

UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department

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Course: <i>ITEC 7410</i>		Professor/Semester: <i>Anissa Vega / Spring 2013</i>

Part I: Log

(This log contains space for up to 5 different field experiences for your 10 hours. You may only need one! If you have fewer field experiences, just delete the extra rows. If you have more than 5 field experiences, please copy and paste additional rows.
 Thank you!)

Date(s)	1 st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
January – April 2013	Technology “go-to” person for Foreign Language and English/Language Arts departments – general troubleshooting for laptops, printers, email, Promethean boards, Angel (online LMS), etc. / 5 hours (out of 10 total)	3.3, 3.5, 3.7, 6.2, 6.3	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? <i>Through completing this field experience, I learned that there are a whole host of technology issues that I am not able to resolve. However, as someone who has been identified as a “technology leader” in the school, I am responsible for helping those teachers in need however possible, even if only to reassure them that a solution is available.</i></p> <p>2. How did this learning relate to the knowledge (what must you know),</p>
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			
Race/Ethnicity:			
Asian			
Black			
Hispanic			
Native American/Alaskan Native			
White			
Multiracial			
Subgroups:			
Students with			

Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

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 act as the “go-to” person for both of these departments, I had to learn how to use the various programs used by both departments. I had to know how to troubleshoot each of the various types of technology, or how to find instructions for troubleshooting. Lastly, I had to do all of this with a calm and reassuring manner that conveyed confidence and never annoyance.

3. 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 helped with faculty development, as I made sure to try to teach

			<p><i>each teacher the steps that I followed to troubleshoot their particular issue so that they would be able to fix it individually the next time, or even to help someone else if a colleague has the same issue.</i></p>
Date(s)	2nd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
01/08/13	Attended and assisted with grade exporting via Infinite Campus at Johns Creek Elementary School and Lambert High School/ 4 hours	3.1	1. Briefly describe the field experience. What did you learn about technology facilitation and leadership

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

from completing this field experience?

Before attending my assigned grade exporting session, I assisted other members of both of my departments with the steps that had to be complete before attending. Once there, I assisted the other teachers who had problems as well. Afterwards, I went to a neighboring elementary school to work with the ITS to see how the process differs at an elementary school. I stayed through two sessions, the first to observe and the second to assist.

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.)

To be able to be successful in this field, I had to know how to easily navigate our system's online gradebook. I had to be

comfortable enough with it that I could walk other people through the process of navigating the various spreadsheets and the steps that had to be followed for each class spreadsheet. I also had to be confident so that the teachers asking for my assistance would listen to my instructions and follow through on my advice. In this way, my process of observing before assisting was very helpful.

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

As a result of my experience, the ITS at each school was able to focus on special cases that were beyond my scope of knowledge or permissions.

Date(s)	3rd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
March – April 2013	Participated in an early “sneak peek” of new LMS for Forsyth County Schools (itsLearning) / 3 hours (out of total 10)	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 5.2, 6.1	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p> <p><i>As a student in the ITEC program, my school ITS chose me to participate in an early view and self-guided exploration of the new online LMS chosen by Forsyth County Schools. I had self-guided asynchronous modules to complete that took me step-by-step through the process of creating and running a class through itsLearning.</i></p> <p><i>As part of the trial participants, I also communicated with other early testers regarding our experiences.</i></p> <p>2. How did this learning relate to the knowledge (what must you know), skills (what must you be able to do) and</p>

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								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

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.)

Through this field experience, I was able to gain early experience with itsLearning, which allowed me to begin perfecting the skills needed to use it effectively in the classroom before assisting with its implementation next year. This additionally will allow me to deal with any frustrations or learning curves ahead of time, so that I can project a calm, confident, and positive attitude when instructing other teachers in the fall.

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

This particular assignment has not yet affected faculty development, but instead will do so in the fall, when I begin to work with the school ITS to instruct other faculty members on how to best use itsLearning in the classroom, as well as the school expectations for use.

