**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Anna Luther | **Mentor/Title:** Valerie Agramonte/ Teacher | **School/District:** McCleskey Middle School/Cobb County |
| **Field Experience/Assignment:** Technology Plan | **Course:** ITEC 7410 Instructional Technology Leadership | **Professor/Semester:** Dr. Fuller/Spring 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 3/12/16-3/26/16 | Create and share stakeholder survey, analyze the data. [2 hours] | PSC 1.1, 6.1, 6.2, 6.3 | ISTE 1a, 6a, 6b, 6c |
| 2/28/16-3/6/16 | Completed the Shared Vision paper using data collected from the survey [5 hours] | PSC 1.1,6.1, 6.2, 6.3 | ISTE 1a. 6a, 6b, 6c |
| 3/10/16-3/20/16 | Completed the SWOT Analysis. [8 hours] | PSC 1.3, 1.4, 5.1, 6.3 | ISTE 3g, 4a, 4c |
| 3/21/16-3/29/16 | Complete Action/Evaluation Plan. [8 hours] | PSC 1.2, 5.3, 6.3 | ISTE 1b, 4c |
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|  | Total Hours: [30 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 |  |  |  |  |  |  |  |  |
| Black |  |  | X |  |  |  |  |  |
| Hispanic |  |  |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  | X |  |  |  |  |  |
| White |  |  | X |  |  |  |  |  |
| Multiracial |  |  | X |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

**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 experience taught me a lot about the needs of McCleskey. In my earlier documents, I really emphasized the importance of time and funding in the schools. However, as I kept progressing through the assignments, I saw the true needs were professional development and time. We have enough technology to get started, and one of our best assets is our ability to share our resources among the school. If we can simply schedule time to devote to technology professional development and developing new lesson plan, we can make great strides as a school |
| **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.)**    These field experiences allowed me to focus on acquiring and implementing a practical vision for our school. So often, I have great ideas, but I fail to take the time to break the idea into small steps. After developing the shared vision and taking the ISTE analysis, I realized we were strongly than I had initially believed. The SWOT was very beneficial for me because it allowed me to see how we can make progress, but also recognize how we are already successful.  The Action/Evaluation plan really helped me see what our actual needs are and how we can accomplish goals that empower teachers and students alike. Finally, these assignments gave me a new perspective and allowed me to think as a leader. |
| **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 was centered on school improvement and uniting the faculty in order to advance technology use within our building. This will enhance the way we currently develop our lesson plans and allow our students to use their creativity and higher order thinking skills to address real world issues. This impact will be assessed by surveys given to stakeholders and students. Eventually, the increase in technology skills and higher-order thinking skills should also show growth in our school’s test scores. |