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| Lakeside Middle SchoolData InventoryChris Carlisle |
| **Data Source** | **Content Area** | **Dates of Collection** | **Students Assessed** | **Accessibility** | **Current Data Use** | **More Effective Use** |
| Georgia Criterion Referenced Competency Test | Reading, Language Arts, Math, Science, Social Studies | April (results in late May) | Grades 6-8 | Teachers, administrators | This assessment is given in mid-April. The following year teachers can access the scores of their students from the previous year. Early in the school year, grade level content area teams are given data about the new batch of students. Teams decide on which content and standards to focus on in the upcoming year.  | Ideally, teachers should receive a copy of their student’s tests to get a better idea of which types of questions their students are struggling with. If this is not an option then data about how their kids performed in the various content areas would be useful.  |
| Interim Assessment | Science, Math | Pre-test in September, Post-test in March. | Grades 6-8 | Teachers, Administrators | Student benchmarking and retention decisions | Inform instruction |
| ACCESS | ELL  | February | Grades 6-8  | ESOL department head, Administrators | Student Placement and accommodations  | Allow teacher input into student placement. Allow teachers to view results. |
| Writing Assessment | ELA | January | Grades 6-8Required for all Georgia 8th graders. My school designates the test as a “Practice Test” for grades 6-7. | Teachers and Administrators | Gather information, inform instruction, prepare students for open ended questions | Gather information, inform instruction, and prepare students for open ended questions. Plus, make this assessment count as a Summative Grade. Students don’t give the exam their best effort if they know the grade won’t count.  |
| NAEP | Reading, Math | February | 8th Graders | US Department of Education | This is a federally mandated test designed to assess [“what American students know and can do in core subjects.”](http://en.wikipedia.org/wiki/National_Assessment_of_Educational_Progress)  The information goes into an annual report call “The Nation’s Report Card” | Allow teachers to see their students’ test results.  |
| ITBS | Reading, Math | Alternating years, test given in the Fall. | 6-8 | Administrators | Inform instruction | Item analysis |
| Content Area Common Assessments | ELA, Math, Science, and Social Studies | 2 per semester, one must the the mid-term | 6-8 | Teachers, administrators | Inform instruction, item analysis | Inform instruction, item analysis |
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| **Other Student-Level Information**What other student-level information does your school collect? |
| Race, ethnicity | Disability | Attendance |
| English proficiency  | Retention | Socioeconomic status |
| Previous schools attended | Siblings | Special education accommodations |
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| **Data Wish List**Are there any other types of assessment data you would like to see your school collect and use to improve instruction? |
| Date entered US if born in another country | Parents’ language proficiency  |
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**STRUCTURED
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chris Carlisle | **Mentor/Title:** Tom Burks/ITS | **School/District:** Lakeside Middle School/Forsyth County |
| **Field Experience/Assignment:**Impact on Student Learning/Data Inventory | **Course:**ITEC 7305 Data Analysis and School Improvement | **Professor/Semester:**Dr. Jones/Spring 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| **SAMPLE**3/14/14 | Researched school calendar, data folder on the school share, and reflected on my schools current use of data.[2 hours] | 1.2, 2.7, 2.8 |
| 3/16/14 | Reflection on how our school might make more effective use of data. [1 hour] | 2.7, 2.8, 6.1 |
| 3/18/14 | Completed Data Inventory [1 hour] | 1.2,  |
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|  | Total Hours: [4 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 |  |
|  Hispanic |  |  |  |  |  |  | X |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  |  |  |  |  |  | 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?**In this field experience, I completed part 3 of the Impact on Student Learning Assessment**.** In this activity I had to gather information about all types of data that my school collects on our students. When accumulating assessment data, I had to categorize information in terms of content area, dates of collection, students assessed, and who has access to the data. I also had to reflect on how we currently use this data, and how we might make better use of it in the future. It was an eye opening process to see how much more students are tested now compared to when I was a in school.  |
| **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 coach I must continuously learn about digital tools. My interaction with spreadsheets during this module facilitated that skill. I must also have a thorough understanding of all types of assessments, including diagnostic and summative. During this field experience, I had to analyze many of these assessments to determine how we might better use the data to improve learning. Technology coaches must also be able to make use of digital tools and resources to collect and analyze student achievement data. By researching and locating this information at my school, I am now more versed about the data available to teachers. I am now more prepared to make suggestions about how we can make better use of this information.  |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**Throughout this course we have been learning how data should be used, and how it is typically misused. In this field experience I had to closely examine how my school is currently using data and reflect on how we might make better use it in the future. This new knowledge, combined with reflection of our current uses, will allow me to make recommendations that will help improve our school. The impact of this improvement will be identifiable if my suggestions for “more effective uses” of data are implemented.  |