**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Neal Austin Smith III | **Mentor/Title:** Jonathan Tanner, Assistant Principal | **School/District:** Simpson Middle School/Cobb County |
| **Field Experience/Assignment:** Technology Vision, SWOT Analysis, Action/Evaluation Plan | **Course:** ITEC 7410 Leadership for Instructional Technology | **Professor/Semester:** Dr. Gary Shattuck, Summer 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| **6/12/14** | Developed interview questions to ask my principal and colleagues and survey questions (2 hours) | 1.1, 1.2, 1.3, 1.4, 2.8, 3.6, 3.7, 5.1, 5.2, 6.1 | 1a, 1b, 1c, 1d, 4a, 4b, 6a, 6b, 6c |
| 6/19/14 | Conducted interview with principal and colleague at the school (3 hours) | 1.1, 1.2, 1.3, 1.4, 2.8, 3.6, 3.7, 5.1, 5.2, 6.1 | 1a, 1b, 1c, 1d, 4a, 4b, 6a, 6b, 6c |
| 6/20/14 | Reviewed current school improvement plan to look for technology integration information (2 hours) | 1.1, 1.2, 1.3, 1.4, 2.8, 3.6, 3.7, 5.1, 5.2, 6.1 | 1a, 1b, 1c, 1d, 4a, 4b, 6a, 6b, 6c |
| 6/23/14 | Began compiling information for my technology vision paper (2 hours) | 1.1, 1.2, 1.3, 1.4, 2.8, 3.6, 3.7, 5.1, 5.2, 6.1 | 1a, 1b, 1c, 1d, 4a, 4b, 6a, 6b, 6c |
| 6/24/14 | Completed technology vision paper (1 hour) | 1.1, 1.2, 1.3, 1.4, 2.8, 3.6, 3.7, 5.1, 5.2, 6.1 | 1a, 1b, 1c, 1d, 4a, 4b, 6a, 6b, 6c |
| 6/25/14 | Proofread technology vision paper (1 hour) | 1.1, 1.2, 1.3, 1.4, 2.8, 3.6, 3.7, 5.1, 5.2, 6.1 | 1a, 1b, 1c, 1d, 4a, 4b, 6a, 6b, 6c |
| 6/30/14 | Began working on SWOT analysis (1 hour) | 1.1, 1.2, 1.3, 1.4, 2.8, 3.6, 3.7, 5.1, 5.2, 6.1 | 1a, 1b, 1c, 1d, 4a, 4b, 6a, 6b, 6c |
| 7/2/14 | Continued to work on SWOT analysis (1 hour) | 1.1, 1.2, 1.3, 1.4, 2.8, 3.6, 3.7, 5.1, 5.2, 6.1 | 1a, 1b, 1c, 1d, 4a, 4b, 6a, 6b, 6c |
| 7/5/14 | Continued work on SWOT analysis (3 hours) | 1.1, 1.2, 1.3, 1.4, 2.8, 3.6, 3.7, 5.1, 5.2, 6.1 | 1a, 1b, 1c, 1d, 4a, 4b, 6a, 6b, 6c |
| 7/6/14 | Completed SWOT analysis (2 hours) | 1.1, 1.2, 1.3, 1.4, 2.8, 3.6, 3.7, 5.1, 5.2, 6.1 | 1a, 1b, 1c, 1d, 4a, 4b, 6a, 6b, 6c |
| 7/7/14 | Began work on school improvement plan analysis (1 hour) | 1.1, 1.2, 1.3, 1.4, 2.8, 3.6, 3.7, 5.1, 5.2, 6.1 | 1a, 1b, 1c, 1d, 4a, 4b, 6a, 6b, 6c |
| 7/8/14 | Completed SIP analysis (2 hour) | 1.1, 1.2, 1.3, 1.4, 2.8, 3.6, 3.7, 5.1, 5.2, 6.1 | 1a, 1b, 1c, 1d, 4a, 4b, 6a, 6b, 6c |
| 7/9/14 | Began work on Action/Evaluation Plan (1 hour) | 1.1, 1.2, 1.3, 1.4, 2.8, 3.6, 3.7, 5.1, 5.2, 6.1 | 1a, 1b, 1c, 1d, 4a, 4b, 6a, 6b, 6c |
| 7/10/14 | Completed Action/Evaluation Plan (3 hours) | 1.1, 1.2, 1.3, 1.4, 2.8, 3.6, 3.7, 5.1, 5.2, 6.1 | 1a, 1b, 1c, 1d, 4a, 4b, 6a, 6b, 6c |
| 7/11/12 | Proofread action/evaluation plan (1 hour) | 1.1, 1.2, 1.3, 1.4, 2.8, 3.6, 3.7, 5.1, 5.2, 6.1 | 1a, 1b, 1c, 1d, 4a, 4b, 6a, 6b, 6c |
|  | Total Hours: [26 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?**  The main lesson that I learned from this field experience is the current state of the technology integration plan and vision of my school. I learned about the standards for a technology plan and compared the technology plan at my school to those standards. I found that my school does not have a details technology plan that is spelled out separately from the school improvement plan. Rather, the school improvement plan includes brief mentions of technology as tools for increasing rigor and promoting higher order thinking skills. While that allows for teachers to use technology as they see fit, often teacher read that lack of specific direction as a license to not use technology. With that knowledge, I learned of the need for a more specific mention of technology in my school’s school improvement plan and preferably a specific technology vision or plan to be publicized to the staff and to community stakeholders. |
| **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.)**  In completing the experience it related to my knowledge of the parts of a technology plan as related to the improvement of a school. The experience also related to my knowledge about my own school as I conducted interviews with my principal and some of my long-tenured colleagues to assess the past and present iterations of the technology policy. In that process I had to use my skills for interviewing to get the answers I needed to obtain the best information possible. Additionally the experience was related to my skills in using the information that I gleaned from the interviews to create the appropriate plans. Finally, the experience related to my enthusiasm for my school and for the use of technology in the classroom and the seamless integration of technology into classes throughout the school. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  The field experience will impact the school through the possible development of a more detailed and specific technology plan either as part of the school improvement plan or as a standalone plan. Through he course of this experience, I learned what my school should have in plan in terms of a technology vision and plan, and I noticed the aspects of that vision and plan that my school is missing. Through my learning from this experience, I will be able to suggest the addition of those elements to our school improvement plan which will lead to school improvement. The addition of technology integration will necessitate an increase and a shift in the type of professional development opportunities offered at the school. Teachers will require training on new methods for integrating technology into their classes and properly using the technology resources that they are afforded at the school. That increase in professional development will in turn lead to greater student learning through a more engaging integration of technology across the board. |