

# STRUCTURED

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Shanna Irving	<b>Mentor/Title:</b> Melissa (Lisa) Wheeler Media Center Specialist	<b>School/District:</b> North Cobb High School Cobb County
<b>Field Experience/Assignment:</b> Technology Planning Project	<b>Course:</b> ITEC 7410: Instructional Technology Leadership	<b>Professor/Semester:</b> Dr. Beeland Summer 2015

### Part I: Log

Date(s)	Activity/Time	PSC Standard
6/13/2015	Created surveys and surveyed colleagues – 3 hours Analyzed survey results – 1 hour	PSC 1.2/ISTE 1b PSC 3.7/ISTE 3g PSC 5.1/ISTE 4a
6/26/2015	Composed Shared Vision paper – 3 hours	PSC 1.1/ISTE 1a PSC 1.4/ISTE 1d PSC 2.1/ISTE 2a PSC 2.2/ISTE 2b
7/3/2015	Completed diagnostic tool – 1 hour Composed SWOT Analysis – 3 hours	PSC 1.2/ISTE 1b PSC 1.4/ISTE 1d
7/10/2015	Composed One-Year Action/Evaluation Plan - 4 hours	PSC 1.2/ISTE 1b PSC 1.3/ISTE 1c PSC 1.4/ISTE 1d PSC 2.2/ISTE 2b
Total Hours: [15 hours ]		

<b>DIVERSITY</b>								
(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
<b>Race/Ethnicity:</b>								
Asian				x				x
Black				x				x
Hispanic				x				x
Native American/Alaskan Native								
White				x				x
Multiracial				x				x
<b>Subgroups:</b>								
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?**

This field experience led me through a systematic analysis of my school's current functioning. The combination of personal experience, colleague survey data, and research into the School Improvement Plan and county technology vision plan provided the insight necessary to determine exactly what strengths, weaknesses, opportunities, and threats (SWOT) accompany potential technology vision implementation, and I was able to use that information to create an Action & Evaluation Plan that is based specifically on my school's capacity and needs.

Through this field experience, I learned that technology facilitation and leadership require more than just strategic current functioning analysis, though that they certainly require; technology leaders must be skillful navigators of staff and student attitude, skill level, and readiness. They must encourage staff and students to give voice and feet to a vision they create together.

#### **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 learning increased my knowledge about my school's functioning and needs. It increased my skill with systematic school functioning analysis and the development of strategic plans that meld standards-based and research-based technology-enhanced learning with that current functioning. Surveying my colleagues to assess need was particularly meaningful – there is significant value in what they have to say, and using the collected opinions as a base for the SWOT analysis provided the necessary data to create an effective and focused Action/Evaluation Plan.

#### **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**

I will take this specific course's work back to the administrators at my school to discuss my desire to join the strategic planning committee. Once on the committee, I will be the voice for adding technology integration goals to our strategic plan, and I will use the work completed in this class to support the development of those goals. Ultimately, inclusion of technology implementation elements to the school improvement plan (SIP) would impact school improvement, faculty development, and student learning. All staff and teachers would be a party to the implementation of the strategic plan. They would thus approach technology implementation goals with a shared vision for *why* technology is important and a shared focus for developing the *how*, making necessary strategic research into strategies that work for all students in each curriculum.