

To be completed by the Leader Candidate and submitted to the University Supervisor at the end of each course.

Leader Candidate: Josh Freedman	Course Name and #: EDL 7315 Data Analysis for School Leaders	School/District: Poole Elementary
University Supervisor: Jim Wright	Mentor: Dr. Paul Chaffee	Coach: N/A

Part I: Log (Candidates must log 30 hours of residency engagement for each course)*****

DIVERSITY								
(Place the number in the box indicating the individuals representing ethnicity population(s) 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								
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								
Eligible for Free/Reduced Meals					X	X		

Date(s)	Standard(s) Based on Course Syllabus	Activity – Brief Description PLEASE ENTER EACH WEEK	Time
3-20-2020	1.3, 5.2	Started gather resources from GOSA (Governor's Office of Student Achievement)	2 hours
3-21-2020	5.2	Continued gathering resources from GOSA (Governor's Office of Student Achievement)	3 hours
3-23-2020	5.2	Continued gathering resources from GOSA (Governor's Office of Student Achievement)	2 hours
3-27-2020	5.2	Started using Excel to create graphs.	4 hours
3-28-2020	5.2	Continued using Excel to create graphs, started analyzing data, and creating PowerPoint presentation.	8 hours
3-29-2020	5.2	Continued analyzing data and continued making PowerPoint presentation.	3 hours
3-31-2020	5.2	Analyze Data	4 hours
4-10-2020	1.1, 1.2, 1.3, 5.2	Created Script for presentation	2 hours
4-14-2020	1.1, 1.2, 1.3, 5.2	Edited PowerPoint, Recorded presentation, edited video	2 hours
		Total Hours:	30 hours

Part II: Reflection**Leader Candidate Reflections:**

(Minimum of 3-4 sentences per question)

1. What did you learn about leadership from completing this field experience for the course indicated?

The most important part of this learning experience was how to present data to a larger group of people. I am often the one listening to the data news, but this time I created a creative way to present our school's data to the staff. This experience also showed me what it takes to complete a presentation about school data. It is a lengthy and detailed process.

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 an educational leader?

Knowledge – This learning experience allowed me to step into the role of a technology leader and an instructional leader and required me to explore the use of technology in data analytics to better assist on our school improvement goals.

Skills – A teacher or technology leader must be able to find the necessary resources to build a data team through research and to locate data for analysis. One must know how to utilize Excel and be able to create tables and graphs and import them into other programs such as PowerPoint.

Dispositions – A technology leader or facilitator should have a positive attitude and exercise patience when developing plans and presentations for a data team. It is time-consuming to develop all these components and the action plan, but it is important to remember that this is to help students become more successful in their learning.

3. How did this course experience enhance your ability to lead?

This course experience enhanced my ability to lead because I was able to acquire the skills to take school data and create a presentation for the staff. It strengthened my technology use by creating graphs in Excel, importing data into a PowerPoint, and electronically presenting the PowerPoint to a larger audience.

4. Did (or could) this course experience impact student learning? If so, how?

The goal of presenting the data was to impact student learning. As a staff, we examined the trends we notice and brainstormed ways we can make changes to our instruction. Based on the reflection of the data and the questions we need to ponder, we believe this experience will impact our students' learning.

5. What would you do differently to make this course experience more meaningful and relevant to your learning?

To make this course experience more meaningful and relevant to my learning, I wish I would have been able to present this information to the staff at Poole. I sent the information to my principal to review. His response was that the data was spot on and that they are hoping to improve the same areas I shared in my presentation in their SIP goals. Showing my leadership qualities by presenting to the staff.

6. Describe your experiences with diverse populations? In what ways were you able to reach out to marginalized learners, and negotiate barriers related to cultural and language differences?

Throughout my teaching career, and I have taught with diverse population in all three districts I have worked for. I started working in Dekalb County where 99% of our students were free or reduced lunches, high economically disadvantaged populations, and English Language Learners. In Cobb County, I worked for ten years at a title one school with high economically disadvantaged, English Language Learners, and an array of different backgrounds. Most of my teaching I have utilized technology. This was how I negotiated barriers relating to cultural and language differences.

7. In what ways were you able to work with parents or negotiate policies and procedures relevant to community involvement?

Our fifth-grade team provides goals to parents during the beginning of the school year as to what students are expected to accomplish during the school year with us. During conferences, we provide parents and teachers with detailed information on where their child is academically and socially within our classrooms.