

## UNSTRUCTURED Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Jennifer Burke	<b>Mentor/Title:</b> Karin Searls/teacher	<b>School/District:</b> Centennial Place Elementary / Atlanta Public Schools
<b>Course:</b> ITEC 7460 Professional Learning and Technology Innovation – general technology activities		<b>Professor/Semester:</b> Julia Fuller/Spring 2014

### Part I: Log

(This log contains space for up to 5 different field experiences for your 10 hours. It might be that you complete one field experience totaling 10 hours!  
If you have fewer field experiences, just delete the extra rows. Thank you!)

Date(s)	1 <sup>st</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>					
1-14-14	Collaboratively planned with instructor Tanya Barrett to set up an <i>Edmodo</i> group, developed class resources and shared spreadsheet for students to document work  (2 hours)	PSC 3.2 / ISTE 3b PSC 3.7 / ISTE 3g PSC 4.2 / ISTE 5b	<p><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b></p> <p>Challenge teacher Tanya Barrett was planning a research project for her 3<sup>rd</sup> grade gifted students about inventing and inventions. We spent about 2 hours mapping out how using Edmodo could enhance the unit. I have not worked with Ms. Barrett this year as she is new to our school. She initially had asked me to pull resources for the students to use, but as our conversation continued we developed a plan for students to use Edmodo to share their work. She created a group and made me co-teacher so I could post resources and create assignments. I learned that it is always a good idea to step out on faith and make a suggestion when discussing lessons with teachers, because I might offer a strategy they hadn't considered.</p>					
<b>DIVERSITY</b>								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
<b>Ethnicity</b>	<b>P-12 Faculty/Staff</b>				<b>P-12 Students</b>			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
<b>Race/Ethnicity:</b>								
Asian						x		
Black		x				x		
Hispanic								
Native American/Alaskan Native								
White								
Multiracial						x		
<b>Subgroups:</b>								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced						x		

**2. How did this learning relate to the knowledge (what must you know), skills (what must you be able to do)**

Meals								
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**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.)**

It is important as a technology coach to be familiar with current tools and strategies because you never know when a coaching need might come up. A technology facilitator must be flexible and enthusiastic about trying new things with different groups of students.

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

Date(s)	2 <sup>nd</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
1-22-14, 1-29-14	Met with principal to discuss planning and budgeting issues relative to technology and library services for the 2014-15 charter school opening.  (2 hours)	PSC 1.1/ISTE 1a PSC 1.2/1b PSC 3.6/ISTE 3f	<p><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b></p> <p>Alison Shelton and I met to discuss planning and budgeting issues relative to technology and library services for the 2014-15 charter school opening. Title I funding for resources and innovations such as a robotics/engineering lab, wireless tablets, tech lab staffing and infrastructure need to be addressed. Contract agreements with the district for ongoing network maintenance and continued operations as well as tech support need to be negotiated. We began developing preliminary budget amounts and developed a plan to inventory all on-site technology equipment, web resources, and library materials in preparation for expanded operations and required renovations.</p>

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	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
<b>Race/Ethnicity:</b>								
Asian					X	x	X	
Black	x	x	X		X	X	X	
Hispanic	x	x	X		X	X	X	
Native American/Alaskan Native					X		X	
White	x	x			X	X	X	
Multiracial	x	x	X		X	X	X	
<b>Subgroups:</b>								
Students with Disabilities		x			X	X	X	
Limited English Proficiency					X	X	X	
Eligible for Free/Reduced Meals					x	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.)**

A technology leader at a school must be an active participant in the development and implementation for the use of technology in teaching, learning, and leadership to ensure smooth operations. A technology leader must understand the school's technical and networking infrastructure in order to facilitate the development, communication, and evaluation of technology infused strategic plans. As part of the planning process, a technology leader must

collaborate with teachers and administrators to select and evaluate digital tools and resources for accuracy, suitability and compatibility with the school technology infrastructure.

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

This activity directly impacts school improvement and student learning at my school. I have a leadership role in the maintenance of technology services during our transition to a K-8 charter school over the next few months, and ensuring seamless infrastructure support and resources is critical to our schools success. If the technology doesn't work, we don't work! Minimal disruptions to normal networking operations will indicate a successful transition.

