**Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Tracy Efaw | **Mentor/Title:** Randall Schlanger, Teacher | **School/District:** Griffin Middle School |
| **Field Experience/Assignment:**SWOT | **Course:**ITEC 7410 | **Professor/Semester:**Dr. Jo Williamson |

 **Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| **9/21/11** | **Meeting with Mimi, June, and myself to plan for SWOT Analysis [45 minutes]** | **PSC 1.2, 6.1** |
| **9/22/11** | **Meeting with Mr. York [45 minutes]**  | **PSC 1.1, 1.2, 1.3** |
| **9/22/11 – 9/30/11** | **Prepared respective Strengths and Weaknesses between our areas of expertise [9.5 hours]** |  **PSC 5.1, 5.4, 1.1, 1.2, 1.3, 1.4, 1.5** |
| **10/1/11** | **Prepared recommendations/analysis and wrote executive summary [5 hours]** | **PSC 5.1, 5.4, 1.1, 1.2, 1.3, 1.4, 1.5** |
| **10/9/11** | **Prepared Field Experience Log [2 hours]** | **PSC 1.1, 1.2, 1.4, 1.5** |
| **10/10/11** | **Reading/Review of other SWOTs [1.5 hours]** | **PSC 1.1, 1.2, 1.3, 1.4, 1.5**  |
| **10/10/11** | **Construction of Written Response [2 hours]** | **PSC 1.1, 1.2, 1.3, 1.4, 1.5** |
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|  | Total Hours: **[21.5 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 |  |  |
|  Black |  |  |  |  |  | x |  |  |
|  Hispanic |  |  |  |  |  | x |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  |  |  |  |  | x |  |  |
|  Multiracial |  |  |  |  |  | x |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  | x |  |  |
|  Limited English Proficiency |  |  |  |  |  | x |  |  |
|  Eligible for Free/Reduced Meals |  |  |  |  |  | x |  |  |

**\*\*Since this Field Experience dealt with Analyzing Current Realities at our school, we felt the experience was indirectly applicable to all students at Griffin.**

**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?** We had to take a good look at our school in terms of technology use, as well as the attitudes that teachers had towards technology integration. I learned that integrating technology isn’t as easy as it may seem, and at GMS, one hand doesn’t really know what the other is doing. I am convinced that NOT having a technology plan in place could very well account for this lack of purpose and focus. Because there is no plan in place, initiatives (district and otherwise) are thrust upon teachers resulting in a plethora of undesirable results: GMS has is fair share of “resistors and saboteurs,” no one has the definitive answers (or consistent answers) about technology questions, no one knows what software is being used or how effective it is, and no one really knows what hardware is being used and how well it’s being managed by teachers and/or students. So what I have learned is that when I become a principal, I would like to have a tech plan in place that addresses these issues. If I don’t know where I am, then how can I know where I want to go? A monitored technology plan will definitely enhance my leadership abilities for curriculum and instruction a great deal. |
| **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.)** Since this assignment was more of a needs assessment instead of “hands on” technology practice, I believe the bulk of what we were looking at dealt with Standards I and (once an understanding is developed), V. It’s important to know what the current technology status of a school is (knowledge) before we can determine the course we need to take (skills). This has been a very good experience in helping me to realize what needs to unfold at my school in order to put an effective technology plan in place. In order to create action steps, I need to first have a plan, and the SWOT analysis helped to blaze a trail into what “next steps” should be at our school. Our school has a variety of “dispositions” at this time. The good news is we have a principal who supports technology integration in our school. We have “techie expert teachers” who embrace technology and utilize it in their classrooms to engage students and increase student academic achievement and participation. We have “tiptoer teachers” who want to embrace technology and to so to a certain degree, but who need to learn more and implement more training. The bad news is we have the resistors, the saboteurs, the “bookworms” who won’t step out and try technology…or in the event it’s mandated, use it begrudgingly. From this exercise I have learned that as a technology facilitator, I need to recognize that “zone of proximal development that exists in each of us, and meet people where they are in increasing tech use overall. In some cases, I will need to take baby steps and be very nurturing. In others, leaps and bounds and wings to fly will be the order of the day. Since we are in the midst of a paradigm shift of major proportions, it’s a “one day at a time” proposition. |
| **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 impacts faculty development directly, and school improvement and student learning more indirectly. As I have already stated, in order to know the direction we need to take as a school, I have to know and understand the current reality. By developing a tech vision and plan, I can improve teachers’ buy-in of technology goals, because they will be written in black and white. By encouraging teachers, and developing a culture of technology in the school with increased technology use, the school will improve (as will the attitudes of all stakeholders as they begin to see our school as progressive and innovative), and as a result, student learning and subsequent achievement will increase because students will become more engaged and excited with increased technology use. |