**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Ana Hale | **Mentor/Title:** Mrs. Stephanee Stephens | **School/District:** Lake Forest ES/Fulton County |
| **Field Experience/Assignment:** Coaching Log Project  Workshop Design Project | **Course:** ITEC 7410 | **Professor/Semester:** Dr. Fuller/ SU17 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 6/20/17 | Shared Vision Plan [8 Hours | 1.1, 1.2, 1.3, 1.4 | 1a, 1b, 1c, 1d |
| 7/06/17 | SWOT Analysis [12 Hours] | 1.1, 1.2, 1.3, 1.4 | 1a, 1b, 1c, 1d |
| 7/15/17 | Action and Evaluation Plan [5 Hours} | 1.1, 1.2, 1.3, 1.4 | 1a, 1b, 1c, 1d |
|  | Total Hours: [25 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 | X |  |  | X | x |  |  |
| Black | X | X |  |  | X | x |  |  |
| Hispanic | X | X |  |  | X | x |  |  |
| Native American/Alaskan Native | X | X |  |  | X | x |  |  |
| White | X | Xx |  |  | X | x |  |  |
| Multiracial | 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 |  |  |

**Part II: Reflection**

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| **CANDIDATE REFLECTIONS:**  (Minimum of 3-4 sentences per question) |
| **Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  By completing the Tech Planning Project, I have grown as a thought leader in the administrator role of instructional technology. Learning about the leadership aspect of being an instructional technology professional given me added perspective about the work required for district level leadership in this area. ISTE’s Essential Conditions and looking at them through the lens of a visionary leader has been powerful.  Shifting my mindset from the day-to-day role as a coach to the far-reaching role of a leadership position has impacted how I think about myself as an instructional technology leader.  Balancing myriad disparate parts of a technology plan such as developing skilled personnel, ongoing professional learning, implement planning, consistent and adequate funding, and all te other conditions is a herculean challenge.  The Shared Vision Statement was a challenging because of the importance of representing all shareholders. However, without involvement from all shareholders, buy-in and commitment to the vision would be much harder to achieve.  Being able to provide a school or a district with a SWOT analysis is valuable. As a leader, being able to identify strengths and grow them is critical. Finding weaknesses is vital so that they can be addressed before they become threats which then have to be dealt with and can have a negative impact on your vision. Strong leadership must find opportunities to develop and turn into strengths to grow a program. These are the key aspects to a strong instructional technology program. |
| **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 Planning Project**  **Knowledge**- The knowledge required to complete this project includes school and district policies, procedures, programs, and funding strategies. I had to develop knowledge to recommend and implement strategies for initiating and sustain technology innovations and managing the change process within the school. Also, I learned about the federal technology plan and funding guideline to help develop the shared vision for the school. This shared vision was based on a strategic plan developed by the district.  **Skill-** I developed the skills while completing this project including the ability to communicate the vision of our school technology plan.Additionally, I have learned how to solict feedback from stakeholders and use that feedback to inform a new Shared Vision. Crafting that vision with the input from multiple voices and making sure all those voices were represented was something that took time and commitment.  **Dispositions-** Leadership requires a commitment to listening to all voices and making sure everyone is fairly represented. While making this plan, I kept a positive attitude maintained integrity to create a plan to provide equal access to all students. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  The impact of this field experience may not be fully realized for years. The shared vision is a idealistic future that we will strive to meet over the next 5 or more years. As we do that, we can assess the impact of this work by breaking down the shared vision into a series of goals and collecting data on each aspect. Are students becoming self-driven learners? We can assess this by observations and portfolio assessment. Are students engaged through the use of technology? Conducting walk-through observations can give us good formative data. We can provide professional development to address needs and provide strategies to support teachers in these goals. |