**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

|  |  |  |
| --- | --- | --- |
| **Candidate:** Jamey Bearden | **Mentor/Title:** Neil Harrison / CTAE Director | **School/District:** Dawson County High School / Dawson County |
| **Field Experience/Assignment:**  Data Overview | **Course:**  ITEC 7305 | **Professor/Semester:** Dr. Michael Rotjan |

**Part I: Log**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| **10/24 – 10/25** | Researched Data to create Data Overview (10 hours) | 1.2, 1.4, 2.2, 2.8, 6.1, 6.2, 6.3 | 1b, 1d, 6b, 6c, |
| **10/26-10/27** | Reviewed and interpreted data that I collected to create overview  (8 hours) | 1.2, 1.4, 2.2, 2.8, 6.1, 6.2, 6.3 | 1b, 1d, 6b, 6c, |
| **10/28-10/30** | Created Digital Presentation to present data findings  10 hours | 1.2, 1.4, 2.2, 2.8, 6.1, 6.2, 6.3 | 1b, 1d, 6b, 6c, |
| **10/31** | Presented Finalized Data Overview to Administration  2 hours | 1.2, 1.4, 2.2, 2.8, 6.1, 6.2, 6.3 | 1b, 1d, 6b, 6c, |
|  | Total Hours: | 30 |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |
| Hispanic |  |  |  | X |  |  |  | X |
| Native American/Alaskan Native |  |  |  |  |  |  |  | X |
| White |  |  |  | X |  |  |  | X |
| Multiracial |  |  |  | X |  |  |  | X |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  | X |
| Limited English Proficiency |  |  |  | X |  |  |  | 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?**  Through this field experience I was able to learn about the data collecting and data interpretation process. I had to find the appropriate resources to collect meaningful and appropriate data. I then reviewed and interpreted the data that I collected by entering the data into spreadsheets. I used the spreadsheets to create visual graphs and charts for the presentation that I created to present to the faculty and administration of DCHS.  I learned how to successfully read and interpret data to identify areas of strengths and weaknesses in our school. Through this experience, I also developed a better understanding of the data collecting process and what these results meant and how they affected not just the subject areas from which the data was collected. I also learned how to effectively interpret these results to start the process in improving areas of weakness. |
| **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.)**  In order to be an affective technology coach (TC), you need to know how to effectively locate, collect and interpret school data. An effective technology coach must be able to visually present the information in a meaningful and impactful way that promotes a process of change (if needed). A TC should be able to start this process. In order to be a technology leader you need to be able to understand the data provided to the school. I TC must also be able to present this information ina way to promote understanding and support the school and the school environment to crate buy-in and in order to receive effective feedback. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  The Data Overview that I created greatly impacted school improvement, faculty development and student learning at DCHS. The information that I presented analyzed and identified areas of success and areas of weakness. By compiling this information into one presentation, the questioning process begun. As a faculty we were able to question why certain scores were higher or lower and brainstorm reasons and solutions for improvement. This process greatly impacted faculty development because we began to offer professional learning to improve areas of weakness or to offer teachers better strategies that they could incorporate to maximize and improve student learning. The overall process impacted school improvement because that is what it was designed to do –to facilitate the change process for better.  The impact can be assessed through new data – student test scores, attendance rates and anything measureable that influenced the original data. The impact can be assessed in the amount of faculty developed that is now offered to help areas of weakness. Administration can assess impact by looking for incorporated strategies from faculty development in their TKES walkthroughs. |