**Unstructured 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/Cobb County |
| **Field Experience/Assignment:** Unstructured FE Log | **Course: ITEC 7410 Instructional Technology Leadership** | **Professor/Semester:** Dr. Jo Williamson/Fall 2011 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 8/11/11-8/12/11 | Worked with leveling homerooms and rescheduling students into different homerooms alongside my 8th grade Adminstrator using Pinnacle software. (10 hours) | PSC 1.3, 1.4, 2.5, 6.3 |
| 8/17/11 and ongoing | Worked with assisting several teachers with weblogs and i-Respond on an ongoing basis. (4 hours) | PSC 5.1, 5.2, 6.1, 6.3 |
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|  | Total Hours: [14 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 |  |

**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?**   **It’s fun to become the “go to” person for technology issues. I have been enjoying sharing what I have been learning with other teachers who struggle with technology. Also, our 8th grade administrator, Amy Stump, has been helpful in helping me to acquire my “field experience” hours by helping her in her leadership role. This year we decided to level our homerooms to make the extended learning/CRCT prep that we do more conducive to learning. We placed all the kids who are low in reading with the LA teachers, those low in Math with the Math teachers, in hopes that we can give more help where it’s most needed. This involved working within administrative levels of Pinnacle, a BBTP which I was given access to for two days of scheduling. I have learned that tech facilitation and leadership take a lot of extra time, but I enjoy it because I get to be helpful to others.** |
| 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.) Part of our shared vision at GMS is making AYP and ensuring that students are successful in their academic endeavors. By participating in leveling homerooms (a clear form of differentiation by compacting), I was part of this shared vision, because it is my belief that placing students where they will get the most help will affect the bottom line. By the same token, encouraging teachers at Griffin to shift to on-line blogging from other means of communication, I am helping to blaze a trail for technology integration in our school and therefore I am contributing to the diffusion of innovation and change at Griffin, a change for the best. This takes maintaining a positive attitude even in the midst of sometimes frustrating derision (our infamous saboteurs and naysayers!!) Sometimes we come head to head with negative attitudes and learned helplessness from people who don’t really even understand the process enough to formulate a judgment…yet there it is. I am learning to meet people where they are and to try to combat “contempt prior to investigation.”**   **By working with teachers in helping them adapt to change, I am contributing to continuous learning by showing what I know to those who don’t know. I am helping teachers get on board with blogging and i-Respond by assisting them in embracing these emerging technologies. This will enhance their professional best practices as a teacher and will also improve their personal productivity by saving a TON of time.** |
| 1. **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 school improvement in two ways: one, the leveling of home rooms enables us to focus our expertise on the kids who need it the most. This, in turn, will enable students to perform at higher levels on the state-mandated testing for which we are judged as a school. Student learning improves, because kids are getting the assistance they need with subject related information as well as study and organizational skills. By assisting teachers with our new BLOG requirement, we are better able to communicate with all of our stakeholders, especially parents and students. Student learning improves because students don’t get as far behind as they used to, because they can access makeup work on line now, and often work from home when they are sick or cannot come to school. Adding this professional tool to our arsenal, our faculty grows in confidence as we reach out to our community and make ourselves available in a variety of helpful ways.** |