**Unstructured Field Experience Log & Reflection**

**Instructional Technology Department-ITEC 7445**

**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 7445 Instructional Technology Leadership** | **Professor/Semester: Ms. Sherri Booker** |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| **February 29, 2012** | **Common Core Training to include/embed Technology Standards (Day 2)**  **[6 hours]** | **PSC 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.3, 3.7, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2, 6.3** |
| **April 2012** | **Met with Media Specialists to discuss next year’s usage policies for Computer Labs and Laptop carts to devise a plan for a more even distribution of use amongst a wider teacher audience. With Common Core coming up, access to technology will be very important for everyone.**  **[1 hour]** | **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** |
| **March 2012** | **Taught a pilot group of students (gifted class) how to use Audacity for their projects. They were to use Audacity for a small portion of a project we put together for our Philosophy Unit, where they were to reflect on the interviews they had with their parents about their parents’ philosophy of life. This was to go with our *Tuesdays with Morrie* Novel Unit we completed. (Teaching, implementing, grading)**  **[3 hours]** | **PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7** |
|  | **Total Hours: [10 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? This field experience log is a mixed bag of things I have tried. Again, as with the field experience log in my ITEC 7430 class, I was able to work with other teachers in both receiving training myself on Common Core standards, coming to GMS and CCSD this coming fall, and I was able to turn around and train my department on the Common Core Standards and embed some Tech training in with the training I received from the district. Having the privilege of training other teachers is such an honor, and I feel my new “job” is to develop a culture of Technology Talk in our building. So this training is my first start.**   **The most intriguing part of my field experience has been sharing my learning with my students. And I picked my “eager to learn” gifted students, because I felt it would be a good testing group for my “shenanigans.” I wanted to use something that I have learned in this class to share with them and actually have them implement, so I chose Audacity. And they loved it! I selected a small group of six students to give this extra part of the assignment to. We were doing a project on the novel “Tuesdays with Morrie” and they had to choose a parent to interview and get information on what kind of philosophy of life their parents espoused. They asked them about values, and character, and how they felt about contemporary issues. Then they had to synthesize all their information and write a compare/contrast about their own philosophies v.s. their parents’. Audacity entered the picture when students in this small group were asked to simply record their thoughts and feelings about their findings in Audacity. I learned some pretty poignant things! The kids enjoyed the extra attention, they enjoyed learning about a new technology, and I believe they were pretty impressed that Old Mrs. Efaw had a few new tricks up her sleeve!** |
| 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.) In focusing on the experience I had with students (since I have already commented on a different FE Log about the training of the teachers), I have to say that to train students in something like Audacity or any other “more complicated” type of technology, I do have to know what I’m doing. Having had the experience of *performing* the technology myself in my 7445 class was very beneficial, because even though the technology is new to me, turning around and teaching it to kids helps to implant the ideas into my “knowing” more readily. I have to be able to show the kids how to do the technology and also how to trouble shoot when things don’t go exactly how they are supposed to. What this has taught me is that I have to be resilient and I have to be a learner right beside my students. I like being in this position of humility, because I don’t make a very good “sage on the stage.” I feel by developing an attitude of learning WITH my students TOGETHER, we make a team. And teamwork is better than going solo. When kids have a new audience, it authenticates the learning, and students seems to want to perform well. Just using the technology forces them to think in higher skills because they have to synthesize information in new ways. Differentiation becomes easier because there are new tools and new choices we get to give to students along the way. Everyone wins when we get to use technology to enhance student learning.** |
| 1. **Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? First, training teachers to learn more about technology and to try different ideas is about the most wonderful experience there could be. And as has been already stated in more FE logs than one, teaching teachers to use technology creatively and effectively causes students to think more critically and more creatively. Students being more engaged causes more learning to occur, and more learning increase test scores and overall student performance.**   **The same process holds true for imparting this knowledge to kids. It’s so much fun to watch kids get excited about learning new things, AND more importantly, how to use the technology to increase their learning. Recording their voices for others to hear…something that small…seems to deepen the authenticity, because suddenly they realize that they have a potential audience out there besides the teacher. So their efforts increase. By students exerting more effort in every learning opportunity, their overall performance increases. By student performance increasing, the school benefits. Teachers are happier, students are happier and administrators are happier! It works like a charm!** |