**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:  Sheri Bashlor** | **Mentor/Title:  Mrs. Kimberley Spivey** | **School/District:  Midway Elementary/Pierce** |
| **Field Experience/Assignment:**  **Data Overview** | **Course: ITEC 7305** | **Professor/Semester:**  **Dr. Judith Jones** |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| **7-1-2016** | I read over the data overview description, created an outline for the presentation, and began collecting data for the project. (2 hours) | 1.2, 2.2, 2.3, 2.7, 2.8, 3.4, 3.6, 3.7, 4.3, 5.1, 6.1, 6.2, 6.3 | 1a, 1b, 1d, 2b, 2c, 2g, 2h, 4a, 4b, 4c, 5c, 6a, 6b, 6c |
| **7-5-2016** | I collected more data today and created a workbook in Excel. As I collected information, I transferred it to the Excel document. (2 hours) | 1.2, 2.2, 2.3, 2.7, 2.8, 3.4, 3.6, 3.7, 4.3, 5.1, 6.1, 6.2, 6.3 | 1a, 1b, 1d, 2b, 2c, 2g, 2h, 4a, 4b, 4c, 5c, 6a, 6b, 6c |
| **7-6-2016** | I collected the rest of the data and transferred the information to my Excel document. (2 hours) | 1.2, 2.2, 2.3, 2.7, 2.8, 3.4, 3.6, 3.7, 4.3, 5.1, 6.1, 6.2, 6.3 | 1a, 1b, 1d, 2b, 2c, 2g, 2h, 4a, 4b, 4c, 5c, 6a, 6b, 6c |
| **7-7-2016** | I turned the collected data into charts on the Excel sheets. (4 hours) | 1.2, 2.2, 2.3, 2.7, 2.8, 3.4, 3.6, 3.7, 4.3, 5.1, 6.1, 6.2, 6.3 | 1a, 1b, 1d, 2b, 2c, 2g, 2h, 4a, 4b, 4c, 5c, 6a, 6b, 6c |
| **7-8-2016** | I began creating a Prezi with the material collected for the presentation. (2 hours) | 1.2, 2.2, 2.3, 2.7, 2.8, 3.4, 3.6, 3.7, 4.3, 5.1, 6.1, 6.2, 6.3 | 1a, 1b, 1d, 2b, 2c, 2g, 2h, 4a, 4b, 4c, 5c, 6a, 6b, 6c |
| **7-12-2016** | I completed the Prezi with the information I collected and started writing a script for each slide of the presentation. (3 hours) | 1.2, 2.2, 2.3, 2.7, 2.8, 3.4, 3.6, 3.7, 4.3, 5.1, 6.1, 6.2, 6.3 | 1a, 1b, 1d, 2b, 2c, 2g, 2h, 4a, 4b, 4c, 5c, 6a, 6b, 6c |
| **7-13-2016** | I finished writing my script and recorded information for each of the slides. I recorded the Screencast. (3 hours) | 1.2, 2.2, 2.3, 2.7, 2.8, 3.4, 3.6, 3.7, 4.3, 5.1, 6.1, 6.2, 6.3 | 1a, 1b, 1d, 2b, 2c, 2g, 2h, 4a, 4b, 4c, 5c, 6a, 6b, 6c |
| **7-14-2016** | Someone accidentally deleted my Screencast, so I worked on re-recording it; however, I could not get the sound to work with the recorded information from the Prezi. (3.5 hours) | 3.5 | 3e |
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|  | Total Hours: | 21.5 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 |  |  |  |  |  | X |  |  |
| White |  | X |  |  |  | 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?**  While creating the data overview, I learned a lot about the strengths and weaknesses that exist within my school building in the area of student achievement. Although I only focused on reading/ELA and mathematics on the overview, I did collect and analyze data in science and social studies as well. I learned the importance of collecting data and being able to analyze the information without being judgmental of others or placing blame on anyone. I also learned how to navigate State resources provided to us that includes information about our demographics and student achievement results from State assessments. When one is a leader, data collection is necessary to gain a great perspective on the truth at hand and in helping others realize where possible problems truly exist. |
| **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.)**  In order to facilitate a data overview, one must know the basics of Excel or Google Sheets, how to input data in a chart, and how to export that data onto a chart. One must know how to facilitate a strategic plan, model the use of research through data analysis, use digital tools to display information, model and facilitate the effective use of assessments, use digital tools to collect and analyze data, interpret results, communicate findings, and utilize digital communication to collaborate with others. It’s also important that the person knows how to choose the best chart to illustrate the information they are presenting and how to convey the truth that exist within the data. One must possess effective communication skills, a collaborative mindset, the ability to convey (sometimes) sensitive information without blaming others, and creativity to express the data in an eye-catching (but not distracting) way. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  School improvement was impacted by the strengths and weaknesses identified within this project as well as throughout the process of creating the action plan that derived from the information collected. Faculty development was improved through the sharing of this information with the principal, which will later be shared at a faculty meeting. Student learning will be greatly impacted if the action plan does what it’s intended to do; the overview brought attention to the weaknesses within the school such as the third-grade reading levels and reading deficiencies within the Hispanic population. |