**ITEC 7400 Structured Field Experience Log & Reflection**

**Instructional Technology Department**

**Tracy Efaw**

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| **Candidate:** Tracy Efaw | **Mentor/Title:** Randall Schlanger, Teacher  Amy Stump, Administrator | **School/District:** Griffin Middle School |
| **Field Experience/Assignment:** 21st Century Teaching and Learning Projects | **Course:** ITEC 7400: 21st Century Teaching and Learning | **Professor/Semester:** Dr. Jo Williamson |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| **\*\*9/1/11 – ongoing**  **Skills**  **Tutor** | **Setting up Skills Tutor for students I tutor in the mornings before school. (I have never used Skills Tutor before this year when I learned about it in my class.**  **(1 hour)** | **PSC 2.1, 2.2, 2.5, 2.6, 2.7, 2.8, 4.1, 4.3** |
| **\*\*9/1/11 - ongoing** | **Working with students using Skills Tutor to determine areas of strengths and weaknesses, thus saving time to make tutoring most effective.**  **(55 hours and counting)** | **PSC 2.1, 2.2, 2.5, 2.6, 2.7, 2.8, 4.1, 4.3** |
| **10/10/11**  **On-line Curric. Project** | **Development of on-line curriculum project related to Frankenstein novel. (2 hours)** | **PSC 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 4.3** |
| **Week of 10/24-10/18/11** | **Roll out mini lessons on voicethread, prezis, glogster, and weebly to students for project application (2 hours [30 minutes per application])** | **PSC 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 4.3** |
| **Week of 10/31-11/4/11** | **In-class presentations of student projects**  **(5 hours)** | **2.2, 2.4, 2.5** |
| **11/8/11** | **Discussed using Prezis with Social Studies teachers in a culminating project they were putting together during Data Teaming. (30 minutes)** | **1.1, 1.4, 2.1, 2.6, 3.1, 3.3, 3.6, 6.1,** |
| **11/14/11** | **Follow Up/coaching session with frustrated Social Studies teacher (30 minutes)** | **1.4, 3.1** |
| **10/31/11**  **SRS** | **Development of Student Response System student paced tests (Greek Roots tests, Weeks 6, 7, 8, and 9)**  **(1 hour)** | **PSC 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 4.3** |
| **11/5/11** | **Roll out student response system to students (we were given certain guidelines to review with students)**  **(1 hour, all three classes combined)** | **PSC 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 4.3** |
| **11/18/11** | **Administration of first ever i-Respond test!!!**  **(1 hour, 20 minutes per class)** | **2.7, 3.1, 3.2, 3.5** |
| **11/28/11** | **Working with Math, Science, and Social Studies teachers on my grade level team to implement i-Respond before benchmark tests come out.**  **(2 hours)** | **1.4, 2.1, 2.5, 2.6, 2.7, 2.8, 3.5, 3.7, 4.1** |
| **11/28/11**  **BBTP Insprtn.** | **Introduction of Kidspiration to students in the classroom regarding persuasive writing. I learned that Cobb County has run out of licenses to Inspiration and because of that, we can only load Kidspiration onto laptop carts…which is what I had signed up for) We will be doing this introduction together with laptop computers using the same topic.**  **(4 hours; two one-hour class periods per class)** | **PSC 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 4.3** |
| **11/29/11** | **Roll out Kidspiration Software to 8th grade Social Studies teachers and discuss permutations. Get a commitment from teachers to try Kidspiration in classroom over the next week or so and get feedback.**  **(1 hour)** | **1.4, 2.1, 2.5, 2.6, 2.7, 2.8, 3.5, 3.7, 4.1** |
| **11/28-12/2/11** | **Students will be given a list of topics that they can choose from and design their own Kidspiration brainstorm and outline.**  **(12 hours)** | **PSC 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 4.3** |
| **12/5-12/7/11** | **Students take the Kidspiration brainstorm and the outline off of the page and write a rough draft based on their Inspiration work.**  **(12 hours)** | **PSC 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 4.3** |
| **12/8/11** | **Meet with Social Studies teachers to get feedback from Kidspiration attempts in the classroom. (1 hour)** | **1.1, 1.4, 2.1, 2.2, 2.6, 3.1, 3.7** |
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|  | **Total Hours with SkillsTutor:**  **Total Hours Without SkillsTutor:** | **100 hours**  **44 hours** |

