Field Experience Log &Reflection
Instructional Technology Department

Candidate: Alena Zink	Mentor/Title: Tim Clark/ Coordinator of Instructional Technology	School/District: Shiloh Point/Forsyth County
Field Experience/Assignment: Data Analysis Project	Course: ITEC 7305 Data Analysis and School Improvement	Professor/Semester: Susan Padgett-Harrison / Summer 2014

Part I: Log

Date(s)	Activity/Time	PSC Standard, Element BOR Strand, Element NETS-A Standard, Element
June 28, 29 2014	• Explore a variety of online resources to pull demographic and CRCT data for the school for the past 4 years • Making sense of data: analyze aggregated data. (4 Hrs)	PSC 2.8 / ISTE 2h PSC 3.2 /ISTE 3b PSC 6.1 /ISTE 6a, b PSC 6
July 4, 5	• Develop a "story" to highlight strengths and weaknesses based on the data. • Develop visuals for the presentation • Write a script for the presentation (9 Hrs)	PSC 2.8 / ISTE 2h PSC 3.2 /ISTE 3b PSC 6.1 /ISTE 6a, b PSC 6
July 8	• Develop slides for the presentation. • Record voice-over for the presentation. • Upload the presentation to YouTube. (2 Hrs)	PSC 2.8 / ISTE 2h PSC 3.2 /ISTE 3b PSC 3.5 / ISTE 3e PSC 3.7/ ISTE 3g PSC 6.1 /ISTE 6a, b PSC 6
	Total Hours: [15 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								
Black								
Hispanic								
Native American/Alaskan Native								
White	X	X						
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

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?

The Data Analysis project was a field experience focused on analyzing the school demographic and CRCT data in the past four years. This filed experience was an opportunity for me to practice specific knowledge and skills obtained in the course. Looking for a "story" when analyzing numbers helped me understand where our school stands in regard to student academic performance in math. It was beneficial to go through each step of the data analysis process about which we learned throughout the course.

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.)**

Without completing the learning activities in all modules within the course, the success of this field experience would not be possible. Knowing how the data analysis process should be completed and then having an opportunity to practice each step were the key components that made this experience relevant and authentic.

This field experience helped me learn how to model and facilitate the effective use of digital tools and recourses to analyze student achievement data, interpret results, communicate findings, and encourage professional conversations about implementation of appropriate interventions to improve instructional practices and maximize student learning.

While working on this project, technical troubleshooting took place when developing and sharing the presentation online. Therefore, this experience gave me a chance to deal with basic software and hardware problems to be able to communicate my work with peers online.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

After it was created, the presentation was shared with the core leadership of our school. Since it included the data from 2014 CRCT assessments, I felt it would be beneficial to make a first step in disaggregating the data and share my observations with the administrators. Parts of the presentation will be used to communicate with teachers at the beginning of the year and help the data team leaders disaggregate the data even more and begin conversations about possible causes. The outcome of this filed experience will promote further work of the school Data Teams in the next school year.