

# STRUCTURED

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Edith Wood	<b>Mentor/Title:</b> Naomi Schapley/English Teacher	<b>School/District:</b> North Paulding High School/Paulding County
<b>Field Experience/Assignment:</b> Data Overview	<b>Course:</b> ITEC 7305	<b>Professor/Semester:</b> Judith Jones

### Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
11/7/14 – 11/13/14	Charted SAT & GHSWT data in Excel 7 hr.	PSC 2.8, 6.1, 6.2, 6.3	NETS-C 2h, 6a, 6b, 6c
11/14/14	Charted GHSWT data in Excel. Located EOCT scores in 9 <sup>th</sup> and 11 <sup>th</sup> grade English and began charting this data in Excel. Disaggregated GHSWT by SWD, ED, and Gifted 7 hr.	PSC 2.8, 6.1, 6.2, 6.3	NETS-C 2h, 6a, 6b, 6c
11/15/2014	Polished charts and began powerpoint presentation. 1.75 hr.	PSC 2.8, 6.1, 6.2, 6.3	NETS-C 2h, 6a, 6b, 6c
11/16/14	Discovered my Excel spreadsheet was corrupted. Had to start over charting about 60% of my data. 3 hr.	PSC 2.8, 6.1, 6.2, 6.3	NETS-C 2h, 6a, 6b, 6c
11/17/14	Continued charting and polishing my data and adding to Powerpoint. 2 hr.	PSC 2.8, 6.1, 6.2, 6.3	NETS-C 2h, 6a, 6b, 6c
11/20/14	Polished my Powerpoint and analyzed my data. 1 hr.	PSC 2.8, 6.1, 6.2, 6.3	NETS-C 2h, 6a, 6b, 6c
11/22/2014	Composed and recorded narration on Powerpoint.presentation 3 hr.	PSC 2.8, 6.1, 6.2, 6.3	NETS-C 2h, 6a, 6b, 6c
	Total Hours: 23 hr., 45 min.		

<b>DIVERSITY</b>								
(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
<b>Race/Ethnicity:</b>								
Asian								x
Black				x				x
Hispanic				x				x
Native American/Alaskan Native								
White				x				x
Multiracial				x				x
<b>Subgroups:</b>								
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?**

In this field experience, I learned how to effectively chart and analyze data using spreadsheet software. I was able to obtain aggregated data for the GHSWT from my assistant principal for testing, but had to locate the SAT and EOCT data through my own initiative by searching the GA Dept. of Education website. My learning curve on creating effective tables to render good charts took a while and at one point my Excel file was corrupted and I had to start over. I learned to identify patterns and what is working at my school. I also learned to research best practices to improve student learning.

**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 experience taught me what I must know – how to locate the data I need to effectively analyze student learning. It taught me what I must be able to do – create charts that visually represent the data and facilitate understanding of the state of student learning and how to improve it. I learned that analyzing data takes a positive attitude and a belief that all students can learn regardless of race/ethnicity, socio-economic standing, or disability and communicating this belief to faculty is necessary for true improvement in instruction and learning. In this field experience, I improved my knowledge and the skills necessary to be an effective leader and coach.

**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 analyzed in this study was shared with the Professional Learning Committee on which I serve as a member. This team is made up of 12<sup>th</sup> grade English teachers, including the English Department Head. The information was used to spark discussions about what instructional strategies are working and plans have been made to contact area schools to learn what instructional practices they use that are effective. The Data Overview has also been shared with my administrators in hopes to spur further discussion on improving teaching and learning at NPHS. Due to the timing of this field experience coming right at the Thanksgiving break, I do not expect to get a response from them until we return to school in December.