

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Amy Calley	Mentor/Title: Sandra Lake/Instructional Technology Coach	School/District: Brumby Elementary/Cobb County
Field Experience/Assignment: Data Overview	Course: ITEC 7305 Data Analysis & School Improvement	Professor/Semester: Dr. Jim Wright/Summer 2019

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
7/12-7/14/19	Collected school data concerning student and faculty populations and Georgia Milestones data reflecting 5 th grade Science scores [6 hours]	PSC 2.7, 2.8, 3.7, 4.1, 4.2, 6.1, 6.2, 6.3	ISTE 2g, 2h, 3b, 3f, 3, 4a, 6.a, 6b, 6c
7/14/19	Filtered and disaggregated Georgia Milestones data for 5 th Grade Science [7 hours]	PSC 2.7, 2.8, 3.7, 4.1, 4.2, 5.3, 6.1, 6.2, 6.3	ISTE 2g, 2h, 3b, 3f, 3, 4a, 5b, 6.a, 6b, 6c
7/15-7/17/19	Created Excel graphs based upon specific data from student/faculty populations and Georgia Milestones for PowerPoint slideshow [7 hours]	PSC 2.7, 2.8, 3.7, 4.1, 4.2, 5.3, 6.1, 6.2, 6.3	ISTE 2g, 2h, 3b, 3f, 3, 4a, 5b, 6.a, 6b, 6c
7/18-7/19/19	Created PowerPoint slideshow, including graphs and slide narrative, for the Data Overview project [4 hours]	PSC 2.7, 2.8, 3.7, 4.1, 4.2, 4.3, 5.2, 5.3, 6.1, 6.2, 6.3	ISTE 2g, 2h, 3b, 3f, 3, 4a, 5a, 5b, 6.a, 6b, 6c
7/20/19	Created narrative and screencast for the Data Overview project slideshow and uploaded to YouTube. [2 hours]	PSC 2.7, 2.8, 3.7, 4.1, 4.2, 4.3, 5.2, 5.3, 6.1, 6.2, 6.3	ISTE 2g, 2h, 3b, 3f, 3, 4a, 5a, 5b, 6.a, 6b, 6c
	Total Hours: [26 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		
Black		X				X		
Hispanic		X				X		
Native American/Alaskan Native								
White		X				X		
Multiracial		X				X		
Subgroups:								
Students with Disabilities						X		
Limited English Proficiency						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?

This field experience involved accessing data from school, county, and state resources, analyzing that data to determine student enrollments, attendance, and behavior as a whole and by subgroups, as well as faculty data. Specific data results from 5th grade Georgia Milestones assessment was also collected and analyzed. The data was used to create graphs depicting the results that could be further analyzed to determine strengths and weaknesses within 5th grade science achievement on the Milestones. The focus was numbers and percentages of students At and Above Proficiency (Proficient and Distinguished Learners), which helped identify the achievement gap among gender and subgroups such as ELL and SWD. The graphs and narrative/commentary describing the school population and test results were used to create a PowerPoint slideshow. A recording was also made using PowerPoint, which used an overall narrative to explain the slides and results. This Data Overview will be presented to administration and our academic coach at the beginning of the next school year to inform planning and instruction.

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.)

- 1) **Knowledge:** Knowledge of data analysis was gained as digital tools and resources were used to collect and analyze student achievement data, interpret results, communicate findings, and determine ways to inform and impact instructional practices related to Science. Knowledge of digital tools such as Excel and PowerPoint was also gained in developing the graphs, slideshow, and recording that can be communicated easily with administration, colleagues, students, and parents.
- 2) **Skills:** Skills in communicating and collaborating through digital tools was developed, as spreadsheets were analyzed to collect data and that data was communicated through a PowerPoint slideshow presentation. Skill acquisition is also reflective of continuous learning in that growth in knowledge and skills of data analysis is improving personal productivity and professional practice.
- 3) **Dispositions:** My confidence in data analysis and assessment has expanded immensely, since prior to this experience, I had little practice accessing or using data to inform instruction. I now feel confident in not only finding, analyzing, and interpreting data, but also in presenting and sharing that data as a member of a data team, as well as participating in professional learning opportunities to share my findings with other educators in order to inform instruction and assessment.

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 created through this field experience will be shared with administration, as well as our academic coach, to determine how the results can impact and inform Science instruction for 5th grade. Following, it will be shared with the 5th grade team, as well as the Core Extension team, to ensure awareness of the results, achievement gaps, and inform planning. Implementation of instructional initiatives will have an effect on student

achievement, and expansion of science activities into Core Extension 5th grade classes will have an impact as well. This impact can be measured initially by observation and questioning, as well as student surveys, and then by the results from the 2019-2020 Georgia Milestones Science assessment.