**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Ashley Allgood | **Mentor/Title:** Kristen Fowler/Assistant Principal | **School/District:** Brookwood High /Gwinnett County |
| **Field Experience/Assignment:** Tech Plan Project  Shared Vision/SWOT/Action Plan | **Course:** ITEC 7410 Instructional Technology Leadership | **Professor/Semester:** Fuller/Summer 2015 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 6/12 | Created and distributed staff survey questions regarding school’s implementation plan (2.5 hours) | PSC 1.1, 4.1, 4.3, 5.1 | ISTE 1a, 5a, 5c, 4a |
| 6/14 | Analyzed ISTE essential conditions and began on Shared Vision Paper (2 hours) | PSC 1.1, 4.1, 4.3 | ISTE 1a, 5a, 5c |
| 6/16 | Researched how to complete a SWOT analysis (3 hours) | PSC 1.2, 6.1 | ISTE 1b, 6a, 6b |
| 6/25 | Researched national, state, and local technology implementation plans (3 hours) | PSC 1.2, 1.3, 1.4, 6.1 | ISTE 1b, 1c, 1d, 6a, 6b |
| 6/27 | Reviewed survey results and completed Shared Vision paper (4.5 hours) | PSC 1.1, 1.2, 1.4, 2.8, 4.1, 4.3, 5.1 | ISTE 1a, 1b, 1d, 2h, 5a, 5c, 4a |
| 6/28 | Review school’s improvement plan, mission, and vision (2 hours) | PSC 1.2, 1.3, 1.4, 6.2 | ISTE 1b, 1c, 1d, 6c |
| 7/2 | Completed ISTE Lead and Transform Diagnostic Tool (1.5 hours) | PSC 1.3, 1.4, 5.1, 6.1, 6.3 | ISTE 1c, 1d, 4a, 6a, 6b |
| 7/4 | Created SWOT analysis for school (6 hours) | PSC 1.2, 1.3, 1.4, 5.1, 5.3 | ISTE 1b, 1c, 1d, 4a, 4c |
| 7/11 | Created Action Plan for school (6 hours) | PSC 1.2, 1.3, 1.4, 4.1, 4.2, 5.2, 5.3 | ISTE 1b, 1c, 1d, 5a, 5b, 4b, 4c |
|  | Total Hours: [30.5 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 |  |  |  |  |  |  |  |  |
| 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 field experience was extremely beneficial and educational since it made me deeply reflect on my school’s implementation of technology. Before this experience, I thought that my school had successfully implemented technology. However, after completing the various parts of this experience, I realized that our school has no set vision, direction, or goals for technology implementation; therefore, we are not implementing technology as successfully as I have previously believed. Now that I have the knowledge and skills in assessing and creating a technology plan, I am a more prepared technology coach and am able to help my school create a vision and goals to improve its technology implementation. |
| **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.)**  This experience has taught me the purpose of a school technology plan and how to assess one. I know how to analyze the strengths, weaknesses, opportunities, and threats of a school’s technology plan in order to improve it. I am conscious of the ISTE essential conditions that are required for successful technology integration. My role as technology leader in creating a shared vision and implementation plan is more apparent to me now. I have the faculty to research, recommend, and implement strategies to establish implementation. I have the ability to assess, design, develop, and implement a shared vision and technology plan. This experience has made me dedicated to the creation of a shared vision and implementation plan. I feel passionately about gaining feedback from all stakeholders in the creation of our shared vision and plan. Lastly, providing digital equity to all students is of great interest and importance to me. |
| **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 will greatly improve our school. Now that I have new skills, knowledge, and disposition, I can lead our school in creating a shared vision and implementation plan. Seeking feedback from all stakeholders will enable us to gain support from the staff, students, and community, which will improve the school environment. Having a plan will enable our school to implement technology more effectively, which will result in higher student engagement and improved student achievement. I strongly believe that an implementation plan will help our school meet our SIP goals of increasing graduation rate and increasing student performance on standardized tests. |