STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Sarah Barnett	Mentor/Title: Kathy Thompson, Media Specialist	School/District: Woodland High School/ Henry County Schools
Field Experience/Assignment: Data Overview	Course: ITEC 7305	Professor/Semester: Dr. Wright/Summer 2014

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
7/2/14	Gathered demographic data for the school and created Excel spreadsheets (2 hours)	2.8	2h
7/3/14	Created charts and slides for demographic data (2 hours)	2.8	2h
7/6/14	Gathered EOCT data for English courses; created Excel spreadsheets and slides (2 hours)	2.8	2h
7/7/14	Gathered EOCT data for Science and Social Studies courses; created Excel spreadsheets and slides (5 hours)	2.8	2h
7/14/14	Gathered EOCT data for math courses; created Excel spreadsheets and slides (2 hours)	2.8	2h
7/14/14	Added analysis, strengths/weaknesses slides; final student learning problems; edited slide show including making graphs more readable (2 hours)	1.3, 1.4, 2.8, 4.3, 5.3	1c, 1d, 2h, 5c, 4c
7/15/14	Recorded presentation; uploaded to YouTube (1 hour)	2.8, 3.7	2h, 3g
	Total Hours: 16 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								X
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?

For this field experience, I gathered data related to my school's demographics and statewide test results. I was able to show trends in the demographic data that suggest how my school looks, in terms of race/ethnicity, socioeconomic status, and ability levels. I also examined the EOCT data by analyzing does not meet, meets, and exceeds score groups and compared the school performance to state and district averages. Finally, for each core content area, I was able to identify a key achievement gap (students with disabilities, economically disadvantaged, African-American students) in the results. The data was collected and displayed in Excel charts, created in Microsoft PowerPoint; strengths and weaknesses were noted and key student-learning problems were identified. Finally, I narrated the presentation and uploaded to YouTube. Throughout this field experience, I used technology to gather, analyze, and present—both visually and with audio—the results. I gained experience using data in appropriate ways, rather than attempting to mislead with results, as well as practiced using technology to deliver the data overview to the audience.

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.)**

The Data Overview not only helped me to learn more about data analysis in general—in terms of how to disaggregate data and trends to look for—but also gave me much practice using technology to present data in a way that is accessible to all audiences. Technology leaders must be prepared to serve in multiple roles, including that of a data coach, since technology can help to facilitate so may other tasks. Technology coaches must be able to use digital tools and resources to systematically collect and analyze student achievement data, interpret results, communicate findings, and implement appropriate interventions to improve instructional practice and maximize student learning.

The Data Overview demonstrates my ability to use of digital tools and resources to collect, analyze, and interpret student achievement data. The student achievement data was collected from the online database housed on the Governor's Office for Student Achievement website (gosa.georgia.gov), the Statewide Longitudinal Data System (SLDS), and the state department website (gadoe.org). The data was then entered into Excel spreadsheets linked to a PowerPoint presentation for analyzing and interpreting. The presentation contains several live charts and graphs, including line graphs, clustered bar graphs, and pie charts showing overall school data, trends over the last 5 years, and comparisons with state and district averages. My audio narration analyzes and interprets the charts and graphs for viewers, explaining what the data suggests about student learning and achievement; I was careful to consider the sample size when interpreting changes in percentages. To communicate the findings the PowerPoint presentation was narrated and uploaded to YouTube using the Internet program Screen-cast-o-matic. Although the presentation could be narrated face-to-face if presenting to an audience, creating online content

allows users to view the data overview asynchronously and in different locations. Moreover, the presentation itself seeks to make data interpretation simple to understand, avoiding complicated terminology and making graphs and charts clear and easy to read and interpret. Finally, the Data Overview provides suggestions for digital tools and resources to implement as appropriate interventions for addressing the identified student learning problems. Specifically, suggestions include reconsidering the use of USATestPrep.com, a test preparation website, to have students create a portfolio of standards mastery, as well as implement data analysis of classroom formative and summative assessments using POINT, the school data management software. These are two resources that the school already has access to or subscribes to, but professional learning about ways in which teachers within the building and whole academic successfully use them would be beneficial.

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

As an English teacher, I have always been familiar with the data for our two end of course tests and the high school writing test, but completing the data overview made me more aware of students' performance in other subject areas. Since many students take multiple EOCTS, it is interesting to see how their performance compares across tests; when students perform well on one test and very poorly on another, it is difficult to label them as "poor test-takers," and instead teachers must consider instructional strategies that may or may not be effective. Similarly, certain subjects have racial achievement gaps while others do not; again, this suggests a teacher-centered problem that schools must address. As English department chair, I plan on using parts of the data overview during my first department meeting of the school year, with a few additions. I hope to have teachers analyze each test (9th Grade Literature, American Literature, and writing) at the strand, domain, and item level to determine any potential student learning problems that may exist. Although our English EOCT scores have been consistently higher than state and district averages, as Georgia rolls out the new Milestones assessments, I think it is imperative to identify any areas in which we already know students are struggling since the Milestones assessments will be more rigorous in nature.

Analyzing student data should lead to increased student learning outcomes as teachers identify potential learning problems, verify the causes for those problems, and implement and monitor solutions to the problems. While the Data Overview only gives a broad picture of performance in each of the core content areas, individual departments should continue to drill down the data to strand and item level to determine if specific questions, teachers, or students groups are not demonstrating proficient levels of performance. Additionally, the data overview looks at year-end summative assessments and demographic data, while teachers and departments should spend more time examining classroom and benchmark assessments since those assessments provide teachers with the opportunity to modify instruction according to student learning patterns.