**\*\*I will not count the above in my total, although SkillsTutor really does represent a major enhancement to my teaching efforts this year. I have never used SkillsTutor before this year and have found it to be an invaluable assessment tool for differentiation and one-on-one tutoring sessions with individual students.**

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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 |  |

**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 am reminded about what Creighton says regarding the allotment of time in the classroom for teachers to actually *implement* the technology they are learning. How very important this time is! One of the HUGE things I learned while implementing these varied field experiences is how much time is invested in integrating technology in MEANINGFUL ways. I am also reminded of Creighton’s warning that “we have been guilty of adapting our schools and our learners to technology,” and how we must now “work at adapting technology to our learners.” (2003, p. 26) This is a process, and it’s important to take the time to do it correctly.**   **I also learned that leadership is very difficult, because there are so many people who embrace “contempt prior to investigation.” Instead of keeping an open mind to new things, teachers seem to be the very worst at clamping their minds shut to new and innovative ideas. I find this to be extremely frustrating, because I see it as being so limiting to people. If they would just give these new ideas a fair showing, I believe they would be as amazed as I have been…I, the real skeptic of the bunch! I have also seen myself reflected in the teachers with whom I have interacted. I, too, can be just as narrow-minded as what I am describing. I think this field experience has taught me a little about myself, too, in seeing how I need to keep an open mind as well, when new things are being introduced to me.**  **I also learned that technology facilitation takes a lot of patience, and the ability to meet the teachers where they are. For whatever reason, there seems to be a very high frustration level for teachers when they are learning a new application. I can’t begin to understand why this is, but I have seen this to be the case in teachers I have worked with as well as myself. Teachers don’t like being “NEW” at anything. They want to be experts from the start. This perfectionistic defect of character is definitely a challenge to work with and patience is key.**  **I think it’s also important to constantly remind teachers that what they are learning will make their lives so much easier once they have traveled the learning curve. It’s important to remind teachers that there is light at the end of the tunnel. And that we need to work hard at staying on top of technology, because our students are generally already there. We as educators need to bridge the gap.** |
| 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.)**  |  |  | | --- | --- | | **SkillsTutor** | **SkillsTutor has been an amazing addition to my classroom this year. Each year, every class is different. This year, I have VERY low students…some on K-3 reading levels. I have been able to utilize SkillsTutor to assess where kids are and what their strengths and weaknesses are. I have also used the program to assist me in differentiating for these struggling students. This has made me a much more efficient and efficacious teacher, and it has helped students to become more responsible for their own learning. Because our class sizes are so much bigger this year, it has become necessary to hold morning tutorials every day for struggling students. I have about 9 students that I teach regularly in the mornings now. SkillsTutor has been invaluable in assisting me in targeting problem areas with these students, making the BEST use of the time we have. I had heard about SkillsTutor prior to this year, but it wasn’t until I learned about it in this class that I decided to step out and give it a try. As a technology leader, I believe I have to be the first to step out on a limb and try new things. By doing so, I set a good example for other teachers and administrators.** | | **On-line Curriculum Project** | **The On-line Curriculum Project turned out better than I expected it to! While we were only required to *find* an on-line curriculum project for our classroom, I decided that I would actually IMPLEMENT the project in my classroom while I was teaching the novel *Frankenstein*. I had only a nodding acquaintance with the four technology applications I asked my students to use, but fortunately each one had a tutorial embedded in the application, so I showed my students the tutorials and modeled the application in class during a mini-lesson. Then the kids ran with it! Talk about student-centered! They were very excited to learn something so new and cutting-edge, and they really had a good time putting together their presentations. There were a couple of opportunities for troubleshooting, but between us all, we learned together! As a technology facilitator, I learned that I need to have the courage to try new things…even if it means I make mistakes. I also learned to take on more of a constructivist approach and allow my students to see me flounder and assist me in figuring things out. Skill is important. I have to have some skill to begin. But really, I have learned that my attitude is most important here, as I become more of a facilitator and guide than the “expert.” This also applies to the work I do in working with other teachers. I think when teachers see that technology facilitators are fallible, it opens the door to developing a trusting relationship built on even, solid ground. It was exciting to be able to offer students such a diverse range of technology choices for them to utilize and communicate to others. Their confidence level soared, as did my own!