**3-5 Grade-Specific Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:  Tracy Efaw** | **Mentor/Title:  Randall Schlanger** | **School/District:  Cobb County School District** |
| **Course: ITEC 7460** | | **Professor/Semester: Pearson** |

**Part I: Log**

**(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete one field experience totaling 5 hours!  
If you have fewer field experiences, just delete the extra rows. Thank you!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** |
| **9/11/12** | **Develop Presentation on Wikis as a training for teachers in our ITEC class. These teachers cross all grade levels from K-12. [10 hours]** | **PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.3** |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 | X | X |  |  |  |  | | Black |  |  |  |  |  |  |  |  | | Hispanic |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  | X |  |  |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |   **Reflection:**   1. **Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** In general with the technology facilitation and presentations I get to do around the building and in my ITEC classes, I am learning that I need to be patient and I need to meet people where they are. The same holds true for leadership. Often teachers express a great deal of frustration with all the new technology initiatives we are trying to implement this year, and I am learning not to take this negativity personally. It is sometimes difficult to do. But to be a good leader and a good technology facilitator, I must work on this constantly. It is not me that teachers are aggravated with. It is the fact that they are being mandated to reach outside of their comfort zone and shift their internal paradigm about what technology means in the classroom and to their professional lives. For many this is very uncomfortable. I need to be the beacon of hope, and the only way I can do that is to stay the course and not let it get to me personally. 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.** When I started this program, I didn’t know much of anything about technology. This has been a GREAT experience in learning a lot of things about myself. I have developed into a pretty good trouble-shooter, for example. I can figure most anything out now, whereas before I was generally just as lost as the next person. I have gotten much more comfortable in making presentations in front of adult audiences. I have to know and be able to navigate all the technology that teachers use. I have to have the skill set to be comfortable enough with technology to figure things out, even if they “stump” me. I also have to be innovative enough that if one way of doing something does not work, something else might. I have to have enough knowledge and skills to be able to determine alternative approaches. I knew I was starting to be a good technology facilitator when I started being able to do this. Finally, staying positive is always better than allowing the negativity to permeate my own constitution. Teachers will benefit more from me if I can stay positive than they will if I cave to negativity. 3. **Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** These field experiences of the “unstructured variety” impact all three items here: School improvement, faculty development, and student learning. When I am able to impart technological “know how” to teachers and students alike, I am helping our school improvement both at the local level and the district level, by improving the quality of instruction and the number of students who get and stay engaged. The impact can be assessed through how students perform, how they respond to lessons, the attitude of teachers, and the overall school culture**.** More teachers are more engaged with technology to aid their teaching, and more teachers are getting students involved and are sharing what we teach them so that students can benefit. It’s been quite an interesting transformation over time. | | |