**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** |
| 2/28/14 | Meet with school administrator to gather information on instructional initiatives. (30 minutes) | 2.8 |
| 2//24/14-2/28/14 | Informal conversations with teachers in my building who are involved in various instructional initiatives and academic clubs. (one hour) | 1.2, 2.8 |
| 2/28/14 | Complete the instructional initiatives inventory. (1.5 hours) | 1.2, 2.8 |
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|  | Total Hours: [ 3 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?**    **In this field experience I became aware of the instructional initiatives currently going on in my school. Through conversations with administrators and those responsible for these instructional initiatives I inferred that it would be useful if data could be used as a way to evaluate the effectiveness of these instructional initiatives.** |
| **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.)**  **The accountability movement initiated by NCLB has made data collection and analysis a factor in the daily work of a teacher in K-12 public education. A technology coach who is experienced with data and data teams is essential in facilitating this implementation of data. An effective data coach, working within a Data Team, can access and make available different types of data, interpret results, communicate findings, and suggest improvements to maximize student learning.**  **Through conversations with colleagues, completion of the activities in this module, and reflection on how the Data Team can help support other instructional initiatives I discovered that the work of a Data Team can support and enhance the instructional initiatives currently underway in my building. I am in a better position facilitate a cultural shift toward using data effectively to support student learning.** |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  **Using data from students who are participating in various instructional initiatives can determine their effectiveness. If data shows, for instance, that students participating in instructional extension, are not improving (at least compared to the overall student population) then the program could be cut. Same with the CRCT Prep course. Or, are all the students who should be participating in these programs are participating? It’s not enough to offer instructional initiatives and programs and then hope that they will be attended by those who actually can benefit from them. A thorough data analysis could shed light on questions like Who is participating? Who is not participating? Are the participants improving? Is the program or initiative worthwhile? Should it be modified, developed further, or dropped? Through this field experience I feel that I could address these questions though the use of data and use the results to impact school improvement and student learning.** |