**STRUCTURED
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Hillary Johnson | **Mentor/Title:** Kathy Vinyard/Media Specialist | **School/District:** Lassiter High School/Cobb County |
| **Field Experience/Assignment:**Technology Planning Project (Shared Vision, SWOT Analysis, & Action Plan) | **Course:**ITEC 7410 – Instructional Technology Leadership | **Professor/Semester:**Dr. Daniel A. Gagnon/Summer 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE StandardsPSC** | **NATIONAL StandardsISTE NETS-C** |
| 6/28/16 – 6/30/16 | Researched articles, analyzed staff survey data, and composed a shared vision for a BYOD laptop initiative [5 hours] | PSC 1.1, 1.4, 3.2, 3.3, 3.4 | ISTE 1a, 1d, 3b, 3c, 3d |
| 7/5/16 – 7/8/16 | Analyzed staff survey data, researched articles, and gather data for gap analyses to create a SWOT analysis [7 hours] | PSC 1.1, 1.4, 3.2, 3.3, 3.4, 3.6, 5.1, 5.2, 6.1 | ISTE 1a, 1d, 3b, 3c, 3d, 3f, 5a, 5b, 6a  |
| 7/14/16 – 7/15/16 | Analyzed SWOT analysis and staff survey data to create an action plan for more effective technology use within the school [4 hours] | PSC 1.1, 1.4, 3.2, 3.3, 3.4, 3.6, 5.1, 5.2, 6.1 | ISTE 1a, 1d, 3b, 3c, 3d, 3f, 5a, 5b, 6a  |
|  | **Total Hours: [16 hours ]** |  |  |

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

**Part II: Reflection**

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| **CANDIDATE REFLECTIONS:**(Minimum of 3-4 sentences per question) |
| 1. **Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**

*This field experience required gathering research and survey data from school staff members to develop a technology planning project for better, more effective use of technology within the classroom, school, and potentially the district. As I worked through this field experience, I realized the importance in having a technology plan in place. My current school does not have a shared vision or technology plan, so I was able to design a final product that filled in many of these gaps within the current school use of technology. Being a leader for technology change is an important role in my school and no one has really stepped up to fill this role. After completing this project, I would like to put some of this plan into action to create an environment that is more accepting of widespread technology use in an effective manner.*  |
| 1. **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.)**

*Knowledge – For this field experience, I had to know what gaps our school had in terms of technology use and had to select which tools were best suited to the current infrastructure in place at the school (PSC 3.6). In addition, I had to know which tools to use to collect and analyze data from the staff members of the school (PSC 2.8).**Skills – For this lesson, I first had to be able to conduct a needs assessment with the staff members of the school to determine where the technology gaps are in our school and any of their ideas for addressing these technology gaps (PSC 5.1). In addition, I also had to have the skill of modeling and promoting digital equity within the school through my final product, as the lack of digital equity in my school is a prevalent problem (PSC 4.1).**Dispositions – I had to be excited and invested in the data I was gathering and analyzing (PSC 2.8) from the staff at my school and use this data in a meaningful way to construct this technology plan. I am excited to facilitate the development of a shared vision within my school (PSC 1.1) and help guide the staff at my school in the direction of an improved plan for technology implementation within the school.*  |
| 1. **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 greatly impacted how I view the current technology situation at my school. As I began the initial research for this technology planning project, I could not believe that my school did not already have something like this in place. Typically, technology implementation throughout the school and even the district is very haphazard and oftentimes does not make sense from an instructor standpoint. Now I realized why these things happen. Because I have had experience creating a technology plan, I feel more equipped to step up as a technology leader within my building to facilitate a proper technology plan within the building that is both meaningful and able to make positive changes for students in all aspects of the classroom.*  |