** | | **Student Response Systems** | **Okay. On the SRS, I have been one of the “contempt prior to investigation” people. I have resented that i-Respond was just thrust upon us without any consultation with teachers who are expected to use them. I hated the training for the i-Respond and felt it was entirely ineffective. I also learned that when a school district spends a LOT of money on something like this, it really doesn’t matter what I think. I best get over myself and embrace the change. So FINALLY, and only because I was forced to do it in this class…I broke down and tried i-Respond. And guess what? I LOVE it! My first experience with it was relatively flawless. Some kids had questions about mistakes they made while inputting their information, and other students were able to assist where I couldn’t. They had been given enough exposure to i-Respond in other classes to know how to answer typical “user” questions. A couple of times, I had to figure out some of the students’ questions by just trying different things. Grading was a SNAP! This is an amazing assessment tool that I will use regularly in my classroom. I can use it as a tool to make my PowerPoints more interesting and engaging, and I can use it for quick formative assessments and longer summative assessments. I can also use i-Respond for data collection and differentiation. Being in this class has invited me to consider ways I can form questions to get at higher order thinking skills, and concentrate on integrating i-Respond in ways that can truly help me run my classroom more efficiently while also challenging students at higher levels.** | | **BBTP—Kidspiration** | **I had all my lesson plans for the past week and a half planned out, got our laptop cart, and had a little voice go off in my head to check the laptops for the software before class started. Sure enough, Inspiration was not loaded. Only Kidspiration. I had to adjust and learn Kidspiration an hour before class in order to lead the class as I modeled how to brainstorm using Kidspiration. So what I have learned is to double check BEFORE I make a plan that the technology I require is in place. I can’t take anything for granted!! I have to be able to model how to use the technology I share with my students. And I have to be proficient enough to figure out glitches as they pop up, because with technology…they ALWAYS pop up! I have to be flexible, too. I also have to plan for eventualities (like not having enough working laptops, not having software I need loaded, etc.) It always helps to have a positive, easy-going attitude about all this because the kids need to know that the learning environment stays SAFE for us to learn new things together. It was amazing to see kids working and fully engaged with Kidspiration. They had a good time in class and I had no problems with behaviors. It’s almost like by using technology, students change the way they see me…not as some old fuddy-duddy with a gray halo around my head…but as a teacher who is innovative and looking out for the best interests of my kids. I really like that idea! I am currently in the process of working with two Social Studies teachers about implementing Inspiration/Timeliner in their classes. They do not have experience with this software at all. I know they will love the application and the various things they can do with it.**  **Also, when asked if they liked Kidspiration better than “paper and pencil” brainstorming, students unanimously responded that they enjoyed Kidspiration much better. They claimed that it was easier to think of ideas using Kidspiration, and when they were working, they were fully engaged in thinking…not talking to their neighbors. They also loved the outlines and felt that these helped them organize their thoughts for their essays much better than they could have done without the technology.** | |
| 1. **Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? Overall, I feel these field experiences have helped me to become more of a team player by sharing the things that I am learning with others. By doing so, slowly but surely our faculty development will improve over time as teachers become more proficient not just by using technology in the classroom more often, *but by using technology more effectively* in order to maximize student achievement. It’s difficult to separate out school improvement from faculty development and increased student achievement. These three ideas are completely interdependent. Each is directly proportional to the others. When students are engaged and learning, teachers become motivated to improve their teaching pedagogies. When teachers decide to make positive changes in their classrooms, schools improve overall.** |