**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:** Multimedia Design Project | **Course:** ITEC 7305 Data Analysis and School Improvement | **Professor/Semester:** Judi Jones/Spring 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 2/12/14 | Completed the first component of the Impact on Student Learning Assessment – the Data Team Summary  1. Locate my school’s vision and embed a copy of it into this document. Create a Wordle for the vision. (1.5 hours) | PSC  1.3 |
| 2/13/14 | Completed the first component of the Impact on Student Learning Assessment – the Data Team Summary  2) Meet with and evaluate members of my school’s Data Team. Study course texts and other related materials to answer the question- How can your school’s data team use data to measure meaningful progress toward realization of your school’s vision? (3 hours) | PSC  1.3, 2.8 |
| 2/13/14 | Completed the first component of the Impact on Student Learning Assessment – the Data Team Summary  3) Discuss with the Data Team leader in my school about their purpose, function and role. Read and refer to course texts and other media content to learn about and define the purpose and roles of my data team. (3 hours) | PSC  1.3, 4.2 |
| 2/15/14 | Completed the first component of the Impact on Student Learning Assessment – the Data Team Summary  4)Conversations with members of my school data team and reading and reference of course texts and content to learn about how to form a Data Team, the rationale for using a data team, and the implementation of school structures that allow data teams to function successfully. (5 hours) | PSC  1.3, 2.8 |
| 2/16/14 | Completed the first component of the Impact on Student Learning Assessment – the Data Team Summary  5) Discuss school and community outreach with my school’s data team leader. Create an outreach plan describing various audiences necessary for successfully incorporating the collaborative inquiry process. (3 hours) | PSC  1.3, 4.2, 4.3 |
|  | Total Hours: [15.5 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 |  |  |  |  |  |  | X |  |
| 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?**  Effective leadership comes in many forms. In this field experience I learned that creating a data team and beginning the process of collaborative data inquiry takes a well-informed individual who is savvy enough to recognize the danger inherent in using data incorrectly. This person should possesses both practical understanding of using data and common sense shrewdness that will allow him/her to change a school culture in the age of accountability and data. The Using Data Process is a great tool for data coaches looking to begin to use data effectively. |
| **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 experience required me to research a program called UDP (Using Data Process) as a way to create, develop and promote collaborative inquiry of data to improve student learning. Along the way I gained knowledge into a proven process of data team design. During the process I gained valuable insight into the requisite skills and dispositions required of data team leaders to create and sustain a robust, authentic data team to inform and improve instruction for levels of students.  This learning experience prepared me to create a foundation to build a data team that will model and facilitate the effective use of data resources. I learned how to systematically collect and analyze student achievement data and developed a framework to communicate results recommendations. This work will manifest as improvement in student learning for students in my building. |
| **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 required me to build a data team focused on collaborative inquiry. Through this process I learned the importance of collaborative inquiry, and the importance of building a data team that gives all stakeholders a voice. Faculty development is embedded in the Using Data Process. (Love, Stiles, Mundry & DiRanna, 2008) The impact of this process can be assessed through a longitudinal analysis of student performance. |