UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department

Candidate: Jennifer Kinne Burke	Mentor/Title: Karin Searls, Teacher	School/District: Centennial Place Elementary School / Atlanta Public Schools
Course: ITEC 7400 21St Century Teaching and Learning		Professor/Semester: J. Roberts/Summer 2013

Part I: Log

(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete one field experience totaling 5 hours! If you have fewer field experiences, just delete the extra rows. Thank you!)

Date(s)	1st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
6-12-13	[1 hour] – Centennial Place Elementary School – conferenced with my school principal and assistant principal regarding district-required changes in computer usage.	**1.4 Diffusion of Innovations & Change** Candidates research, recommend, and implement strategies for initiating and sustaining technology innovations and for managing the change process in schools. (PSC 1.4/ISTE 1d)	**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** I met with my school principal and assistant principal regarding district-required changes in usage – both policy and practical concerns – for new PCs in the media center during the 2013-14 school year. We discussed options for teachers and other adults using the media center (teachers must use their district-supplied laptops; 2 adult-use

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				x	x		
Black	x	x			x	x		
Hispanic					x	x		
Native American/Alaskan Native								
White	x	x			x	x		
Multiracial		x			x	x		
Subgroups:								
Students with Disabilities					x	x		
Limited English Proficiency					x	x		
Eligible for Free/Reduced Meals					x	x		

workstations will be installed in the parents' center). Students will now have to use individual logins to use all workstations in the media center. This policy was enacted by the district IT administrators in order to maintain security of school-owned equipment as well as to facilitate monitoring of compliance with district acceptable use policies. I realized during our discussion that not only is my input and information valued, but that my principal counts on me to provide her with up-to-date information about technology policy issued by the district technology administrators that may not be communicated well. I understand that it is even more important to verify information to make sure we have the most up-to-date information when making decisions about our school's technology.

 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.)

Often in schools technology change is put upon us from other departments or administrators. It is important to recognize that although we may not be able to control all aspects of change, We can plan for and manage its implementation. If I know the reasons behind these changes, I can embrace them and recommend and implement strategies for initiating and sustaining technology innovations. My skill in managing hardware installation will make the transition process run

	smoothly.
	3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?
	We recognize that faculty and students will need extensive training explaining the use of cloud storage options for their work products. These changes in policy will also need to be communicated clearly and often to parents and others who are accustomed to using our library computers. As students become used to using their individual credentials to log in, we should be able to observe that, over time, students will need less support accessing materials on the internet and catalog, and will be more successful creating their projects.

Date(s)	2nd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
6-12-13	30 minutes - Assessed/determined plan for installation of new all-in-one PCs in the media center.	**3.5 Basic Troubleshooting** Candidates troubleshoot basic software and hardware problems common in digital learning environments. (PSC 3.5/ISTE 3e)	**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**

New computer equipment is being installed in this media center during summer break. Prior to installing the equipment, custodial staff moved bookshelves, cubicles and student work tables. District tech support contractors disconnected and removed eight PCs, three thin client computers and one printer. To prepare for upgrading this equipment, school technology leaders must understand not only what equipment might be needed, but also how it will be used, who will use it, and for what reason. A technology leader in a school needs to advocate strongly on behalf of students students as well as for faculty and staff to make sure they have the technology equipment they need to support learning.

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.)

Basic troubleshooting includes knowing which types of equipment and peripherals are needed. Part of the job of a media specialist includes daily troubleshooting of equipment throughout the school building as teachers encounter challenges during instruction. |

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				x	x		
Black	x	x			x	x		
Hispanic					x	x		
Native American/Alaskan Native								
White	x	x			x	x		
Multiracial		x			x	x		
Subgroups:								
Students with Disabilities					x	x		
Limited English Proficiency					x	x		
Eligible for Free/Reduced Meals					x	x		

Sometimes this is as simple as ensuring everything is plugged in correctly. As new equipment is added, I need to be familiar with connecting input devices and peripherals, and ensuring that network cabling is connected correctly, even though the actual installation is completed by contractor.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

Participating in the installation of new equipment in this way makes it possible for me to ensure the equipment is installed and connected according to our schools specifications. This makes it more likely that students (and others) will be able to use the equipment efficiently to complete assignments and creating products to demonstrate their learning with minimal disruption caused by the changes to their familiar learning environment. Impact will be assessed by observation of the ease with which students transition to using new equipment and new logins and file storage systems.

Date(s)	3rd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
6-12-13	30 minutes – tech support – assisted colleagues with access and use of VoiceThread	**2.5 Differentiation** Candidates model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals. (PSC 2.5/ISTE 2e)	**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** One of my classmates was struggling with Voicethread to complete an assignment. I used my recent experience and understanding of the product to explain where to access features of the product. I walked her through the steps of accessing the site and viewing other posts, so she would be able to record her own comment.

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								
Black								
Hispanic								
Native American/Alaskan Native								
White				x				
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

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.)

Before I can help another person use technology, I need to be familiar with that product and have experience with it. Individuals need different levels of support and instruction when they're learning new tools. I was reminded that when explaining something, I cannot assume the other person has the same knowledge that I have, and I need to differentiate content and delivery of my explanation so it is most effective and meets the learner's personal goals.

3. 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 this field experience was assessed by the success of the individual to use Voicethread to record and post a comment. Her success using this tool for this assignment gives her another tool for encouraging student interaction and facilitates reflective discussion among students who might be in different locations. Students who might struggle to read their classmates' comments will be better able to understand them through listening and observing voice inflections.

