Field Experience Log/Reflection Educational Leadership Department

Candidate: Cheryl Usher	Mentor/Title: Mrs. Childress/Supervisor of Instructional Technology	School/District: Knox Elementary School, Cherokee County School District		
Assignment: Action Plan Part II	Course: ITEC/EDL 7305 Data Analysis and School Improvement	Professor/Semester: Dr. Dishman/Summer 2011		

Date(s)	Activity/Time	PSC Standard, Element & BOR Strand, Element & NETS-A Standard, Element
7-17-11	After the Data Summary, I formulated various ways and ideas to start a Data Team at the school. The creation and formulation of a Data Team needed to capture and motivate all teachers at the school. 3 hours	PSC 1a-d, 2a, d, e, 3c, 4a-d NETS-A 1a-b, 3b-d, 4a-b
	Total Hours: [3hours]	

		DIVE	RSITY					
(Place an X in the box rep	resenting t	he ethnic j	population	n(s) involve	ed in this	field expei	rience.)	
Ethnicity	P-12 Faculty/Staff			P-12 Students				
	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12
Race/Ethnicity:								
Asian					Х	Х		
Black	Х	Х			Х	Х		
Hispanic	Х	Х			Х	Х		
Native American/Alaskan Native					Х	Х		
White	Х	Х			Х	Х		
Multiracial	Х	Х			Х	Х		
Subgroups:								
Students with Disabilities					Х	Х		
Limited English Proficiency					Х	Х		
Eligible for Free/Reduced					Х	Х		
Meals								

CANDIDATE REFLECTIONS:

What did you learn about leadership from completing this field experience? How did this learning relate to the knowledge, skills and dispositions required of an educational leader? How did it enhance your ability to lead? After the Data Summary had been reviewed, ideas were discussed to form a Data Team at the school. This plan involved the rollout of the Using Data Process of Collaborative Inquiry process. The action plan included goals, actions, materials, time, and human resources for the plan. The crucial component I learned from this field experience was that as a school leader you must know how to motivate others to participate in team building for collaboration to occur. I needed to know how to motivate people, present the Data Process to the teachers, and then start the construction of the team itself. Without everyone being willing to participate, the process of collaborative inquiry into student learning and achievement will not occur.

Did (or could) this field experience impact student learning? If so, how? This field experience was prepared in the summer, so I did not have an opportunity to see how it would affect student learning. However, I think the potential is there for this data plan to succeed to impact student learning when it is implemented. But, what must be remembered is that it is a plan. There is always room for improvement and recommendations for change in this plan, so if something isn't working, team members should make changes based on what they feel will impact student learning the most.

How could this field experience be modified to make it more meaningful and relevant to aspiring educational leaders? I think this field experience would have been improved to make it more meaningful and relevant by working and collaborating with actual teachers, administrators, parents and students, in addition to the one administrator I worked with. Since this course took place in the summer, this wasn't possible, but including other stakeholders insures success.