**Unstructured Field Experience Log & Reflection**

**Instructional Technology Department**

**Tracy Efaw**

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| **Candidate:** Tracy Efaw | **Mentor/Title:** Randall Schlanger/Teacher | **School/District:** Griffin Middle School/Cobb County |
| **Field Experience/Assignment:** Unstructured FE Log | **Course: ITEC 7400 Instructional Technology Leadership** | **Professor/Semester:** Dr. Jo Williamson/Fall 2011 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 8/9/11 and ongoing | Developed web blog for my classroom and assisted other teachers in developing their web blogs. You can view the web blog at <http://www.oncoursesystems.com/school/webpage.aspx?id=11176743> .  (18 hours/ 5 initial, one hour a week thereafter) | PSC 1.4, 2.1, 2.5, 3.1, 3.2, 3.3, 3.7, 4.1, 5.2, 6.1 |
| 8/9/11 | Collaborated with Mr. York (principal) regarding using Blackboard for school-wide use. Worked on getting administrative rights to work with school-wide Blackboard. (2 hours total) | PSC 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1 |
| 8/9/11 and ongoing | Worked with training myself on Blackboard and developing personal course shell and spreadsheets (4 hours currently) | PSC 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1 |
| 11/15/11 and ongoing | Working on developing staff use for Bb shell for Griffin Middle School and working with new interim principal on permutations (communication, data analysis for use with Data Teams, book studies and other professional development, etc.) of Bb for our faculty use and with training. (4 hours) | PSC 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1 |
| 10/19/11 | Created flyer in Publisher (BBPT) for our schoolwide standard attire initiative (1 hour) | PSC 4.3, 6.3 |
| 11/811 | Collaborated with Social Studies Teachers to train them on the use of Prezis in the classroom as a presentation tool along with subsequent coaching dialogue. (2 hours) | PSC 5.1, 5.2, 6.1, 6.3 |
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|  | Total Hours: [31 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 |  |  |  | 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 |  |

**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? I learned that I have to get to work a LOT earlier these days to accomplish what I need to do in a day AND to make myself available for others. Since I started out this year, I have made it a goal to be at school by 7:15 every day, about an hour and a half early. Regarding the Blackboard Project, I actually have thought of implementing this as at least a part of my Capstone project…there are so many applications that I could use Bb for, both in the classroom and in our school as a mechanism for vastly improved communication, professional development, and data analysis/communication. It’s a huge project, and I have really only tapped the surface at this point. It’s been very challenging, because I have come up to roadblocks time after time in self training and simply getting the program to work for me. Most of what I have done to date is research and reading up on Blackboard and its various permutations.** |
| 1. **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.) A very important lesson I have learned in this class is that to be able to use technology at higher levels of thinking and engaged learning, I have to really understand how it works to be able to comprehend various ways the technology can be utilized. This takes a lot of time and digging. My mentor has not been able to help me on this, because he has not actually used Blackboard in his classroom as a teacher. He, like many of us, has only used it as a student. Setting up a class is a whole new ballgame!!! I spoke with Mr. York about his ideas using Bb as a school-wide application, and when he left I had to start all over with our new (interim) principal. So I am finding that I have to stay enthusiastic about the program in order to make it successful.** |
| 1. **Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? The impact of my Field Experience for this class impacts school improvement, faculty development and student learning by providing a vehicle for professional development, communication, and shared vision in the way we teach our kids. By having a common forum, teachers can communicate complex ideas from the privacy of their own homes, during their planning times, or any other time that is convenient to them. This enables teachers to share lessons, data, and ideas more freely, thus improving the quality of what we all do. Over time, it will be a timesaver for teachers and administrators alike, which will free up more time for us to work with students. This will impact school improvement by allowing teachers to focus on what’s most important. Impact can be assessed in test scores, teacher and student morale and other important indicators.** |