STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Lilly Hanna	Mentor/Title: Sandra Lake/Technology Coach	School/District: Brumby/Cobb
Field Experience/Assignment: Data Overview	**Course: ITEC 7305-Data Analysis & School Improvement**	**Professor/Semester: Dr. Wright/Summer 2019**

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
June 11-13	Reviewed resources and collected relevant school data [6 hours]	2.7, 2.8, 3.7, 4.1, 4.2, 6.1, 6.2, 6.3	2g, 2h, 3b, 3f, 3, 4a, 5a, 5b, 6.a, 6b, 6c
June 18	Disaggregated data [2 hours]	2.7, 2.8, 3.7, 4.1, 4.2, 5.3, 6.1, 6.2, 6.3	2g, 2h, 3b, 3f, 3, 4a, 5a, 5b, 6.a, 6b, 6c
July 10	Reviewed data and determined the direction of my presentation [2 hours]	2.7, 2.8, 3.7, 4.1, 4.2, 5.3, 6.1, 6.2, 6.3	2g, 2h, 3b, 3f, 3, 4a, 5a, 5b, 6.a, 6b, 6c
July 11	Created graphs for Data overview presentation [5 hours]	2.7, 2.8, 3.7, 4.1, 4.2, 4.3, 5.2, 5.3, 6.1, 6.2, 6.3	2g, 2h, 3b, 3f, 3, 4a, 5a, 5b, 6.a, 6b, 6c
July 13	Designed PowerPoint for Data overview [4 hours]	2.7, 2.8, 3.7, 4.1, 4.2, 4.3, 5.2, 5.3, 6.1, 6.2, 6.3	2g, 2h, 3b, 3f, 3, 4a, 5a, 5b, 6.a, 6b, 6c
July 15	Created a screencast to present Data overview [3 hours]	2.7, 2.8, 3.7, 4.1, 4.2, 4.3, 5.2, 5.3, 6.1, 6.2, 6.3	2g, 2h, 3b, 3f, 3, 4a, 5a, 5b, 6.a, 6b, 6c
	Total Hours: 22 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		X				X		
White		X				X		
Multiracial		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?

The field experience required me to gather data about my school and use that data to create a data overview. I learned that how technology can be useful in gathering, filtering, and disaggregating data. This field experience taught me how beneficial data is to a school, student success, and teacher instruction. The amount and data and the ways in which it can be filtered can be overwhelming as a leader. I see how it can be beneficial to look at the strengths and weaknesses.

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 there are some basic tools I feel I must know, excel is one of those tools. This field experienced challenged me to learn the ins and outs of excel. I learned the skill necessary to systematically collect and analyze data to support student achievement. I struggled with being able to show I was able to interpret results and I really failed at communicating findings. However, I have an attitude of wanting to preserver and be successful in the areas I was not. This attitude and enthusiasm will be useful as a technology leader as I will be challenged regularly to learn new skill and build knowledge.

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 will impact school improvement because I and four others are now inspired by the power of data. We have evolved into a new dimension in our careers and because we have learned this together we are spreading our enthusiasm with others. We want to make changes that will impact student learning at our school. I am now aware of some important math strengths and weakness that will now drive my instruction. I plan to collaborate more with classroom teachers and create authentic learning opportunities for all students. The impact can be assessed by MI assessment and the end of grade mathematics Milestones.