Date(s)	3 <sup>rd</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
2/4/14	Supervised removal and replacement of media center desktop computers; assisted teachers in backing up all needed lesson materials  (4 hours)	PSC 3.5/ISTE 3e	<p><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b></p> <p>As Centennial Place transitions to a charter school, it has been necessary to work with district information technology staff on upgrading classroom technology equipment. In addition, the district has been rolling out new Microsoft student interface and “streamlining” network operations. Because I have a leadership role in managing school technology, I supervised the removal and replacement of media center and classroom desktop computers and assisted teachers in backing up all needed lesson materials. A key component of being a technology facilitator in this instance has been having a cheerful and being an advocate and negotiator to ensure our schools’ technical needs are met to our satisfaction. This is never an easy task because the effects of a network upgrade linger.</p>

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Multiracial	X	X			X	X		
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Students with Disabilities		X			X	X		
Limited English Proficiency					X	X		
Eligible for Free/Reduced Meals					x	X		

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A technology leader in a school setting must be able to cheerfully troubleshoot basic software and hardware problems common in digital learning environments. That requires an understanding of how technology is used

	<p>in the school as well as what technical supports teachers need in order to provide instruction without disruption. Sometimes the technology leader must get in the middle to buffer the effects of some changes, such as hardware and software changes.</p> <p><b>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?</b></p> <p>This field activity impacted school improvement and student learning in our school by ensuring that teachers and students had continuous access to needed technology with minimal disruptions throughout the upgrade process.</p>
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Date(s)	4 <sup>th</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)																																																																																																																					
3-16-14	Helped colleague with using Google Forms for assessment  (0.75 hour)	PSC 2.8 / ISTE 2h	<p data-bbox="1472 188 1871 302"><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b></p> <p data-bbox="1472 334 1871 691">One of my colleagues was trying to modify a Google form as an assessment for a professional workshop she was delivering. She was struggling with the process, so I helped her open and copy the form in Google docs, save the file to her Drive and set up a collector spreadsheet for her results so she could use her data. This activity was complicated by our not being in the same facility, and had to collaborate via phone and e-mail, with me logging in and walking her through the steps.</p> <p data-bbox="1472 724 1871 1016"><b>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.)</b></p> <p data-bbox="1472 1049 1871 1292">Technology facilitators must model and facilitate the effective use of digital tools and resources to systematically collect and analyze data, interpret results, communicate findings to improve instructional practice. This is an important practice whether working with student data or, as in this case, data related to professional learning.</p> <p data-bbox="1472 1325 1871 1455"><b>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?</b></p> <p data-bbox="1472 1487 1871 1511">This field experience impacted faculty</p>																																																																																																																					
<p data-bbox="732 509 911 542"><b>DIVERSITY</b></p> <p data-bbox="275 550 1367 583">(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)</p> <table border="1" data-bbox="197 583 1446 1032"> <thead> <tr> <th data-bbox="197 583 617 623">Ethnicity</th> <th colspan="4" data-bbox="617 583 1037 623">P-12 Faculty/Staff</th> <th colspan="4" data-bbox="1037 583 1446 623">P-12 Students</th> </tr> <tr> <th data-bbox="197 623 617 656"></th> <th data-bbox="617 623 722 656">P-2</th> <th data-bbox="722 623 827 656">3-5</th> <th data-bbox="827 623 932 656">6-8</th> <th data-bbox="932 623 1037 656">9-12</th> <th data-bbox="1037 623 1142 656">P-2</th> <th data-bbox="1142 623 1247 656">3-5</th> <th data-bbox="1247 623 1352 656">6-8</th> <th data-bbox="1352 623 1446 656">9-12</th> </tr> </thead> <tbody> <tr> <td data-bbox="197 656 617 688"><b>Race/Ethnicity:</b></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="197 688 617 721">Asian</td> <td></td><td></td><td></td><td></td><td>X</td><td>X</td><td></td><td></td> </tr> <tr> <td data-bbox="197 721 617 753">Black</td> <td>X</td><td>X</td><td></td><td></td><td>X</td><td>X</td><td></td><td></td> </tr> <tr> <td data-bbox="197 753 617 786">Hispanic</td> <td>X</td><td>X</td><td></td><td></td><td>X</td><td>X</td><td></td><td></td> </tr> <tr> <td data-bbox="197 786 617 818">Native American/Alaskan Native</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="197 818 617 850">White</td> <td>X</td><td>X</td><td></td><td></td><td>X</td><td>X</td><td></td><td></td> </tr> <tr> <td data-bbox="197 850 617 883">Multiracial</td> <td></td><td>X</td><td></td><td></td><td>X</td><td>X</td><td></td><td></td> </tr> <tr> <td data-bbox="197 883 617 915"><b>Subgroups:</b></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="197 915 617 948">Students with Disabilities</td> <td></td><td>X</td><td></td><td></td><td>X</td><td>X</td><td></td><td></td> </tr> <tr> <td data-bbox="197 948 617 980">Limited English Proficiency</td> <td></td><td></td><td></td><td></td><td>X</td><td>X</td><td></td><td></td> </tr> <tr> <td data-bbox="197 980 617 1013">Eligible for Free/Reduced Meals</td> <td></td><td></td><td></td><td></td><td>X</td><td>x</td><td></td><td></td> </tr> </tbody> </table>				Ethnicity	P-12 Faculty/Staff				P-12 Students					P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12	<b>Race/Ethnicity:</b>									Asian					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			<b>Subgroups:</b>									Students with Disabilities		X			X	X			Limited English Proficiency					X	X			Eligible for Free/Reduced Meals					X	x		
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	<p>development and ultimately school improvement as the teacher was able to gather data to inform her professional learning workshop development and later analyze the success of the workshop to ensure it met her students' (other teachers') needs.</p>
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Date(s)	5 <sup>th</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
3-18-14	<p>Worked with ESOL teacher colleague to transfer audio files and transcripts for student assessment conversations</p> <p>(1.5 hour)</p>	<p>PSC 2.7 / ISTE 2.g PSC 3.5 / ISTE 3e PSC 4.3 / ISTE 5c</p>	<p><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b></p> <p>Our ESOL teacher requested assistance with using and transferring audio files and transcripts for student assessment conversations. Language skills of English Learning Students are assessed orally as well as traditionally. My being able to help her with this very practical technical skill contributes to my understanding of different methods of assessing students, and suggests additional assessment strategies that benefit students who might struggle with traditional paper and pencil tests.</p>

