

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

<b>Candidate:</b> Adam Meador	<b>Mentor/Title:</b> Media Specialist Lana Nix	<b>School/District:</b> Buford Elementary/Buford City School System
<b>Field Experience/Assignment:</b> Data Overview	<b>Course:</b> ITEC 7305  <i>Lana Nix</i>	<b>Professor/Semester:</b> Rotjan Fall 2015

**Part I: Log**

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
11/2/15	1 hour – I met with Principal Tara Prince to discuss needed data to complete the Data Overview assignment.	PSC Standards: 1.2, 1.4, 2.2, 2.5, 2.7, 2.8, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3	ISTE NETS-C: 1b, 1d, 5a, 5b, 5c, 6a, 6b, 6c
11/10/15	30 minutes – Analyzed the Four Year Trend Benchmark received from Principal Tara Prince	PSC Standards: 1.2, 1.4, 2.2, 2.5, 2.7, 2.8, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3	ISTE NETS-C: 1b, 1d, 5a, 5b, 5c, 6a, 6b, 6c
11/11/15	30 minutes – Analyzed the 2015 SLO Benchmark Data received from Principal Tara Prince	PSC Standards: 1.2, 1.4, 2.2, 2.5, 2.7, 2.8, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3	ISTE NETS-C: 1b, 1d, 5a, 5b, 5c, 6a, 6b, 6c
11/11/15	30 minutes – Analyzed four years of Benchmark Report Data received from Former Principal Melanie Reed	PSC Standards: 1.2, 1.4, 2.2, 2.5, 2.7, 2.8, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3	ISTE NETS-C: 1b, 1d, 5a, 5b, 5c, 6a, 6b, 6c
11/12/15	30 Minutes – Analyzed threes years of School Profiles for CRCT data received from Former Principal Melanie Reed	PSC Standards: 1.2, 1.4, 2.2, 2.5, 2.7, 2.8, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3	ISTE NETS-C: 1b, 1d, 5a, 5b, 5c, 6a, 6b, 6c
11/13/15	1 hour – Met with Principal Tara Prince to discuss progression of the Data Overview	PSC Standards: 1.2, 1.4, 2.2, 2.5, 2.7, 2.8, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3	ISTE NETS-C: 1b, 1d, 5a, 5b, 5c, 6a, 6b, 6c
11/16/15	2 hours – Analyzed data and synthesized into corresponding Excel Spreadsheets and Graphical representations	PSC Standards: 1.2, 1.4, 2.2, 2.5, 2.7, 2.8, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3	ISTE NETS-C: 1b, 1d, 5a, 5b, 5c, 6a, 6b, 6c
11/17/15	2 hours – Analyzed data and synthesized into corresponding Excel Spreadsheets and Graphical representations	PSC Standards: 1.2, 1.4, 2.2, 2.5, 2.7, 2.8, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3	ISTE NETS-C: 1b, 1d, 5a, 5b, 5c, 6a, 6b, 6c
11/18/15	2 hours – Analyzed data and synthesized into corresponding Excel Spreadsheets and Graphical representations	PSC Standards: 1.2, 1.4, 2.2, 2.5, 2.7, 2.8, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3	ISTE NETS-C: 1b, 1d, 5a, 5b, 5c, 6a, 6b, 6c
11/19/15	2 hours – Analyzed data and synthesized into corresponding Excel Spreadsheets and Graphical representations	PSC Standards: 1.2, 1.4, 2.2, 2.5, 2.7, 2.8, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3	ISTE NETS-C: 1b, 1d, 5a, 5b, 5c, 6a, 6b, 6c
11/20/15	2 hours – Analyzed data and synthesized into corresponding Excel Spreadsheets and Graphical representations	PSC Standards: 1.2, 1.4, 2.2, 2.5, 2.7, 2.8, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3	ISTE NETS-C: 1b, 1d, 5a, 5b, 5c, 6a, 6b, 6c
11/12/15	8 hours – Analyzed data and synthesized into corresponding Excel Spreadsheets and Graphical representations. Wrote and produced screencast recording of Data Overview Presentation	PSC Standards: 1.2, 1.4, 2.2, 2.5, 2.7, 2.8, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3	ISTE NETS-C: 1b, 1d, 5a, 5b, 5c, 6a, 6b, 6c
	Total Hours: [15 hours ]		

**DIVERSITY**

Ethnicity	P-12 Faculty/Staff				P-12 Students			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
<b>Race/Ethnicity:</b>								
Asian					X			
Black					X			
Hispanic					X			
Native American/Alaskan Native					X			
White					X			
Multiracial					X			
<b>Subgroups:</b>					X			
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?**

For this field experience I had to conduct a Data Overview and analyze three years of student performance data to determine any student-learning problems at Buford Elementary. The experience was invaluable because I am now much more proficient at the process of drilling down into data sources. I learned a great deal from the Excel tutorials about how to compile data and generate “Go Visual” displays. Overall, this field experience made me a much more proficient data coach and technology facilitator.

**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.)**

PSC Element 2.8 specifically addresses data analysis. This field experience gave me the needed skillset to systematically collect and analyze student achievement data, which is a skill that all instructional technology and data coaches must possess. Engaging in the practice of “Going Visual” allowed me to effectively communicate my findings with my principal once the Data Overview was completed. I feel as if my principal now sees me now as someone that she can turn to when analyzing student performance data. Overall, the experience was probably the most difficult but most relevant assignment that I have completed thus far.

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

I think this field experience will most definitely affect school improvement. With the Data Overview, I was able to reiterate to my principal the need to explore why the STAR Math assessment isn’t effective anymore. My principal and I, because of the Data Overview, are now actively considering alternative math assessments for the 2016-2017 school year. The field experience allowed my to learn a great deal while at the same time immediately affecting positive change within the school.