

# STRUCTURED

## Field Experience Log & Reflection

### Instructional Technology Department

<b>Candidate:</b> Amy Calley	<b>Mentor/Title:</b> Sandra Lake/ITS	<b>School/District:</b> Brumby Elementary School/Cobb County
<b>Field Experience/Assignment:</b> Technology Planning Project	<b>Course:</b> ITEC 7410 – Instructional Technology Leadership	<b>Professor/Semester:</b> Chester Fuller/Spring 2019

### Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
2/23/19	Reviewed Brumby School Improvement Plan, Strategic Plan, and Cobb County Technology Plan [2 hours]	PSC 1.1, 1.2, 1.3, 1.4	ISTE 1a, 1b, 1c, 1d
3/7/19	Developed and finalized Shared Vision and Rationale [4 hours]	PSC 1.1, 4.1	ISTE 1a,4a
3/30/19	Completed ISTE Diagnostic Tool in preparation for beginning SWOT analysis [1 hour]	PSC 5.1, 5.3	ISTE 4a, 4c
4/6/19	Developed SWOT analysis [4 hours]	PSC 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 4.3, 5.3, 6.1, 6.2, 6.3	ISTE 1a, 1c, 1d, 2a, 2b, 2c, 2d,2e, 2f, 4c, 5a, 5c, 6a, 6b, 6c
4/7/19	Edited and finalized SWOT analysis [1 hour]	PSC 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 4.3, 5.3, 6.1, 6.2, 6.3	ISTE 1a, 1c, 1d, 2a, 2b, 2c, 2d,2e, 2f, 4c, 5a, 5c, 6a, 6b, 6c
4/12/19	Developed Action/Evaluation Plan [4 hours]	PSC 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 4.3, 5.3, 6.1, 6.2, 6.3	ISTE 1b, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 4c, 5a, 5b, 6a, 6b, 6c
4/14/19	Finalized Action/Evaluation Plan. [1 hour]	PSC 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 4.3, 5.3, 6.1, 6.2, 6.3	ISTE 1b, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 4c, 5a, 5b, 6a, 6b, 6c
	Total Hours: [17 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			x	x		
Multiracial					x	x		
<b>Subgroups:</b>								
Students with Disabilities					x	x		
Limited English Proficiency					x	x		
Eligible for Free/Reduced Meals					x	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?**

From this field experience, I learned about the various components of creating a technology plan, as I first analyzed school and district plans to design a Shared Vision, and then used a diagnostic tool to inform development of a SWOT analysis, the results of which were used in creating an Action/Evaluation Plan. In doing so, I gained knowledge as to how the ISTE Standards for Teachers and Students can be implemented, and the professional learning which is necessary to provide for teachers in order to reach our technology goals for instruction, assessment, and students engagement and achievement.

- 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:** The development and completion of the technology planning project required knowledge of technology-infused practices, in relation to design and implementation. Policies, procedures, programs, and strategies were analyzed to determine support and management. Knowledge of the ISTE Standards for Students and Teachers was imperative in the design of the vision, actions, and evaluation.

**Skills:** Analyzation of school and district plans relating to technology and student achievement was necessary as part of development of a Shared Vision, and continual learning in areas of current and emerging technologies was necessary to provide actions for implementation and evaluation. Skills in instructional design, including technology-enhanced learning experiences, were also expanded upon.

**Dispositions:** The development of the components of the technology planning project enabled me to synthesize and apply content and professional knowledge. From working with our Instructional Technology Coach and Academic Coach, I am more aware of my role in supporting other teachers through the vision and actions. I am also eager to connect with parents and community, as the vision cannot be attained without support from all stakeholders. In addition, I'm prepared to help students become aware of the ISTE Standards for Students and how we are transforming their learning through technology.

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

Our staff is currently undergoing Microsoft Innovative Educator certification, as we are in a brand new building with new technology resources. Most of the staff knows how to use the basic functions of devices and programs, but is unaware of the possibilities with

technology, especially for communication, collaboration, critical thinking, and creativity. Also, most teachers are unaware of the ISTE Standards for Students and Teachers, or that we have a Strategic Technology Plan. Through the Shared Vision and Action/Evaluation plan, the Technology Hype Team can implement actions and assessments that support teacher understanding and skills related to improving student achievement. The Instructional Technology Coach and Academic Coach are working with the Technology Hype Team to create surveys, files, and questionnaires that provide resources for teachers and generate feedback as well. The continued impact will be assessed through these surveys and questionnaires that will be administered to teachers, students, parents, and stakeholders as we work through each phase of aligning the Strategic Technology Plan with the School Improvement Plan.