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	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
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**2. How did this learning relate to the knowledge (what you know), skills (what 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 technology leader must be able to model and facilitate use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, and different assessments are needed for different situations. When using technology facilitated assessment, a technology facilitator must be able to troubleshoot common hardware and software problems. A technology facilitator must model and facilitate the use of digital tools and resources to support diverse student needs, enhance cultural understanding, as evidenced through the use of varied technology-facilitated assessment strategies employed in the

	<p>education of ELLs.</p> <p><b>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?</b></p> <p>This field experience impacted student learning at my school because this assessment procedure enabled ELL students to demonstrate their understanding of social studies content as well as their English language skills. Impact is assessed by students' increased participation in classroom discussion and assignments.</p>
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Date(s)	6 <sup>th</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)																																																																																																																				
3-26-14	Coached middle school media specialist on using new district-mandated <i>MyBackpack</i> student interface, other library management issues.  (2 hours)	PSC 1.1 / ISTE 1a PSC 1.4 / ISTE 1d	<p><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b></p> <p>I spent two hours at Inman Middle School with media specialist Laura Kamenitsa. I observed a CRCT review class for 6th graders and later we discussed requirements for a middle school library collection. The new student interface is challenging to use so I described my lesson in which students experiment with different features and then e-mail me their reflection about the system. We also compared different ways STAR math is used in middle grades as well as the status of the districts BYOD plans for next year. During this experience I realized that I can be a technology leader to my media specialist peers by advocating for technology innovations and policies that affect all schools in the district. Every school is different, and it is often important for leaders to help facilitate growth and change across a district.</p> <p><b>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.)</b></p> <p>A technology leader must be able to help in develop and explain a shared vision for the use of technology in schools in teaching, learning and leadership. A technology leader can also research,</p>																																																																																																																				
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recommend, and implement strategies for initiating and sustaining technology change in schools and districts. I can facilitate and support change by being an advocate for policies and strategies as well as sharing my experiences with peers at other schools.

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

Since students across the district use the same computer interface to access district computers, my continued support of my counterpart at Inman Middle School will help those students effectively use technology. Since some of those students are my former students, this can be assessed by my querying them at shared events and when they visit my elementary school.