**Elevator Speech**

By

Tracy Efaw

**Efaw’s ELEVATOR SPEECH**

We all know that there is an ART and a SCIENCE to being a master teacher. At Griffin Middle School, it is obvious that we teachers know the art of teaching kids, but what about the science? Do we know how to collect, organize, and use data to best serve the needs of our students? Does the analysis of important data direct our instruction in meaningful ways that produce positive results? Wouldn’t you want to embrace an initiative that will definitely increase student achievement? I know your answer is a outright, unadulterated “YES!!!” This year, Griffin will be making the most of the data we collect by using a process know as UDP! This Using Data Process will provide Griffin teachers a more focused and structured way to perform in our Data Teams to ensure that the time we spend with data will reap sure-fire benefits in increased student achievement. We will learn a continuous improvement process, rooted in results, that will help us use multiple data sources to identify a student-learning problem, generate solutions that will achieve our goal, and regularly monitor progress toward our goal. The process includes lots of tools for understanding, discussing, visualizing, and responding to data. We will learn how to address all of our students’ needs in every subgroup, thus rejuvenating our Data Teams and resurrecting their success of years past. Manipulating data the UDP way compliments our current literacy initiative by providing yet another way to close the achievement gap and increase overall student achievement. I can’t wait to see what blending our existing well-honed talents with new ideas and new ways to approach meaningful data will do for our kids! This year, Griffin will be number one in our district!!

**STRUCTURED
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Tracy Efaw | **Mentor/Title:** Randall Schlanger | **School/District:** Griffin Middle School/Cobb County |
| **Field Experience/Assignment:**Elevator Speech | **Course:**ITEC 7305 Data Analysis and School Improvement  | **Professor/Semester:**Dr. Padgett-Harrison, Spring 2013 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| **1/27/13** | **Reading Pages 45-72 and pages 91-103 of *Data Coaches’ Guide* to assist with understanding of content****[3 hours]** | **PSC 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3** |
| **1/27/13** | **Listening to and taking notes from Scott McLeod’s Podcast on Data Driven Decision Making** **[1 hour]** | **PSC 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3** |
| **1/27/13** | **Listening to and taking notes from Four Part Narrated PowerPoint on the EQ: “How do data coaches build the strong foundation necessary to institutionalize collaborative inquiry in schools?”****[1.5 hours]** | **PSC 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3** |
| **1/27/13** | **Creating a response to Discussion Prompt connecting Scott McLeod’s podcast with reading materials****[45 minutes]** | **PSC 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3** |
| **1/27/13** | **Reading and responding to peer discussion posts in Module to further understanding of content****[45 minutes]** | **PSC 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3** |
| **1/27/13**  | **Taking assessment quiz****[30 minutes]** | **PSC 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3** |
| **1/27/13** | **Creating Elevator Speech****[1 hour]** | **PSC 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3** |
| **1/27/13** | **Creating Voicethread of Elevator Speech****[30 minutes]** | **PSC 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3** |
| **1/27/13** | **Field Experience reflection****[2 hours]** | **PSC 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3** |
|  | **Total Hours: [12 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 |  |  |  | x |  |
|  Black |  |  | x |  |  |  | x |  |
|  Hispanic |  |  | x |  |  |  | x |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  |  | x |  |  |  | x |  |
|  Multiracial |  |  | x |  |  |  | x |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  | x |  |
|  Limited English Proficiency |  |  |  |  |  |  | x |  |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  | 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? Understanding the ideas behind the UDP process is important in understanding the steps that I must take as a Data Coach (leader) to facilitate positive conversations in my building about data. I was able to make connections about the importance of visiting Data regularly through common assessments to direct my instruction. The elevator speech enabled me to synthesize my learning and my thoughts in a concise way, which is another skill of a good leader. Creating Voicethreads is a technology tool to communicate and share ideas amongst one another. Utilizing VT as a form of Data Team documentation might also be helpful to the 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 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.) Utilizing UDP and understanding how to communicate the importance of data in everything we, as teachers do, gives me the opportunity to demonstrate the knowledge, skills, and dispositions to effectively integrate technology (the use of Excel and other excellent tools) into the teaching practices of the teachers I influence. This program also enables me to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment. Likewise,** **I am able to also demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs for those who are weak in Excel (as an example), and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning through the art of Data Teaming. Finally by engaging in a program like UDP, I can engage in continuous learning, reflect on my own professional practice, and engage in appropriate field experiences which will benefit all involved.** |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? By learning the proper way to conduct Data Teaming and by teaching others as a Data Coach how to engage in producing meaningful data that can truly effect change, I am impacting student learning through improving teaching practices. By improving teaching practices and increasing student achievement (an inevitable result), I am impacting school improvement.** |