**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chris Carlisle | **Mentor/Title:** Tom Burks/ITS | **School/District:** Lakeside Middle/Forsyth County |
| **Field Experience/Assignment:** Elevator Speech | **Course:** ITEC 7405 Multimedia & Web Design | **Professor/Semester:** Jones/Spring 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| **SAMPLE** 1/29/14 | Composed Elevator Speech in a Word Document [1.5 hours] | 1.1, 1.2, 1.3, 1.4 |
| 1/28/12 | Reading and Research on the Data Team Process and UDP [4 hours] | 1.1, 1.2, 1.3, 1.4 |
| 1/26/14 | Reading/research and study guide completion toward an understanding of collaborative inquiry and the UDP [5 hours] | 1.1, 1.2, 1.3, 1.4 |
| 1/30/14 | Delivered elevator speech in Voicethread.com [1 hour] | 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3 |
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|  | Total Hours: [ 11.5 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 |  |  |  | x |  |
| Black |  |  | x |  |  |  | x |  |
| Hispanic |  |  | x |  |  |  | x |  |
| Native American/Alaskan Native |  |  | x |  |  |  | x |  |
| White |  |  | x |  |  |  | x |  |
| Multiracial |  |  | x |  |  |  | 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?**     **Through this field experience I was required to reflect on how I would lead teachers to accept collective responsibility for school improvement and the learning and achievement of all students. It was necessary to develop and lead communication strategies to support the school's goals and improve student learning.**  **I was required to learn many things prior to the creation of my “elevator speech” I first had to learn about the purpose and role of successful data teams. It was necessary for me to learn which types of people to include on the team in my building. Then, it became essential for me to learn about the role and responsibilities of successful data coaches. During this process I was tasked with working through the “Building the Foundation” the Using Data Process, including the hands on activities of how I would launch the Data Team and how I would act as a facilitator in the management of both the process and materials of successful data team meetings, along with ways to promote shared values, vision and standards as well as introducing and striving toward cultural proficiency for team members.** |
| **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.)**  **Using data is to improve student learning is an essential part of being a technology leader and facilitator. Data coaches should know how to create and guide a team through the process of using data to institutionalize collaborative inquiry in schools. Understanding the foundation of the UDP process is the first step. Data coaches act as strong, positive role models necessary to bridge the gap between data and results. Through this learning I facilitated the development and implementation of a shared vision (Our district vision for Data Team creation and implementation) for the use of technology in teaching, learning, and leadership. By assuming the role of a Data Coach and forming a Data Team I have facilitated the design, development, implementation, communication, and evaluation of technology-infused strategic plans. I also researched, recommended and implemented policies, procedures and programs (The UDP process) to support the implementation of my school’s shared vision and use of Data Teams.** |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  **I was required to learn many things prior to the creation of my “elevator speech” I first had to learn about the purpose and role of successful data teams. It was necessary for me to learn which types of people to include on the team in my building. Then, it became essential for me to learn about the role and responsibilities of successful data coaches. During this process I was tasked with working through the “Building the Foundation” of the Using Data Process, including the hands on activities of how I would launch the Data Team and how I would act as a facilitator in the management of both the process and materials of successful data team meetings, how I would promote shared values, vision and standards as well as how I would introduce and facilitate the concept of cultural proficiency for team members. This will directly impact faculty development, first among data team members followed by the entire faculty. The impact of our work can be assessed as we look at results of student learning.** |