STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Jennifer Burke	Mentor/Title: Karin Searls/Teacher	School/District: Centennial Academy / Atlanta Public Schools
Field Experience/ Assignment: Data overview and action plan development.	**Course:** ITEC 7305 Data Analysis	**Professor/Semester:** Jim Wright/Summer 2014

Part I: Log

Date(s)	Activity/Time	PSC Standard
6-17-14	Begin gathering and preparing 4th grade science CRCT test data from Governor's Office of Student Achievement website, determining what other data files might be needed. (2.5 HOURS)	PSC 1.4 / ISTE 1d PSC 2.8 / ISTE 2h
6-22-14	(4.5 HOURS) develop data team summary, describing roles and responsibilities of Instructional Leadership Team.	PSC 1.4 / ISTE 1d
6-26-14	(4.5 HOURS) develop inventory of data collection strategies currently in use at Centennial Place Elementary	PSC 1.4 / ISTE 1d
6-27-14	(5.5 HOURS) identify instructional initiatives currently in use at Centennial Place Elementary	PSC 1.2 / ISTE 1b PSC 1.4 / ISTE 1d
7/8-12/14	(6.5 HOURS) Data analysis, analyzing 4th grade science CRCT data from Governor's Office of Student Achievement website website, Focus area:	PSC 1.4 / ISTE 1d PSC 2.8 / ISTE 2h
7-15-14	(4 HOURS) Completed Data Overview graphs and presentation	PSC 1.4 / ISTE 1d PSC 3.7 / ISTE3gI
	Total Hours:	27.5 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	x			x	x		
Black	x	x			x	x		
Hispanic	x	x			x	x		
Native American/Alaskan Native								
White	x	x			x	x		
Multiracial	x	x			x	x		
Subgroups:								

Students with Disabilities					x	x		
Limited English Proficiency					x	x		
Eligible for Free/Reduced Meals					x	x		

Part II: Reflection

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CANDIDATE REFLECTIONS:
(Minimum of 3-4 sentences per question)

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1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?
The data overview process taught me a great deal about technology facilitation and leadership. I hadn't thought of data review as a facet of technology leadership, yet through the course of this project I realized that a leader must be able to use technology to facilitate review of information to guides the change process. In reviewing my notes for my school's Instructional leadership Team, which is our data team, I discovered that among the first items discussed as the team began its work this school year group norms to guide our data discussions, consistent with the Data Using Process described in the *Data Coach's Guide* (Love, Stiles, Mundry, & DiRanna, 2008). Using our school improvement plan and charter application to develop the data inventory and instructional initiatives helped me truly understand the importance of a school leader's role in guiding data discussions and managing the change process in schools. I have learned not only that the leader must understand the use of data collection and analysis techniques in order to effectively communicate with stakeholders, but also that an effective leader involves all members of the team and values their input into the change process.

My data overview project focsed on 4th grade science achievement, which was described in our school improvement plan. In addition to that learning about the importance of technology facilitation and leadership, I realized that our school employs a vast array of data collection instruments as well as numerous instructional initiatives. I plan to share this new understanding with my administrator and data team upon our return to school in hopes of determining areas of overlap and where additional data dialogue might support further school improvement.

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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 field experience contributed to my knowledge about how a technology leader should approach data dialogues and communications, the skills needed for effective data analysis, and a belief in the importance of effective data review to lead school improvement and culture change. In order to research, recommend, and implement policies, procedures, and funding strategies to support implementation of a shared vision, it is important for a school leader to first be able to evaluate the current situation relative to data collection and student achievement. This

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understanding grounded in effective data review is also needed to engage in the design, development, implementation, communication and evaluation of strategic plans. A technology leader also must model and facilitate the effective use of digital tools to collect and analyze student achievement data in order to lead effective data discussions and communicate findings and suggest improvement strategies. Finally, technology leaders must effectively use digital collaboration and communications tools in order to communicate important change issues to stakeholders including faculty, parents, and the wider community.

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

My data overview field experience will impact school improvement at Centennial Academy by contributing to our collective data review process. When we start our new school year and begin our annual School Improvement Plan development, I will be able to share my findings from the data inventory and school initiatives report and invite input from my colleague to ensure accuracy and detail. I will also be able to share my data analysis, and offer to use my skills in working with a team to disaggregate student test data in greater detail, including CTCR item level data. Deeper data analysis will allow our school to target initiatives and instructional strategies where they will be most effective, with those students who need the greatest support. The impact can be assessed in next year's benchmark and CRCT tests when we see improvements in student learning among those targeted areas.

Reference:

Love, N., Stiles, K., Mundry, S., & DiRanna, K. (2008). *The data coach's guide to improving learning for all students: unleashing the power of collaborative inquiry*. Thousand Oaks, CA: Corwin Press.