

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Brandy Beavers	Mentor/Title: Casey Payne/ITS	School/District: North LaFayette Elementary/ Walker County
Field Experience/Assignment: SWOT, Shared Vision, Action Plan	Course: ITEC 7410	Professor/Semester: Fuller/Spring 2019

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
2/17/2019	Researched/Analyzed School Improvement Plan for the Shared Vision paper [3 hours]	PSC 1.1, 1.2, 2.6, 2.8, 3.2, 3.6, 4.1, 5.1, 5.3, 6.1	ISTE 1a, 1b, 2f, 2h, 3b, 3f, 5a, 4a, 4c, 6a, 6b
3/10/2019	Completed the Shared Vision Paper [5 hours]	PSC 1.1, 1.2, 2.6, 2.8, 3.2, 3.6, 4.1, 5.1, 5.3, 6.1	ISTE 1a, 1b, 2f, 2h, 3b, 3f, 5a, 4a, 4c, 6a, 6b
4/6/2019	Completed SWOT Analysis Paper [8 hours]	PSC 1.2, 1.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	ISTE 1b, 1c, 4a, 4b, 4c, 6a, 6b, 6c
4/10/2019	Completed the Action/Evaluation Plan. [7 hours]	PSC 1.2, 1.3, 1.4, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	ISTE 1b, 1c, 1d, 4a, 4b, 4c, 6a, 6b, 6c
	Total Hours: [23 hours]		

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						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

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?

- ◇ Throughout this class, we had quite a few papers that built off of one another. We began this semester with learning about a shared vision, and what that is in relation to schools. I began by reading over our school improvement plan to be able to pin point an area where our school needs some improving. When working through the Shared Vision paper, I really wanted to prove to administration, as well as my professors in this program, what the issues in our school are. After I completed the Shared Vision paper. I was able to begin my SWOT paper, which is the strengths, weaknesses, opportunities, and threats of the shared vision implementation. I used the SWOT paper to decide how I should move forward and then I was able to write the Action/Evaluation plan. These were all very beneficial assignments to me this semester. I have learned a lot about the technology use in my school, and what actions need to be taken to make sure that we are changing and moving forward with education today.

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.)

- ◇ **Knowledge-** Students must know how to use technology. Teachers must **facilitate** the development of assignments and **implementation** of the technology devices in the classroom. Teachers must **model** the **technology-enhanced learning experiences**. They must **align these experiences to their content area standards**.
- ◇ **Skills-** Teachers must be comfortable on using the technology devices in their classroom. Others who work on the school improvement plan need to be **prepared to research, recommend, and implement policies, procedures, programs, etc.**
- ◇ **Dispositions-** Teachers must have an open mind about all of the new information that they will be receiving about these technology devices. They

must be able to **design and develop digital tools, resources, and technology-enhanced learning experiences.**

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 impacted school improvement because every assignment that we had that I completed was based on my own school improvement plan. I was able to really dig deep into that material to be able to understand what the goals are for my school currently, and what we need to do to be able to work toward meeting those goals. Faculty development was also addressed because a lot of the technology usage that needs to happen would be supported by professional development opportunities for teachers and staff at our school. Students are also really engaged when using technology at school. They are always more interested in learning more about what tools we are currently working on. The impact of these assignments could be assessed with the teacher usage of technology, the comfort of the students while using technology, and the faculty development that occurs to help teachers use this technology more efficiently.