**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Tabitha Edmondson-Goodman | **Mentor/Title:** Ms. Carla Wallace | **School/District:** A.L. Burruss/Marietta City Schools |
| **Field Experience/Assignment:** Field Based Course Assignments | **Course:** ITEC 7410 Technology Leadership & Vision in Schools | **Professor/Semester:** Dr. Bacon/ Summer 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 6/12/16 | Review ALB, MCS Improvement Plans and the District Technology Plan- 2hrs. | 6.2, 1.2 | 6c, 1b |
| 6/14/16 | Begin to write up the SIP Plan and Technology Analysis- 2hrs. | 1.2, 5.1, 4.1 | 1b, 4a, 5a |
| 6/16/16 | Finalize SIP Plan and Technology Analysis- 1.5hrs | 6.2, 5.1, 4.1 | 6c, 4a, 5a |
| 6/23/16 | Review requirements and rubrics for the Shared Vision assignment-1.5 hrs | 6.2, 1.1, 4.1 | 6c, 1a, 5a |
| 6/24/16 | Define my vision statement-1.5hrs | 6.2,1.1 | 6c,1a |
| 6/26/16 | Research articles and journals for Shared Vision paper- 2.5hrs | 1.1 | 1a |
| 6/27/16 | Create rationale for Shared Vision paper- 1.5 hrs | 6.2, 1.1 | 6c, 1a |
| 6/27/16 | Research more articles and journals for diversity needs- 1.5hrs | 1.1 | 1a |
| 6/29/16 | Develop Diversity Considerations and Stakeholder Roles for Shared Vision paper- 2hrs | 6.2, 1.1, 4.1 | 6c, 1a, 5a |
| 6/30/16 | Conclude Shared Vision assignment-1.5 hrs | 1.1, 4.1 | 1a, 5a |
| 7/4/16 | Review SWOT template and rubric- 1hr. | 1.2, 5.1, 4.1 | 1b, 4a, 5a |
| 7/5/16 | Assess ALB’s technology strengths, weaknesses, opportunities, and threats- 3hrs | 6.2, 5.1, 4.1 | 6c, 4a, 5a |
| 7/6/16 | Continue to assess ALB’s technology strengths, weaknesses, opportunities, and threats- 3hrs | 6.2, 5.1, 4.1 | 6c, 4a, 5a |
| 7/7/16 | Wrap-up ALB’s SWOT Analysis- 1.5hrs | 5.1, 4.1 | 4a, 5a |
| 7/12/16 | Analyze the Action/Evaluation Plan- 1.5hrs | 6.2, 1.2, 1.3, 1.4, 4.1 | 6c, 1b, 1c, 1d, 5a |
| 7/13/16 | Finalize ALB’s Action/Evaluation Plan- 1.5hrs | 1.2, 1.3, 1.4, 4.1 | 1b, 1c, 1d, 5a |
|  | Total Hours: [29 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 | X |  |  | X | X |  |  |
| Hispanic | X | X |  |  | X | X |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White | X | X |  |  | X | X |  |  |
| Multiracial |  |  |  |  | X | X |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  | X | X |  |  |
| Limited English Proficiency |  |  |  |  | X | X |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  | X | 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?**  All of the assignments listed encouraged me to delve deeper into not only how technology is implemented in our classrooms, but how technology is perceived at A.L. Burruss. While reviewing our districts technology plan, I realized that MCS has a very elaborate plan for providing technology resources for all of our students. This plan has measureable objectives and goals that I can see happening in my school. When I reviewed my schools SIP, I noticed that we do not have a clear vision for how technology should be implemented. When I surveyed many of the teachers many of them were unsure themselves, but they all understood the necessity for technology. With a strong vision and understanding for implementing technology into our schools, this can greatly impact our teaching and learning. |
| **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.)**  As I reviewed the PSC and ISTE NETS-C standards I noticed that our assignments focused a great deal on Visionary Leadership, Professional Learning & Program Evaluation, and Candidate Professional Growth & Development. As technology leaders in our schools we have to be able to educate our staffs, stakeholders, and students. We have to also support our administration as they craft the technology vision for our school. This vision will help model the type of technology implementation that we want for our students and staff. An effective technology leader must be willing to continuously learn and grow. They must also understand and know how to work with all people. This includes teachers that are eager and those that are not willing to assimilate into the future. Communication and a collaborative environment is the key to effectively integrating technology into our schools. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  I hope that these assignments will impact our faculty and students in a positive and meaningful way. I plan to share these assignments with my administration team when we return in August. I hope to be able to work with the Media and Technology Committee to craft a technology vision for our school. Organizing our thoughts, concerning technology implementation, will help our staff, parents, and stakeholders understand how technology will support active engagement with our students, while encouraging collaboration and a connection to the real world. |