**UNSTRUCTURED Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chris Carlisle | **Mentor/Title:** Tom Burks/ITS | **School/District:** Lakeside/Forsyth County |
| **Course:**ITEC 7480 Introduction to Online Learning | **Professor/Semester:**Dr. Vega, summer 2014 |

**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!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** | **Reflection**(Minimum of 3-4 sentences per question) |
| 7/14-18/14 | In this field experience I assisted my school ITS to prepare and install new Hewlett Packard/Windows 7 laptop computers for each classroom on my hall. First I had to bundle the wires and cables that connect new teacher laptops to their classroom telephone, DVD player, school Ethernet, digital projector, and docking port. I then attached each “snake bundle” to wall jacks in teacher classrooms my hall (6 hours)In my on classroom, I attached my new computer to the newly installed docking station and use the school network to configure the settings on my new machine. As I went through this process I took pictures and notes of the process. (1 hour)I then created a digital presentation and a hard copy of the installation process for new teachers when they arrive at school on July 31. (1.5 hours) Total (8.5 hours)  | PSC 5.1, 5.2, 6.1, 6.3 | **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  As I began to reflect on my knowledge and expertise related to instructional technology, it became clear that I had a “gap” between my ability to use technology to enhance instruction compared to my ability to set up, install, and operate technology. I’m sometimes embarrassed that I have to send in a formal “Unity” ticket to our district technology staff for issues related to hardware or software operations. In this field experience I learned a great deal about how to set up equipment, how to install software, and how to troubleshoot problems that might occur when novice teachers begin setting up their machines during their first few days back in school. By helping the instructional technology coordinatior at my school with this new installation I demonstrated continuous growth in knowledge and skills in current technologies and how to apply them.  **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.)** Technology coaches must be able to model effective use of digital tools among colleagues. By learning the process first for myself, I’ll now be in a better positon to help my coworkers during what will likely be a hectic few days of preplanning. This will free up our school ITS to focus on critical school wide operational and network related tasks. **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** I went to my school during the summer to help transition from old computers to new computers. The process required the creation of a new docking bundle (we call it a snake) that allows teachers to connect their laptop to the school network when placed on their desk. The docking bundle has numerous wires and connections that go into various places (back of phone, back of computer, wall, DVD Player, docking port etc.) The wiring is different in the new machines compared to the old machines. My “how to set up your new computer” tutorial will help new and/or technology averse teachers through what will likely be a trying process. Plus, by going through the process first, I’ll be in a position to assist teachers when school begins. Hence, this learning experience will directly affect school improvement and faculty development – especially in the first week of school when my colleagues will be issued their new machines and docking stations to be set up in their rooms. |
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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 | X | X |  |  |  |  |
|  Black |  | X | X | X |  |  |  |  |
|  Hispanic |  | X | X | X |  |  |  |  |
|  Native American/Alaskan Native |  | X | X | X |  |  |  |  |
|  White |  | X | X | X |  |  |  |  |
|  Multiracial |  | X | X | X |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  |  |  |
|  Limited English Proficiency |  |  |  |  |  |  |  |  |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

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