**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:  Julia Hotchkiss** | **Mentor/Title:  Craven/Media Specialist** | **School/District:  TCMS/Thomas County Schools** |
| **Field Experience/Assignment:**  **Impact on Student Learning** | **Course: Data Analysis & School Improvement** | **Professor/Semester: Rotjan/ Summer 2016** |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 6/16/2016 | Elevator Speech/ 1.5 hours | 1.1 | 3f |
| 6/21/2016 | Data Team Summary/ 1.5 hours | 1.1, 1.2, 1.3 | 6c |
| 6/27/2016 | Instructional Initiatives Inventory/ 3 hours | 1.2, 1.3 | 4a, 3d |
| 7/1/2016 | Data Inventory/ 3 hours | 1.3, 1.4, 2.8 | 4a |
| 7/12/2016 | Data Overview/ 3 hours | 1.3, 1.4, 2.8 | 4b, 4a, 3d |
| 7/13/2016 | Data Overview/ 3 hours | 1.3, 1.4, 2.8 | 4b, 4a, 3d |
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|  | Total Hours: | 15 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 |  |  |  |  |  |  |  |  |
| 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?**  The entire semester of Data Inventory and School Improvement has taught me a great deal about the use of data to drive instruction and leadership. Each of the parts of the Impact on Student Learning field experience has shown me what steps to take when implementing initiatives to use data effectively. First, gather teachers and other administrators to get a common mindset with a speech to introduce the concept. Next, determining the norms and setting up a schedule of events for each data team meeting will help everything go smoothly. By taking stock of what is happening in the school and how well it is being implemented, a team can assess if an initiative is effective or if it needs to be changed. Finally being able to understand how to take the data and show others how our school ranks in comparison to other schools/classes/states, etc can help educators and community partners see how we are doing. |
| **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 learning directly impacted my knowledge required of a technology leader. Without this field experience I would not have much knowledge on gathering and using data other than the basics. This field experience also helped be know the correct steps and skills required to graph and present data to other educators. Finally, the attitudes of leaders affect their teachers more than is realized at times. I learned that by watching and learning others’ views I can appreciate differences more and use them to solve problems or issues with my teachers. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This field experience has impacted school improvement. It has allowed me to have the background knowledge to further pursue joining the data team. I would like to work with other educators to improve our school’s use of data with more effective strategies. |