Date(s)	4th Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
6-14-13	Created a personal Voki avatar to introduce information on the school library web page. http://www.voki.com/ [1.5 hour]	2.3 Authentic learning – candidates model and facilitate the use of digital tools and resources to engage students in authentic learning experiences (PSC 2. 2d)	**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** I used Voki.com for the first time to create a talking avatar for my school library's website. I had used another avatar creator with students to make fun avatars, but after learning about Voki at the Georgia Library Media Association conference June 11 I wanted to try it myself.

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				X	x		
Black	x	X			X	X		
Hispanic	X	x			X	X		
Native American/Alaskan Native								
White	X	x			X	X		
Multiracial	x	X			x	X		
Subgroups:								
Students with Disabilities						x		
Limited English Proficiency						x		
Eligible for Free/Reduced Meals						x		

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.)

I am learning to be enthusiastic about trying new technology skills so I can model and facilitate use of tools such as Voki for my teacher colleagues.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

The website is a primary way I communicate with parents and students so they have access to library resources any time they need it. The site is built in Google sites and includes access metrics so I can track usage.

Date(s)	5th Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
7-5-13	Tech support – conferenced with school administrators regarding status of library computers, non-working promethean boards and classroom thin client computers (including walk-about). Liaised with principal and district IT support staff. [1 hour]	**3.5 Basic Troubleshooting** Candidates troubleshoot basic software and hardware problems common in digital learning environments. (PSC 3.5/ISTE 3e)	**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** Because of my position as media specialist I am assigned by our principal as the designated liaison for tech support, maintenance and management to ensure all have fully functioning computers and Promethean boards. As teachers return for pre-planning Monday, July 8, I conducted a walk-about survey to make a list of what's not working and needs attention before students arrive on July 15. **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.)** My position as media specialist requires that I conduct triage and troubleshoot basic hardware problems common in our school's learning environments, and make decisions about which problems need to be handled by IT professionals or contract IT support staff.

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				x	x		
Black	x	x			x	x		
Hispanic	x	x			x	x		
Native American/Alaskan Native						x		
White	x	x			x	x		
Multiracial		x			x	x		
Subgroups:								
Students with Disabilities					x	x		
Limited English Proficiency					x	x		
Eligible for Free/Reduced Meals					x	x		

	2. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? Our classroom and library computers are mission-critical to the instructional program of our STEAM school. None of the classroom thin clients are currently functioning because network switches were changed and the thin clients need to be reconfigured to access the network through the new IP addresses, otherwise students will be unable to access our library catalog, reading and math pre-assessment sites, and learning resources that teachers have planned to use in their lessons and class environments.

Date(s)	6th Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
7-10-13	Troubleshooting classroom technology problems, consulted with school administrators and district IT staff [2 hours].	**3.5 Basic Troubleshooting** Candidates troubleshoot basic software and hardware problems common in digital learning environments. (PSC 3.5/ISTE 3e)	**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** Troubleshooting classroom technology problems: monitored installation of 5 Promethean projectors; assisted 2 teachers with printing difficulties, set default printers on 19 computers in media center, arranged for support technicians for 7-12-13 to ensure all teachers can print from laptops.

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	X		
Black	x	x			X	X		
Hispanic	x	x			X	X		
Native American/Alaskan Native								
White		x			X	X		
Multiracial		x			x	X		
Subgroups:								
Students with Disabilities					x	x		
Limited English Proficiency					x	x		
Eligible for Free/Reduced Meals					x	x		

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.)
In order to provide service to teachers, I often cheerfully help them troubleshoot basic software and hardware problems common to our technology-facilitated classroom environments. My experience using a variety of software and equipment helps me decide when and how to handle a problem or when to call for expert assistance.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?
Our classroom and library computers are critical to the instructional program of our school.

	Teachers need to have technology at the ready for the work of our school and to access learning resources that they plan to use in their lessons and class environments. This will be measured by teachers' preparedness on the first day of school July 15, when they have materials they need and access to online resources.

Date(s)	7th Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
7-12-13	Updated courses and classes [1.5 hour] in the web-based Renaissance Place Enterprise assessment RTI system	**PSC 2.8 Data Analysis –** Candidates model and facilitate the effective use of digital tools and resources to systematically collect and analyze student achievement data, interpret results, communicate findings, and implement appropriate interventions to improve instruction practice and maximize student learning.	**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** Before I could even log on to the system I needed to coordinate database update processes with our district's student information system. Diplomacy is critical when we have to depend for support on other individuals who are not invested in our success and procedures. When those individuals confirmed that the two systems are communicating I logged in to update teachers' access to applicable programs. Additional teacher training will be required to fully use new features of this system.

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	X		
Black	x	x			X	X		
Hispanic	x	x			X	X		
Native American/Alaskan Native								
White		x			X	X		
Multiracial		x			x	X		
Subgroups:								
Students with Disabilities					x	x		
Limited English Proficiency					x	x		
Eligible for Free/Reduced Meals					x	x		

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.)

The Renaissance Place system is used school-wide for reading and math pre- assessment in all grades and provides teachers with detailed information about students' knowledge in those two areas. The system is vital to collecting and analyzing student achievement data and differentiating instruction. As media specialist, I need to ensure this system is updated and functional. Although this

responsibility could be done by an assistant, a level of technical expertise as well as understanding of the capabilities and potential of the software and its use is important to ensure each teacher has the tools needed to effectively differentiate instruction.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

The Renaissance Place system is used school-wide for reading and math pre- assessment and provides teachers with detailed information about students' knowledge in those two areas. We start pre-assessments on the first few days of school. The data from these assessments are used for determining which students would benefit from enhanced instruction and to determine which interventions would be most effective. Students are assessed three times each year and we have documented significant growth for those students who receive intensive direct instruction in basic skills. Teachers and I use data from reading assessments to identify groups for guided literacy practice.