**STRUCTURED
Field Experience Log & Reflection**

**Instructional Technology Department**

|  |  |  |
| --- | --- | --- |
| **Candidate:** Maggie Phillips | **Mentor/Title:** Loretta Tennison -Academic Coach | **School/District:** Hollydale Elementary/Cobb County |
| **Field Experience/Assignment:**Elevator Speech  | **Course:**ITEC 7305 Data Analysis and School Improvement | **Professor/Semester:**Dr. Padgett-Harrison  |

**Part I: Log**

|  |  |  |
| --- | --- | --- |
| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 1/29/2013 | Drafting Elevator Speech (½ Hour)  | PSC Standard III (iii),2d; 2e/2a |
| 1/30/2013 | Practicing and Recording Elevator Speech (1 Hour) | PSC Standard III (iii),2d; 2e/2a |
| 2/6/2013 | Share elevator speech with teachers in grades 3-5  (½ Hour) | PSC Standard III (iii),2d; 2e/2a |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | Total Hours: [2 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 |  |  |  |  |  |  |  |  |
|  Black |  | X |  |  |  |  |  |  |
|  Hispanic |  | X |  |  |  |  |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  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?**In this experience, I drafted and recorded a brief speech to introduce the Using Data Process (UDP) method. In this approximately one minute speech, I captured the listener’s attention and provided a brief overview of this process and the benefits of implementation. After writing and recording this elevator speech, I had the opportunity to share it (via VoiceThread) with teachers from third, fourth, and fifth grade. Because we will likely be using a system similar to UDP in the future, my principal wanted me to begin capturing the attention of select teachers. Through this experience, I learned about the importance of communicating information concisely and convincingly.  |
| **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.)**In order to compose this elevator speech, I had to have a strong understanding of the content (the Using Data Process plan). This learning experience also required communication skills. In order to make the “Elevator Speech” effective, the information had to be communicated in a convincing and concise manner, while maintaining the listener’s attention. In addition, disposition was extremely important. In order to be authentic and convincing in the speech, I had to present the information with enthusiasm and demonstrate the belief that this plan (UDP) is an efficient and effective process for data collection, analysis, and utilization. As a technology leader in a school, you must unite the knowledge, skills, and dispositions to make decisions, lead, and guide teachers to experiences and processes that enhance student learning and growth.  |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**Because this Using Data Processes program has not been applied in my actual school, it would be impossible to determine the impact. However, for this learning experience, I had the opportunity to share this elevator speech with teachers in third, fourth, and fifth grade. After sharing this, many teachers were very interested in this system of data analysis and wanted to know more about using data to improve student learning and achievement. In addition, I had to be knowledgeable about the Using Data Process plan and how it can be implemented to increase student learning. I will be able to take this knowledge and apply it in my classroom, on a smaller scale, to look at student data and make instructional decisions. It is likely that implementing the UDP would result in student data increases.  |