**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** E. Drake | **Mentor/Title:** Mr. Chapman/Lead Teacher | **School/District:** Georgia Connections Academy |
| **Field Experience/Assignment:** Technology Planning Project | **Course:** ITEC 7410 Instructional Technology Leadership | **Professor/Semester:** Dr. Beeland/Fall 2018 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 10/3/18-10/24/18 | Shared Vision Paper [5 hours] | 1.1, 1.2, 1.3, 1.4, 4.1, 4.3, 5.1 | 1a, 1b, 1c, 1d, 5a, 5c |
| 10/29/18-11/13/18 | SWOT Analysis [8 hours] | 1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1 | 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3f, 3g, 4a, 5a, 5b, 5c, 6a, 6b, 6c |
| 11/14/18-11/27/18 | Action/Evaluation Plan [4 hours] | 1.1, 1.2, 1.3, 1.4, 4.1, 4.3 | 1a, 1b, 1c, 1d, 4c, 5a, 5c |
|  | Total Hours: [17 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 |  |  |  | X |  |
| Hispanic |  |  |  |  |  |  | X |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  | X |  |  |  | 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?**  In the field experience I created a shared vision for my school, conducted a SWOT analysis, and prepared an action plan based on my SWOT analysis results. During this field experience I learned That technology integration should be integrated into a school’s vision and goals. Including technology during the planning of the school’s vision and goals ensures that technology does not take on the role of just an add-on. During the field experience I also learned how to conduct a SWOT analysis and how to use the results to formulate a plan of action for school improvement. |
| **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 facilitator or leader must have the knowledge and skills to evaluate the technological skills of faculty and needs of students. This skill is required in order to properly implement the professional development needed to support the faculty in accomplishing the goals in the school improvement plan. The technology leader must ensure that technology is infused into the planning process. She must communicate strategies supported by data to faculty and administrators on how technology can enhance student learning and achievement. A technology leader advocates for student success and creates buy in for technology integrated strategies from all stakeholders. |
| **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 school improvement by revising the school improvement plant to integrate technology-based strategies. Faculty development has been impacted by the teachers receiving trainings on how to integrate the technology-based strategies into their teaching sessions and for student remediation. Impact can be assessed by school surveys and by data collected from student benchmarks. |