**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Birgitta Johnson | **Mentor/Title:** Imogene Mackey | **School/District:** Adamsville Primary/APS |
| **Field Experience/Assignment:**  **Technology Vision Plan** | **Course:** ITEC 7410 Inst Leadership | **Professor/Semester:** Gagnon/Summer 2015 |

**Part I: Log**

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| --- | --- | --- | --- |
| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
|  |  |  |  |
| 06/16/16 | Completed the SIP Project Tech Plan Needs Assessment 5 hrs | 2b | ISTE 2a-e |
| 07/01/16 | Completed Shared Vision Statement 2 hours | 2c, 2b, 6a | ISTE 5a-d |
| 7/5/16 | Research for SWOT Analysis 2 hours | 2d 3e | ISTE 4a-d |
| 7/8/16 | Completed SWOT Analysis 2 hours | 2d 3e | ISTE 4a-d |
| 7/19/16 | Completed Technology Grant Project 5 hours | 8d | ISTE 2a-d |
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|  |  |  |  |
|  | Total Hours: [16 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 |  |  |  |
| Hispanic | x |  |  |  | x |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White | x |  |  |  |  |  |  |  |
| Multiracial | x |  |  |  | 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?**  **I think these experiences really put in focus how much I need to take charge and be an active part of my school’s overall vision. I learned how to really advocate for technology through my leadership is an important part of being and Ed Tech Coach in my school. I gained confidence in knowing what I am looking for when it comes to school improvement through technology.** |
| **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.)**  **I took what I already knew as a person who helps others work with technology to becoming an official leader. The skills I learned was how to use best practices from teaching and learning in order to become a leader to help develop learning experiences for students and staff that will be beneficial to the school vision.** |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  **I would think that this school experience is preparing me for my upcoming experiences in my new school and that I can be a positive impact into our school and district vision of 21st century learning. We may not be where we want to be in the way of technology but I think I can help show teachers how we can maximize the technology without making it seem like extra work on the school and staff.** |