

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Christian Stephenson	Mentor/Title: Mr. Alan Preis	School/District: Atlanta International School
Field Experience/Assignment: Data Overview	Course: ITEC 7305 – Data Analysis and School Improvement	Professor/Semester: Dr. J. Wright

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
Mon 17 th Feb	Meeting with Head of Curriculum and Development to ascertain what data can be used for analysis (1 hour)	2.8, 3.7, 5.2	2h, 3g, 4b
Monday 24 th Feb	Meeting with Mentor to go through sample data with aims to look at an objective for analysis (1 hour)	2.8, 3.7, 5.2	2h, 3g, 4b
Monday April 7 th	Presented a possible data analysis to the discussion forum for course – not using ERB because thought that data was too low. Consulted with Dr. Wright – OK to use ERB (2 hours)	2.8, 3.7, 5.2	2h, 3g, 4b
Friday 18 th April	Analyzed and created presentation with voiceover for future presentation to Head of Curriculum and Senior Management team using ERB data. (10 Hours)	2.8, 3.7, 5.2	2h, 3g, 4b
TBD	Presentation to Head of Curriculum and Development to represent the Senior Management Team - Atlanta International School (1 hour)	2.8, 3.7, 5.2	2h, 3g, 4b
	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							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

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 taught me a lot about crunching data in attempts to facilitate and look to school improvement using data and using visuals to facilitate conversations to looking to improve student performance using data from testing. To be honest, I learned next to nothing about technology facilitation except for use of Excel to create charts and how to show these in a PowerPoint using Jing.

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 taught me about data and it's use in aligning state and national professional learning standards in terms of testing (PSC 5.2 / ISTE 4b). However, I really don't get why this is the technology coach's role – this is the role of the Data Coach or Leader in the school and that generally falls to the Head of Curriculum and Development. Therefore, I looked to modeling and facilitating the use of digital tools and resources to systematically collect and analyze student achievement data, interpret results, communicate finding and implement appropriate interventions to improve instructional practice and maximize student learning (PSC 2.8 ISTE 2h). This made more sense since that this would be required of a technology leader as providing a clear method of communication using the data would be absolutely necessary in a school setting. However, the learning in this field experience was tricky, as the private school in which I currently teach does not have a wealth of data to present. However, careful consideration was given as to how to utilize digital communication using collaboration tools locally and globally (using ERB global results) which complies with PSC 3.7 / ISTE 3g)

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

This experience did illustrate to me that we do testing in the school that is not carefully disseminated for improvement of teaching and learning and needs to be transparently used to inform for areas of instructional weakness for better understanding of how our students learn and their achievement across the 7th Grade and beyond.