

**Action Plan: Part II – Data Coach’s Plan**

<b>Goal/Purpose</b>	<b>Action/Activity</b>	<b>Time Required</b>	<b>Materials</b>	<b>Time Frame</b>	<b>Who will be involved?</b>
<b>Identify at-risk students for closer monitoring and adjusted personalized instruction</b>	Create a pre-test to administer to all students during 2 <sup>nd</sup> week of class	2 days	Coordinate Algebra standards, Released EOCT questions for Coord. Alg., Current Coord. Alg. curriculum, AKO in Learning Station	July	Data Coach; Math Department Chair, selected Math teachers
<b>Identify at-risk students for closer monitoring and adjusted personalized instruction</b>	Present pre-test to all Math teachers for review and approval	1 hour	Coordinate Algebra standards, Released EOCT questions for Coord. Alg., Current Coord. Alg. curriculum, Pre-test created by department	August – Pre-Planning	Data Coach; Math teachers
<b>Identify at-risk students for closer monitoring and adjusted personalized instruction</b>	Administer pre-test to all Coord. Alg. students using Learning Station answer document	1 hour	Pre-test created by department	August – beginning of school year	Math teachers
<b>Evaluate student performance data</b>	Analyze data from results of pre-test to identify students at risk and standards at risk using data generated by Learning Station	1 hour / teacher / class	Data generated by Learning Station	August – beginning of school year	Math teachers

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<p><b>Provide further enrichment through practices learned with collaboration with SE and ESOL teachers</b></p>	<p>Collaborate with special education and ESOL teachers to find best practices and strategies for reaching at-risk students</p>	<p>4-8 hours throughout academic year</p>	<p>Coord. Alg. curriculum and standards, pre-test created by department, data from pre-test, teaching strategies, room and time to collaborate</p>	<p>August - May</p>	<p>SE teachers ESOL teachers Classroom teachers</p>
<p><b>Lower achievement gaps by 5% and increase overall student performance by 10%</b></p>	<p>Provide targeted enrichment and remediation to students identified at risk at beginning of year and those who begin to struggle with the new curriculum via after-school tutoring by NHS students, individual help sessions with math teacher, and Saturday LASSO sessions</p>	<p>1-3 hours / week / teacher throughout academic year</p>	<p>Coord. Alg. curriculum and standards, honor society students, remediation material, targeted personalized instruction using the Recommendation Engine in ItsLearning</p>	<p>August - May</p>	<p>Math teachers National Honor Society students with math specialties Data Coach (for Saturday LASSO sessions)</p>

## STRUCTURED Field Experience Log & Reflection Instructional Technology Department

<b>Candidate:</b> <i>Angela B. Burgess</i>	<b>Mentor/Title:</b> <i>Ruth Allen / ITS</i>	<b>School/District:</b> <i>Lambert High School / Forsyth County Schools</i>
<b>Field Experience/Assignment:</b> <i>Action Plan Part 2</i>	<b>Course:</b> <i>ITEC 7305 Data Analysis and School Improvement</i>	<b>Professor/Semester:</b> <i>Susan Padgett-Harrison / Fall 2013</i>

### Part I: Log

Date(s)	Activity/Time	PSC Standard
12/04/2013	Create a detailed overview of individual steps needed to carry out Action Plan Part 1 / 5 hours	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8 3.6, 3.7 4.3 5.1, 5.2, 5.3
	Total Hours: [ 5 hours ]	

<b>DIVERSITY</b>								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
<b>Ethnicity</b>	<b>P-12 Faculty/Staff</b>				<b>P-12 Students</b>			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
<b>Race/Ethnicity:</b>								
Asian				X				X
Black								X
Hispanic				X				X
Native American/Alaskan Native								X
White				X				X
Multiracial				X				X
<b>Subgroups:</b>								
Students with Disabilities								X
Limited English Proficiency								X
Eligible for Free/Reduced Meals								X

Part II: Reflection

<p><b>CANDIDATE REFLECTIONS:</b> (Minimum of 3-4 sentences per question)</p>
<p><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b> This field experience involved going more in depth with the action plan after obtaining and analyzing available data from end-of-course tests. This field experience helped me realize the many steps that are involved in creating any change plan, no matter how small.</p>
<p><b>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.)</b> This field experience helped me to understand that as an Instructional Technology Specialist, it is important to be familiar with the standards and practices of all content areas at my school. I must also be able to develop professional development and interventions that can be applicable for teachers in all areas, not just the one with which I have the most familiarity. This must be done with enthusiasm and confidence so that the teachers will believe in the change I am trying to help them achieve.</p>
<p><b>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?</b> This field experience has the possibility to impact school improvement, teacher professional development, and student learning if it is implemented by the school administration during the 2014-2015 school year. If implemented, teachers and administration will be able to assess its impact by analyzing EOCT data from the Coordinate Algebra EOCT that students will take in May 2015.</p>