UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate: Cynthia Reneau	**Mentor/Title:** Overberg/Librarian	**School/District:** Darlington School/Rome, GA
Course: Capstone Field Experience – Grade Level PreK-2		**Professor/Semester:**

Part I: Log

(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete <u>one</u> 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)
5/1/2013 – 6/25/2013	Setup MacBook Cart for prek-3rd grade [Hours – 40]	PSC 1.2, 1.3, 1.4, 3.2, 3.5, 3.6, 4.2 ISTE 1b, 1c, 1d, 3b, 3e, 3f, 5b	**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** During the months of May-July the IT department works to get devices ready for the new school year. This filed experience consisted of updating policies of using the cart and working on an image for the MacBook cart that would specifically be used by students from prek-3rd. I also repaired and worked with Apple to make sure the settings were correct for this grade level. With the network administrator's help we also developed a filter that would ensure the safety of the students when using the Internet. The MacBooks were also tested for battery quality, labeled, and arranged in the cart. **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**

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

	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.) PSC standard 3.6 states that candidates collaborate with teachers and administrators to select and evaluate digital tools and resources for accuracy, suitability, and compatibility with the school technology infrastructure. This field experience relates to the knowledge of many of these standards listed. In instructional technology you have to be able to work with IT to get devices ready for school to start each year. That requires many steps such as improvement planning, policy building, image or software research, and working on the actual devices. Instructional technologists must have the understanding and the good attitude for working longer and more hours after school ends and before the school year starts. It's important to have all of this stuff ready for the school year. Teachers will need help with their computers and curriculum building at the beginning of the year so it is important to have the student devices ready before school starts. It's important to understand how to work on computers with IT, develop policies and research software as a leader of technology in schools **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 impacted the school improvement because we were able to get all of the devices ready before school started. We were able to get ourselves on a schedule to get devices ready before school to make that new transition easier and flow more efficiently so we can help teachers and

	students with their devices at the beginning of the school year. The impact was assessed from the feed back from teachers and administrators as well as classroom monitoring. Teachers and administrators gave much feedback to IT that the new school year started off more successfully by having all devices ready to implement at the beginning of the year. The IT department also made frequent classroom visits to ensure that devices were function properly and that their work was a success.