**STRUCTURED**

**Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Eamonn Kelly | **Mentor/Title:**  Brandi Caldwell/ Technology Integration specialist | **School/District:**  Moody High School  St. Clair County Schools |
| **Field Experience/Assignment:**  Data Elevator Speech | **Course:**  ITEC 7305  Data Analysis & School Improvement | **Professor/Semester:**  Dr. Jones/Spring 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC/ISTE Standard** |
| 2/6/14  2/7/14 | Researching, writing, and editing Data Analysis Elevator  Speech  4 hours | 1.1, 1.2, 1.3, 2.8, /  1a, 1b, 1c, 1d, 2a, 2d, 2e, 2h,4f, 4h |
| 2/9/14 | Recording Elevator Speech  1 hour | 1.1, 1.2, 1.3, 2.8, /  1a, 1b, 1c, 1d, 2a, 2d, 2e, 2h,4f, 4h |
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|  | Total Hours- 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 |  |  |  |  |  |  |  |  |
| Black |  |  |  |  |  |  |  |  |
| Hispanic |  |  |  | X |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  | X |  |  |  |  |
| Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

**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?**  Here the elevator speech was a one minute speech that could be delivered to the faculty at our school who participate in our data team, or people who may shy away from using data. The goal was to open up the discussion of data and how it benefits our school. Pretty much a cheer for data analysis and how it can make our school better. When people are asked to analyze information a silent buzz falls on the room. It is just something that people do not like to do and teacher moral and enthusiasm can go down. So this is really the goal of the technology coach, to be a great salesman. Someone who can show teachers that this really will help our students and our school. By giving a speech like this, maybe some teachers will see its benefit. |
| **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.)**  As a technology coach data analysis knowledge is key. The practices used to obtain analysis must also be solid. How can one lead if it is not clear that they are making the right decisions? How can one even start the process without the knowledge or where to begin the process? These are just points to make and what this assignment meant to becoming a technology coach. The skills needed are what comes from the knowledge of the content, but knowing and doing are two different things. So being able to implement the process is a key concept to being a technology coach. You can bark orders all day, but no one will follow if it is clear that the leader cannot put the analysis in motion. To me the dispositions is the biggest part of being a technology coach here. Most time dispositions can be taught, but a lot of the time are something the leaders already have. Being vocal throughout the process and letting the members know that you are “all in” means a great deal to the process. Also, being a cheerleader will raise the moral of the group. Enthusiasm is the best way to keep a group positive and reach the final goal. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This happened to be a good way to open a discussion with a group of people about how to improve our school. Being on the school improvement committee wasn’t my first choice, but being in the class and completing assignments like this one has made the experience much easier. I think that the school improvement team sees that I care and that we should always being looking for ways to improve our instruction and our students. Life-long learners will always be successful in life and this is a great example of a group of people with a common goal. |