# STRUCTURED
# Field Experience Log & Reflection
### Instructional Technology Department

| **Candidate:** Shari Amonett | **Mentor/Title:** Kit Carpenter/Math Coach | **School/District:** Dalton Middle School/Dalton Public Schools |
|---|---|---|
| **Field Experience/Assignment:** Data Overview | **Course:** ITEC 7305: Data Analysis and School Improvement | **Professor/Semester:** Michael Rotjan/Spring 2016 |

## Part I: Log

| Date(s) | Activity/Time | STATE Standards PSC | NATIONAL Standards ISTE NETS-C |
|---|---|---|---|
| 2/23/16 | Worked with mentor to collect data using Georgia Department of Education resources, SLDS, and data provided to the school [3 hours] | PSC 1.2, 1.4, 4.3 | ISTE 1b, 1d, 5c |
| 4/5/16 – 4/6/16 | Compiled the data into Excel spreadsheets to analyze data to determine trends and create various charts for presentation [6 hours] | PSC 2.7, 2.8, 3.6 | ISTE 2g, 2h, 3f |
| 4/1416 | Designed various charts (pie, bar, line, stacked) from the data collected. [3 hours] | PSC 2.8, 3.6 | ISTE 2h, 3f |
| 4/15 – 4/17/16 | Combined all data into Data Overview PowerPoint, manipulating the look and the organization of the charts to fit for a presentation. [8 hours] | PSC 2.8, 3.7, 5.2, 5.3 | ISTE 2h, 3g, 4b, 4c |
| | | | |
| | Total Hours: [20 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 | |
| Black | | | | | | X | X | |
| Hispanic | | | | | | X | X | |
| Native American/Alaskan Native | | | | | | | | |
| White | | | X | | | X | X | |
| Multiracial | | | | | | X | X | |
| **Subgroups:** | | | | | | | | |
| Students with Disabilities | | | | | | X | X | |
| Limited English Proficiency | | | | | | X | X | |
| Eligible for Free/Reduced Meals | | | | | | X | 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?**

For this field experience I created a Data Overview for the 7th Grade Science CRCT and EOG results for Dalton Middle School. I collected the data from multiples sources, compiled it all in spreadsheets, created appropriate charts and graphs, and designed a PowerPoint overview combining the graphs in a way that tell a story for the 7th grade science teachers. Through this experience I learned how to design and manipulate spreadsheet data to create meaningful graphs and charts that can be used to share with others to inform them of current trends within the data of our students. Selecting the appropriate data and visual representations for the data to tell the story is crucial in helping others understand what is happening with student achievement.

**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.)**

To complete this field experience it was critical that I was aware of the data overview process and the importance that data analysis plays in student learning. I had to have the skills to comfortably use and manipulate data within the Excel and PowerPoint programs to ensure that the data was organized and displayed in a logical manor that could be understood by others not familiar with the data. As I worked through this field experience it was important that I took an unbiased approach at the data as my students were included in the data I was working with. I needed to share all of the information transparently, even if it showed large achievement gaps.

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

Although annual data can be overlooked by some schools, this data overview takes an in-depth look at the long-term data for the 7th grade science department at Dalton Middle School. This data will be shared with the science teachers during post-planning to impact faculty development and overall, student learning in the future. By working through the data the teachers will be able to address specific issues that have arose in recent years as the test has changed. Science has typically scored higher than state averages within the school, but the most recent year found it falling far below the state. By examining the data, achievement gaps can be addressed and all of this will be assessed through comparing the data from next year's assessment with that of 2015. Hopefully there will be an increase, especially in the areas that are focused on as a result of of this Data Overview.