**Elevator Speech**

By

Sherry Graham

Data, data, data. It seems that this is the buzz word going around Powder Springs Elementary! Do you feel like you constantly are required to collect and submit data, but don’t really do anything meaningful with it? You are not alone! This is a common frustration in schools throughout the country. Fortunately, there will be some changes that are made to the data analysis process at PSE that will change your perceptions. Imagine using data from everyday instruction and collaborating with other teachers about improving student learning. We are going to try out a new process that will help us do it right- and do it well. Just like we’ve begun successful programs like PBIS to promote positive behavior interventions with our students, we will promote effective data analysis through UDP. The Using Data Process involves obtaining data from multiple sources to target areas of need for students. We will work together to respond to actual data from instruction, strategize plans for continuous improvement and devise ways to implement research-based instructional strategies to help us increase student achievement. We will utilize a structured framework that promotes staying focused on goals, monitoring progress towards reaching goals, and obtaining results. This is real-life, practical data analysis and it’s coming to PSE right now. Consider jumping in and joining us on this journey towards high levels of achievement!

**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Sherry Graham | **Mentor/Title:** Cynthia Winter/ Assistant Principal | **School/District:** Powder Springs Elementary/Cobb County |
| **Field Experience/Assignment:** Elevator Speech | **Course:** ITEC 7305Data Analysis and School Improvement | **Professor/Semester:** Dr. Padgett-Harrison/Spring 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| **1/26/14** | Reviewed the School Strategic Plan to evaluate the vision, mission, and goals (.5 hour) | 2d, 1a, 1b, 1c, 1d, 4a, 4b, 4c, 4d |
| 1/26/14 | Analyzed the school data collection methods being used and how the UDP process would be best accepted at my school (1 hour) | 2d, 1a, 1b, 1c, 1d, 4a, 4b, 4c, 4d |
| 1/26/14 | Created Elevator Speech that reflects school mission and goals to build a data team initiative (.5 hour) | 2d, 1a, 1b, 1c, 1d, 4a, 4b, 4c, 4d |
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|  | Total Hours: [2 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 |  |  |  |  |  |  |  |  |
| Black | x | x |  |  |  |  |  |  |
| Hispanic | x | x |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White | x | x |  |  |  |  |  |  |
| Multiracial |  | x |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities | X | X |  |  |  |  |  |  |
| Limited English Proficiency | X | x |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals | X | x |  |  |  |  |  |  |

**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?**  This field experience involved researching current data initiatives at my school and gaining a deeper understanding of the current reality that we have as educators. I created a speech to motivate and enhance our realities at my school by promoting a new Data Analysis process through the use of UDP. It taught me how to turn current realities into a vision, and emphasized the importance of creating a vision as a leader. The next step as a leader is to promote the vision to allow staff members to believe in it, too. Teachers need to be motivated and convinced to successfully “buy in” to new initiatives. If they do not, there is a likelihood that they will resist change and the initiative will not be successful. |
| **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.)**  This learning about relationships within a school related the knowledge that I have as a leader to the actions that I must move forward with as a data facilitator. I used the knowledge that I gained through the text and used tools that I had access to plan and communicate improvement through the voice thread. I needed to develop and lead persuasive communication strategies to support the school’s goals and student achievement. This knowledge helped me to engage the staff to have a positive effect on student learning and achieve the school’s vision. The attitudes and beliefs that I have as a data leader help me to promote the vision. One of the important skills of an educational leader is being a strong motivator and a good communicator. This assignment gave me the opportunity to focus on both of these skills. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This field experience will ultimately impact student learning as it will lead to using a successful data analysis process at my school. Setting up an environment that consists of collaborative inquiry will ultimately help drive student achievement. It also will impact faculty development, encouraging focused, results-driven, strategic teaching. Teachers will be able to better align strategies with student needs through learning from each other in a collaborative process. |