) | 1.2, 2.8, 2.7, 3.2, 5.2, 6.2, 6.3 | 3a, 5a, 5b, 5c, 5d |
|  | Total Hours: 20 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 | X |  |  |  |  |  |  |
| Black | X | X |  |  |  |  |  |  |
| Hispanic | X | X |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White | X | X |  |  |  |  |  |  |
| Multiracial | X | X |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

**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?**  This filed experience involved creating a Data Overview based on the Georgia Milestones Assessment. The Data Overview was then presented to my administrators. Following the presentation a discussion was held about the findings and how to determine the strengths and weaknesses within the student performance.  By completing this field experience I was made more aware of the amount of effort that it takes in order to collect, interpret and apply data. I also learned how to create appropriate graphs that present data in an effect manner. |
| **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 facilitator or leader one must be able to collect and analyze data in order to further student improvement and to apply the data collected to technology. You must have a skillset that allows you to build appropriate graphs in order to effectively present data to the staff and to use the data presented as a way to improve learning and teaching. You must also have an extensive knowledge of the technology resources available and be able to present those resources in an easy to understand format. In order to be an effective leader you must be patient with those who are slower to understand the concepts being present and you must give off a level of passion for what you are trying to implement within your school. This allows teachers and staff to feel that they can ask questions freely and inspires them to get inspired about your cause. |
| **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 improvements through the use of the Data Overview. It allowed us to discover our school strength, weakness, and achievement gaps and encouraged discussion on how best to move forward in the future. Organizing this data is the first step into creating a plan that uses the data to improve learning and teaching. This project has also sparked interest in the area of technology integration. Teachers in my school are beginning to realize the vital role that technology can play by inspiring students to learn and to grow in a format that is best suited for their learning needs. |