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

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| **Goal/Purpose** | **Action/Activity** | **Time Required** | **Materials** | **Time Frame** | **Who will be involved?** |
| Plan the rollout of the Using Data Process (UDP) of Collaborative Inquiry | Meet with building administrators to review the goals and process of Using Data Process (UDP). | 2 hours | Coach’s Guide; CD-ROM | July | Data Coach; Building Administrators |
| Garner interest and support of the Using Data Process by the school faculty | Lead a presentation on UDP. | 1 hour | Task 1 Slides; Handout 1.1: Using Data Process Overview;  Handout 1.2: The Using Data Process Components and Tasks;  Handout 1.3: Using Data Gets Results | August –  Pre-Planning | Data Coach;  School Faculty |
| Establish a school-wide data team | Meet with leadership team to establish a data team(s). | 1 hour | Coach’s Guide | August –  Pre-Planning | Data Coach;  Leadership Team |
| Clarify the Data Team’s Purpose and Roles and Responsibilities | Activity 1.3 Clarifying the Data Team’s Purpose and Responsibilities | 30 minutes | Handout 1.4: Launching the Data Team Planning Template  Handout 1.5: Data Team Responsibilities | Early September | Data Coach; Data Team |
| Establish Collaborative Norms | Activity 1.4 Establish Collaborative Norms | 45 minutes | Handout 1.4: Launching the Data Team Planning Template;  Handout 1.6: Norms of Collaboration;  Toolkit - Seven Norms of Collaboration | Early September | Data Coach; Data Team |

**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chris Carlisle | **Mentor/Title:** Tom Burks/ITS | **School/District:** Lakeside Middle School/Forsyth County |
| **Field Experience/Assignment:** Impact on Student Learning  Action Plan Part II | **Course:** ITEC 7305 Data Analysis and School Improvement | **Professor/Semester:** Dr. Jones/Spring 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 1/12/14-4/30/14 | Knowledge and skill development gained through reading The Data Coach’s Guide to Improving Learning for All Students Estimated time to fully understand the author’s intent and message (25 hours) | ISTE 1a, 1b, 1c, 1d |
| 4/30 | Actual time spent creating the Data Coach’s action plan outlining each step I would take if I ever am tasked with launching a data initiative at my school (one hour) |  |
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|  | Total Hours: [26 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 |  |  |  |  |  |  | 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?**  In this field experience I had to develop an “Action Plan” to create a data initiative at my school. In terms of technology facilitation this particular field experience did not teach me anything about technology facilitation. It did teach me effective leadership attributes related to collaborative inquiry. This lesson provided me resources and a means to create a highly effective data team based on the UDP design as outlined in The Data Coach’s Guide to Improving Learning for All Students. |
| **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.)**  Technology coaches are also school leaders. To be an effective leader, one must learn to communicate and collaborate with people with wide ranging beliefs and attitudes. Through this field experience I was required to demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of an action plan that may be met with some resistance. Hopefully, the methods and protocols I now have in my toolkit will better prepare me for this challenge. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  A data team trained in the UDP can offer schools a pathway toward creating a safe and effective culture to do the work of school improvement. The impact of a highly effective data team can lead toward school improvement, faculty development, AND improved student learning. Impact can easily be assessed through student test scores, as well as the collective measure of teacher attitudes and beliefs of the program. Fortunately, teacher “buy in” is an integral consideration in the UDP. |