**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chris Rogers | **Mentor/Title:** Kathy Schmidt / Media Specialist | **School/District:** Gwinnett County Public Schools |
| **Field Experience/Assignment:** Vision/SWOT/Action Plan | **Course:** ITEC 7410 Instructional Technology Leadership | **Professor/Semester:** Dr. Fuller / Summer 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 7/6/16 | Research of relevant literature for SWOT, Vision & Rationale, and Action Plan. [9 hours] | PSC 1.2, 1.3, 1.4, 3.2, 3.3, 4.1, 4.3, 6.1, 6.3 | ISTE 1b, 1c, 1d, 3b, 3c, 5a, 5c, 6a, 6c |
| 7/10/16 | Completed the Vision & Rationale [7 hours] | PSC 1.2, 1.3, 1.4, 3.2, 3.3, 4.1, 4.3, 6.1, 6.3 | ISTE 1b, 1c, 1d, 3b, 3c, 5a, 5c, 6a, 6c |
| 7/17/16 | Completed the SWOT [8 hours] | PSC 1.2, 1.3, 1.4, 3.2, 3.3, 4.1, 4.3, 6.1, 6.3 | ISTE 1b, 1c, 1d, 3b, 3c, 5a, 5c, 6a, 6c |
| 7/20/16 | Completed the Action Plan [6 hours] | PSC 1.2, 1.3, 1.4, 3.2, 3.3, 4.1, 4.3, 6.1, 6.3 | ISTE 1b, 1c, 1d, 3b, 3c, 5a, 5c, 6a, 6c |
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|  | Total Hours: [30 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 | X |  |  |  | x |  |  |
| Black | X | X | X | X |  | x |  |  |
| Hispanic | X | X | X | X |  | x |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White | X | X | X | X |  | 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?**  This field experience taught me a lot about what it means to be a technology leader. I learned about digital equity and how to plan for large-scale change. I learned about the importance of developing a shared vision that involves stakeholder support, and the importance of a standards-based, content-integrated technology program. |
| **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.)**  These experiences helped me broaden my knowledge of the ISTE essential conditions, including shared vision and digital equity. I honed my research skills while applying the ideas from the literature to my own district’s technology implementation. I developed disposition towards advocating for disadvantaged groups, including low-SES students. Through many conversations with district leaders, I learned a lot about the “why” behind our technology plans and our history of solid planning to support instructional implementation. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This experience helped facilitate learning within my department by helping my co-workers become more aware of the history of GCPS’ technology vision. Additionally, staff development was impacted by raising awareness for our lack of progress in bridging the digital divide. This impact could be measured through an anonymous survey asking respondents to rate the change in their awareness of these issues. |