**Elevator Speech**

By

George Anderson

We are here again this year trying to talk about data collection and how it can be used to help improve student performance, even though some of us do not seem to have seen any impact the existing data might have had on our students.

This time, we are going to use a process known as UDP (Using Data Process). With this, we will be able to know why we collect demographic data on teachers, collect student achievement data, behavioral data like discipline referrals, perception data like the community’s view of our programs, teaching data, and program evaluation data.

We will work as a team and use these data to identify student-learning problems, verify the causes, generate solution, and monitor the results. It will be a cycle process.

I hope you will join us in this initiative to use data to achieve excellence in Campbell High.

**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** George Anderson | **Mentor/Title:** Mr. Christopher Mock | **School/District:** Campbell High School/Cobb County |
| **Field Experience/Assignment:** Elevator Speech | **Course:** ITEC 7305 Data Analysis & School Improvement | **Professor/Semester:** Dr. Judith Jones/Spring 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 02/12/14 | Drafted the Elevator Speech. [30 minutes] | PSC 1.1, 1.2, 1.4, 2.4 |
| 02/13/14 | Rehearsed the Elevator Speech. [1 hours] | PSC 1.1, 1.2, 1.4, 2.4 |
| 02/14/14 | Recorded the Elevator Speech on video [2 hours] | PSC 1.1, 1.2, 1.4, 2.4, 3.7 |
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|  | Total Hours: [3.5 hours] |  |

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| **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 |  |  |  |  |  |  |  |  |
| White |  |  |  | x |  |  |  |  |
| Multiracial |  |  |  | x |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

**Part II: Reflection**

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| **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?**  I made a video elevator speech recommending a strategy for using data to facilitate student learning in my school. The strategy was applying Using Data Process, a framework for collaborative inquiry.  I learned about the use of appropriate tools to communicate ideas about school improvement. I also learned how to develop and lead strategies to support the school’s goals and student achievement. I was able to engage the staff actively in a decision-making process that will have positive effect on student learning and to achieve the system’s vision. |
| **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.)**  I facilitated the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership.  (PSC 1.1/ISTE 1a)  I facilitated the design, development, implementation, and communication of technology-infused strategic plans.  (PSC 1.2/ISTE 1b)  I researched, recommended, and implemented strategies for initiating and sustaining technology innovations and for managing the change process in schools. (PSC 1.4/ISTE 1d)  I modeled and facilitated the effective use of digital tools and resources to support and enhance higher order thinking skills (e.g., analyze, evaluate, and create); processes (e.g., problem-solving, decision-making); and mental habits of mind (e.g., critical thinking, creative thinking, metacognition, self-regulation, and reflection). (PSC 2.4/ISTE 2d)  I utilized digital communication and collaboration tools to communicate with students, parents, peers, and the larger community. (PSC 3.7/ISTE 3g) |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  Data teams have been formed to apply the Using Data Process to help identify student-learning problems, verify the causes, generate solution, and monitor the results. The existence and work of the data team is an evident of this field experience. |