

Elevator Speech

By
Angela Burgess

Do the words “Data Dig” make you cringe? Do you still have nightmares about endless meetings spent “digging into the data”? If you’re like me, just hearing the word can give you the willies, even though we all know how important it is to have data to support our instructional goals and to analyze the progress made both by our students and by us as educators. Let me tell you how we’re going to change the Data Team process this year into one that will have real benefits for our school. Instead of random data digs, Lambert High School is going to use a method known as the Using Data Process. This method is personalized to real teachers in real classrooms and is applicable to teams of teachers who share the same goals. Instead of evaluating anonymous sources of information, teachers will work together to evaluate their own data sources and identify a common learning problem. Instead of being powerless to change anything, the teachers on the team will collaborate to find solutions to the problem that they personally identified and then will encourage each other to monitor the process and evaluate their progress. Instead of being stuck in an endless limbo of analysis with no progress, teachers will be empowered to create success stories using real tools that encourage them to understand, discuss, see, and respond to data. I ask you to give us the time needed to change your mind. This will be an ongoing initiative, but it’s important that teachers buy in and believe in the real change that can occur when the data drives instruction.

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: <i>Angela B. Burgess</i>	Mentor/Title: <i>Ruth Allen / ITS</i>	School/District: <i>Lambert High School / Forsyth County Schools</i>
Field Experience/Assignment: <i>Elevator Speech</i>	Course: <i>ITEC 7305</i>	Professor/Semester: <i>Susan K. Padgett-Harrison / Fall 2013</i>

Part I: Log

Date(s)	Activity/Time	PSC Standard
09/02/2013	Completed course readings on the Using Data Process / 2 hours	6.1
09/08/2013	Prepared rough draft of elevator speech, rehearsed, and revised / 1 hour	6.1., 6.2
09/11/2013	Rehearsed and completed final revisions of elevator speech with youth audience / 30 min.	6.1, 6.2
09/12/2013	Recorded finished product of elevator speech / 30 min.	2.1, 2.4
	Total Hours: [4 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				x				
Black				x				
Hispanic				x				
Native American/Alaskan Native								
White				x			x	
Multiracial			x	x			x	
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
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 completing this field experience, I learned that technology use can be just as frustrating sometimes for those of us who are used to using it as it can be for those who are new to its use and integration in education. However, the use of technology to deliver personalized messages even when not speaking to someone in person is important, as a message in text carries often is much less persuasive than one delivered with the proper tone of voice. Being able to demonstrate this reality to teachers is important for those of us in the ITEC program as we seek to further our knowledge and influence.

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.)

It is important as an educator to continue the learning process and to avoid stagnation. The field of knowledge is infinite and ever changing. Educators must also be able to take their new knowledge, reflect upon its application, and apply it to new skills. This reflection should also be a result of outside critiques. Working with several local middle school students who are adept performers helped me to fine-tune the presentational aspect of the elevator speech, instead of solely focusing on the content, which would have resulted in a dead-pan, robotic presentation.

Being able to listen to and accept outside criticism is not always easy, but it is also just another part of the continual learning process.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

Coincidentally, my school truly is beginning a new attempt at Data Teams. While the local school leaders were chosen before I began this program, and so I am not part of the coordination team, I have spoken to my administration and to several of the team members about possibly combining my efforts in this class with those of the team. The reaction was positive and I hope to be able to work with them to positively impact school improvement, faculty development AND student learning.