**UNSTRUCTURED 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: Data Analysis and School Improvement** | | **Professor/Semester: Dr. Padgett-Harrison** |

**Part I: Log**

**(This log contains space for up to 5 different field experiences for your 10 hours. You may only need one! If you have fewer field  
experiences, just delete the extra rows. If you have more than 5 field experiences, please copy and paste additional rows. Thank you!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| **2/15/13** | Assisted my god daughter and her classmate (second graders) with a wiki project for her school on Helen Keller.  [4 hours] | PSC 2.3, 2.4, 3.7 | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  Working with little second graders on technology was interesting! They knew a lot more than I thought they would about technology. For them it was intuitive. They picked up the concept of wikis very quickly, and went to town creating cool web-based activities to show their learning about Helen Keller.  **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.)** This was a very authentic learning experience, because it was a shared activity that both kids could work on from home and collaborate on together. They were able to use higher order thinking skills through the use of the technology they planned. It was an exercise in problem-based learning, really. Because of the technology component, this activity demanded a much higher level of thinking than a simple book report might have. I found I had to be very positive and encouraging with this age group. They get discouraged easily.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** This field experience was really about student learning, since these students don’t attend my school. The kids were very engaged and really wanted to do a good job. Once they got the concept of the wiki down, they enjoyed researching other web-based technologies to embed in their wikis, like prezis, glogster, etc. The impact of this project and the technology use can be measured by the end result of what the students produce in the way of a quality product. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | Hispanic |  |  |  |  |  |  |  |  | | Native American/Alaskan Native |  |  |  |  |  |  |  |  | | White |  |  |  |  |  |  |  |  | | Multiracial |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |
| **Date(s)** | **2nd Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| **3/6/13** | Taught kids how to do a Glogster project with my church youth group. They wanted to communicate to Jewish kids and Palestinian kids via technology and social media.  [2 hours] | PSC 2.2, 2.3, 2.4, 3.7, 4.3 | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** This was a really cool project in which I got to work with the older kids at my church to develop a way for kids of different faiths to talk and discuss their beliefs. Our kids decided that they wanted to put together a cool project to show the Israeli and Palestinian kids who they really were, so they put together various glogster posters with video embedded and had a ball sharing their lives with people on the other side of the world from us. I learned how empowering technology can be when we put together meaningful projects, and how through the use of technology, we can make a difference .  **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.)** In a situation like this one, it’s important to have an open mind and encourage kids to ask questions about their own beliefs and the beliefs of others. It’s also important to have enough knowledge about technology to be able to match a specific technology to a project outcome. It’s also important to be very enthusiastic and help kids develop doable ideas of their own without squashing their creativity. A project like this enables kids to embrace authentic learning, while also providing a space for higher order, divergent thinking. The collaboration that results is priceless and something kids will remember for a lifetime.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** Since I did this field experience with kids from my church, I can only comment on the impact it is having on the kids who participated. They get to correspond with kids from two other countries and talk about the prospect of peace between them all. They get to see that kids are all the same, regardless of where they come from. They are seeing, through the use of technology, that they can be amazing catalysts for change in a region where it seems time stands still. Is this authentic learning? You bet! |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  |  |  | | Limited English Proficiency |  |  |  |  |  |  |  |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  | | | |
| **Date(s)** | **3rd Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**  (Minimum of 3-4 sentences per question) |
| **2/1-5/1, 2013** | School-based technology assistance   * Assist teachers with Blackboard technology * Assist teachers with Blogs * Assist teachers with on-line lesson planning * Work with teacher in trying “flipped classroom” concept in her Social Studies class using Google Docs   [4 hours] | PSC 2.2, 2.3, 2.4, 2.7, 2.8, 3.7 | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  The most exciting part of this field experience was working with the Social Studies teacher and assisting her with the “flipped classroom” concept. She has google docs set up in such a way that kids can communicate with her day and night and turn their work in over google docs. She allows them to work with their own phones in the classroom. This allows others to use the laptops that the schools provide. I learned that to be a good leader, I have to be open-minded to new innovations in the classroom and encourage their use with my principal who frequently seems nervous about the whole thing! I have developed a good bit of credibility in the building over the time I have been doing this technology program, and teachers are beginning to trust me more and more.  **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.)** I do have to know what I’m doing when working with teachers, as they expect that I do. I have found that the best teacher of technology is simply gaining the courage to try new things even when I fail. I like to be prepared whenever I do things for teachers, but sometimes this is just not possible. Therefore, I am getting used to the “trial and error” approach. I enjoy pushing students and teachers to use their higher level thinking skills and to create authentic learning experiences for themselves. When I come up against a brick wall, I have to find another avenue to reach reluctant learners. Teachers are a lot like students in this way.  **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** This field experience can impact learners because when teachers are more engaged with meaningful technology, students will be, too. When students are engaged, they seem to do better academically. When students do well academically, the school itself prospers. This impact can be assessed by the enthusiasm from teachers and by the performance of students. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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 |  |  |  |  |  |  |  |  | | White |  |  | X |  |  |  | X |  | | Multiracial |  |  |  |  |  |  | X |  | | **Subgroups:** |  |  |  |  |  |  |  |  | | Students with Disabilities |  |  |  |  |  |  | X |  | | Limited English Proficiency |  |  |  |  |  |  | X |  | | Eligible for Free/Reduced Meals |  |  |  |  |  |  | X |  | | | |
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